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99–193 Ahulu, Samuel. Lexical variation in International English / Grammatical variation in International English. *English Today* (Cambridge, UK), **14**, 3 + **14**, 4 (1998), 19–25 + 29–34.

Study of language variation in post-colonial countries is an emergent field in linguistics. This two-part study considers the use of some lexical and grammatical variations which rarely occur in British Standard English but are common in the written English of some post-colonial countries. The study is approached from a pedagogical point of view in order that language learners be encouraged to perceive the target language as a means of communication rather than as a set of forms. In the first article lexical variation is the focus, and in the second grammatical variation. In terms of lexical variation five main areas are discussed: archaism, borrowing, coinage, semantic modification and loan translation. In the second article morphology and syntax are considered, in particular the areas of number realisation and plurality. This involves discussion of such issues as singular and plural partitives and concord in some specific contexts and environments. The author concludes by stating that awareness of the diversity and multidimensionality of English is very important for teachers, as forms which are in common usage in post-colonial or North American contexts may be misconceived as learner errors.

99–194 Arnold, Cindy and Decognier, Christine (Lycée des Arènes, Toulouse, France). Manuels récents d'anglais et d'allemand : quelle place pour la littérature? [The place of literature in recent textbooks for English and German.] *Etudes de Linguistique Appliquée* (Paris, France), **111** (1998), 303–14.

The recent reform of the *Baccalauréat* (examinations at age 18) has placed new stress on the importance of literature in language teaching syllabuses in France. The authors each examine and compare a number of textbooks for English and German in the light of the reform, asking what proportion of the textbook is devoted to literary texts, which authors are represented and which types of texts. They conclude that there has indeed been a clear shift away from newspaper articles towards texts selected from the literary canon. In English textbooks, the texts cover a wide historical period, but the choice in German textbooks is limited to the twentieth century. However, texts seem to be chosen according to topic and to their potential for stimulating discussion, rather than on the basis of any specifically literary criteria, and no guidance is given on how to identify and read a literary text.

99–195 Bailly, Danielle (Université Paris VII, France). Didactique scolaire : le rôle de la conceptualisation grammaticale dans l'apprentissage de la compréhension et de l'expression en langue étrangère. [The role of grammatical awareness in learning comprehension and expression in a foreign language.] *Etudes de Linguistique Appliquée* (Paris, France), **111** (1998), 325–42.

Since the 1970s, the explicit teaching of grammar or any other approaches or activities which aim at raising learners' metalinguistic awareness have been out of favour in the French school system, since they are regarded as being incompatible with the communicative approach. The author regrets this state of affairs, arguing that developments in pragmatics, psycholinguistics and the cognitive sciences have shown the importance of metalinguistic awareness in the learning process. Examples are given of innovatory school language courses where the intellectual and methodological tools made available by such research are usefully called on by language pedagogues to supplement present-day communicative teaching. By allowing learners to position themselves as speakers within the grammatical and discursive system of a language, this contributes towards making the communicative approach more truly learner-centred.

99–196 Benati, Alessandro (U. of Greenwich, UK). Processing Grammar Instruction: a type of grammar instruction for the language classroom. *Tuttitalia* (Rugby, UK), **18** (1998), 22–26.

In this paper *Processing Grammar Instruction* is proposed as an alternative way of teaching grammar in the foreign language classroom. Traditional grammar teaching is seen as concentrating on output, whereas this model focuses on input, and especially on the way that students process input so that it becomes intake. The paper examines the theoretical underpinnings of the development of the proposed model, describes the characteristics of the approach, and provides some guidelines for producing processing instruction activities. It is suggested that this approach is a more effective way of teaching grammar and that it provides a potential solution to the problem of how to incorporate grammar into communicative language teaching.

99–197 Bogaards, Paul (U. de Leyde, Pays-Bas). Des dictionnaires au service de l'apprentissage du français langue étrangère. [Dictionaries for learners of French as a foreign language.] *Cahiers de Lexicologie* (Paris, France), **72**, 1 (1998), 127–67.

This paper offers a critical review of three dictionaries which are assumed to be particularly helpful for learners of French as a second or foreign language (L2). The framework for the analysis is the same as that developed in an earlier (1996) paper by the present author when a comparison was made between four English learners' dictionaries. This framework attempts to adopt the practical point of view of L2 learners who have to read or write a text in the target language and who try to obtain the maximum from a monolingual dictionary. Twenty-three criteria were taken into account. The author concludes that none of the French dictionaries analysed may be considered as satisfactory, and that French pedagogical lexicography is lagging behind international developments.

99–198 Bosiljevac, Helga (Osnovna škola Turanj, Karlovac). Metoda ključnih riječi. [The keyword method.] *Strani Jezici* (Zagreb, Croatia), **27**, 2 (1998), 86–90.

This paper briefly reviews the most popular and most researched mnemonic technique in vocabulary teaching–the keyword method, developed by Atkinson. A definition of the method is first offered, together with a detailed description of Atkinson's and Raugh's original research and its results. This is followed by an overview of a number of experiments conducted by various researchers as a follow-up to aspects of the original research. It is concluded that, although research findings do not come out unanimously in favour of the mnemonic technique, there have been enough positive results to encourage the use of this method as an aid in vocabulary teaching.

99–199 Bucher-Poteaux, Nicole (Université Strasbourg II, France). Savoir raison garder. [Keeping a cool head.] *Etudes de Linguistique Appliquée* (Paris, France), **111** (1998), 315–24.

The communicative approach to language teaching is based on a distinction between linguistic competence and communicative competence, between the capacity to generate grammatically correct sentences and the ability to produce situationally appropriate utterances. This is taken as implying that in the classroom learners should have the opportunity to use language in a range of different situations by participating in activities such as simulations or games. The author criticises this position, however, arguing that, as the classroom is not the real world, such activities do not involve learners in authentic communication. She suggests instead that it is the classroom reality itself which should serve as the basis for the development of communicative activities. (This article originally appeared in 1989 and is republished with a postscript in which the author observes that communicative language teaching methodology has hardly changed since.)

99–200 Butzkamm, Wolfgang (Aachen U. of Technology, Germany). Code-switching in a bilingual history lesson: the mother tongue as a conversational lubricant. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **1**, 2 (1998), 81–99.

This article is concerned with the use of the mother tongue (L1) in bilingual content teaching as well as in conventional foreign language classes. The controversy over the L1 as a help or a hindrance is examined by way of an analysis of a history lesson taught in English as a foreign language. The transcript analysed is a complete lesson recorded in a class of 25 13-year-old girls and boys in the bilingual section of a German grammar school. The article makes the point that brief episodes of switching to the L1 can function as a learning aid to enhance the communicative competence in the foreign language. The author's interpretation of the classroom events leads him to make several points: even though the second language remains the working language, the teacher serves as a bilingual dictionary so that the L1 becomes an ally of the foreign language; the L1 can be used as a short-cut to communication as well as in language practice; and it is part of the art of teaching to know when to briefly focus on language without cutting off the thread of serious communication.

99–201 Carnevali, Carla (Università per Stranieri, Perugia, Italy). Tecnologie dell'informazione e processi di integrazione socio-culturale nella didattica delle lingue straniere. [Information technologies and socio-cultural integration processes in the teaching of foreign languages.] *Tuttitalia* (Rugby, UK), **18** (1998), 27–32.

This paper argues that the application of information technology in language teaching is productive both because it closely follows information acquisition processes in the brain (which work by association of ideas rather than in a linear, sequential way) and because it encourages the development of intercultural, as well as linguistic, competence. It shows how the use of technology for collaborative learning (e.g. conferencing) encourages types of interaction that help learning and the development of problem-solving skills. At the socio-cultural level the fact that students of different nationalities collaborate in their quest for knowledge of the target language and culture promotes integration, encouraging continual communicative interaction and enabling the participants to accept differences and diversity rather than relying on stereotypes. The new technologies, particularly those associated with conferencing and distance learning, require a different role for the teacher; and the implications for teacher training and materials/resources development are also discussed.

99–202 Chambers, Gary N. (U. of Leeds, UK). Pupils' perceptions of the foreign language learning experience. *Language Teaching Research* (London, UK), **2**, 3 (1998), 231–59.

This article presents some of the findings relating to a study of pupils' perceptions of the in-school foreign

language learning experience. The issues investigated include the factors influencing pupils' views on what goes on in the classroom; pupils' likes and dislikes, and how they feel the in-school experience could be enhanced; and whether causal factors can be identified in the apparent diminution in enthusiasm for learning (languages) between the ages of 11 and 13. The findings reported here represent one area of a larger, accelerated longitudinal study on the motivational perspectives of pupils learning German in four UK secondary schools. The study also has a comparative dimension, as the same issues are addressed in relation to the English-learning experience of pupils of the same age in two similar schools in northern Germany. Data were collected through survey, and also through follow-up interviews with a 10% sample of the pupils. The findings relating to pupils' perceptions of the in-school foreign language learning experience are reported, and implications for classroom practice are discussed.

99–203 Chanier, Thierry (University of Franche-Comté, Besançon, France). Hypertexte, hypermédia et apprentissage dans des systèmes d'information et de communication. [Hypertext, hypermedia and learning in information and communication systems.] *Etudes de Linguistique Appliquée* (Paris, France), **110** (1998), 137–46.

This article examines the roles of multimedia, hypertext and hypermedia in computer-assisted language learning. It starts by redefining these three terms, in order to show how multimedia and hypertext have appeared in information and communication technologies and in the development of information networks, of which the Web (conceived as a network for working co-operatively at a distance) is especially important. A summary follows of the results of research into the impact of hypertexts on learning (in any discipline), based on three types of hypertext use in education: the extraction of information from databases, the organisation of existing information in order to assess it better, and the production of new information or structures of knowledge. The results showed that hypertext-based learning needs very close guidance and training from a teacher/facilitator if it is to be more efficient than paper-based learning. A global framework is described which shows the use of hypertext as collaborative work involving system, task and learning group. The article concludes with suggestions for further reading on hypermedia and collaborative learning through communication systems available on the Internet.

99–204 Cole, Amy and De Cecco, John (U. of Strathclyde, UK). Comparison of ML learning attainments of 12-year olds in Germany and Scotland. *Deutsch: Lehren und Lernen* (Rugby, UK), **18** (1998), 20–24.

This paper reports on a comparison of the oral achievements of pupils learning German in Scotland and English in Germany, in order to examine the widespread assumption in the UK that a focus on oral skills at primary level will promote communicative competence. At age 12, after two years in secondary school, the German pupils had encountered more grammar and written work and longer reading texts in their English lessons than UK primary school pupils. They had also received far more ML (modern language) teaching hours than their Scottish counterparts, so comparisons were also made with Scottish secondary pupils (S1 and S2). The pupils' oral responses were analysed for parts of speech, types of error and length of utterance. The best German pupils outperformed even the Scottish S2 pupils, particularly in mastery of verbs; and they were generally better able to sustain coherent discourse. The findings raise questions about the oversimplification and non-transferability of what is taught in Scottish primaries. They also bear out previous research in Scotland which highlighted pupil hostility to extensive target language use by teachers and lack of familiarity with grammatical description. The authors find the results of their study disturbing, given the immense effort invested in ML teaching in Scotland in recent years.

99–205 Collentine, Joseph (Northern Arizona U., USA). Processing instruction and the subjunctive. *Hispania* (Ann Arbor, MI, USA), **81**, 3 (1998), 576–87.

This paper cites research uncovering developmental factors (e.g. interactions between syntactic and morphological development) which account for the fact that foreign-language learners of Spanish completing the intermediate level seem to benefit little from subjunctive instruction. Little is known, however, about how different methodological approaches to grammar instruction affect subjunctive acquisition. Recently, investigators have presented evidence that *Processing Instruction*, an input-oriented approach to grammar instruction promoting the intake of grammatical properties, may be more effective than traditional, output-oriented approaches in facilitating the acquisition of grammar. The paper reports an experiment carried out to compare the two approaches with the subjunctive: participants were 54 students enrolled in a second-semester Spanish course at an American university. Results suggest that, while Processing Instruction is indeed effective at fostering learners' subjunctive abilities, output-oriented instruction is equally effective in tasks where the subjunctive has communicative value.

99–206 Coverdale-Jones, Tricia (U. of Lincolnshire and Humberside, UK). Does computer-mediated conferencing really have a reduced social dimension? *ReCALL* (U. of Hull, UK), **10**, 1 (1998), 46–52.

This paper looks at computer-mediated conferencing (CMC) in the international arena, and considers whether culturally influenced behaviour has an effect on communication online. CMC includes email and conferencing systems, as well as newsgroups and lists on the Internet—all tools which can be harnessed to assist

language learning. The author considers the indicative areas for cross-cultural misunderstanding taken from research into management communication, and also from research into gendered difference in posting styles on newslists and in 'netiquette' guidelines. Her own results from a small sample of questionnaires exemplify the cultural attitudes towards learning of a UK-based group of respondents. The question is raised of whether the 'reduced social dimension' of CMC allows participants in a conference to overcome social barriers, or whether the lack of social clues present in face-to-face interaction leads to greater confusion. The state of research at present is far from complete, and it remains unknown whether the CMC context will improve communication in areas of cross-cultural difficulty. However, relevant research in the management field has provided a framework for analysis of types of difference and the basic assumptions from which misunderstandings arise; and the (albeit limited) quantitative findings so far of the present author's research appear to support the analyses undertaken in that field.

99–207 Csilla, Sárdi (Kodolányi University Coll., Székesfehérvár, Hungary). Can needs analysis findings be useful for EFL course design? *NovELTy* (Budapest, Hungary), **5**, 2 (1998), 31–41.

Although needs analysis (NA) is a key element in needs-based course design (e.g. in English for Specific Purposes), the literature has tended to deal with each separately. This article highlights the importance of basing English as a Foreign Language courses on NA, thus taking into account the non-linear development of students' language abilities, the context-dependency of their language development and the positive relationship between learners' needs and their motivation to study the target language. Issues which arise when devising needs-based courses are addressed, and a framework is proposed for developing courses using NA data. It is suggested that theory of course design should precede and determine the NA, not vice versa; needs and how they relate to this theory should be defined so that suitable questions are formulated to elicit the required data; and a suitable sized sample is needed, including informants from target situations. The findings of the NA should then be analysed and translated into practice, with some means of overcoming any potential conflicts of opinion between target group learners and teachers. As the needs-based course is implemented learners' needs may change, perhaps requiring on-going needs analysis.

99–208 Csölle, Anita and Károly, Krisztina (Eötvös Loránd U., Budapest). Learning from errors: a task-based approach. *NovELTy* (Budapest, Hungary), **5**, 3 (1998), 19–36.

Task-based language teaching is gaining in importance in both foreign and second language instruction. This paper reports on a study which aims to explore the feasibility of three different types of tasks–oral examination, oral narration, and written argumentation. A quantitative and qualitative error analysis was used to compare student performance errors across tasks at intermediate and advanced levels of proficiency. The participants were 16 intermediate and 16 advanced learners of English as a Foreign Language from university and secondary school backgrounds. The oral data were audio- and videotaped and transcribed by trained assistants, while written data were entered into the computer. Results showed that learners performed fewer errors in writing than in either of the oral tasks, and that the oral argumentative task showed considerably more errors than the oral narrative. However, contrary to the research hypotheses, results showed both advanced and intermediate learners performing more grammatical than lexical errors. A number of explanations are offered to explain these results, and practical implications are offered for the language teacher.

99–209 Demaizière, Françoise (U. of Paris VII, France) **and Foucher, Anne-Laure**. Individualisation et initiative de l'apprenant dans des environnements (et des dispositifs) d'apprentissage ouverts: une expérience d'autoformation guidée. [Individualisation and initiative of the learner in open learning environments (and programmes): an experiment in guided autonomous learning.] *Etudes de Linguistique Appliquée* (Paris, France), **110** (1998), 227–36.

This article describes the introduction of the new technologies in a training programme for guided autonomous learning which gives priority to the individualisation of learning and the student's own initiative (i.e. what they do unsupervised), though in the context of an institution. Various aspects of the three-year university programme are discussed–e.g. the many different learning environments of a student (alone, in a group, consulting a tutor), the extent to which they have flexibility of choice, learning materials, staff support–and the results of feedback questionnaires are given. Mostly positive results were attained, both in the feedback from students and in their progress in both written and oral work. They enoyed the combination of being able to use their own initiative and having the freedom to use the resources as they wished; they also appreciated the level of guidance and support that was available to them.

99–210 Derwing, Tracey M. (U. of Alberta, USA), **Munro, Murray J. and Wiebe, Grace**. Evidence in favour of a broad framework for pronunciation instruction. *Language Learning* (Malden, MA, USA), **48**, 3 (1998), 393–410.

Although interest in pronunciation instruction for ESL (English as a Second Language) learners has increased dramatically in the last decade, little evidence exists as to whether one focus of such instruction is superior to another or even whether any form of instruction is beneficial at all. The study reported here explored the effects of three types of pronunciation instruction–

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segmental accuracy; general speaking habits and prosodic factors; or no specific instruction at all: native English-speaking listeners were asked to avaluate the effects of the different types on the speech of three groups of ESL learners, whose sentences and extemporaneously produced narratives were recorded at the beginning and end of a 12-week course of instruction. In a blind rating task, 48 native English listeners judged randomised sentences for accentedness and comprehensibility. Six experienced ESL teachers evaluated narratives for accent, comprehensibility and fluency. Although both groups instructed in pronunciation showed significant improvement in comprehensibility and accentedness on the sentences, only the global group showed improvement in comprehensibility and fluency in the narratives. It is argued that the focus of instruction and the attentional demands on speakers and listeners account for these findings.

99–211 Dörnyei, Zoltán (Thames Valley University, London, UK) **and Csizér, Kata**. Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research* (London, UK), **2**, 3 (1998), 203–29.

The authors consider that the question of how to motivate language learners has been a neglected area in second language motivation research, and that even the few available analyses lack an adequate research base. This article presents the results of an empirical survey which set out to obtain classroom data on motivational strategies. Two hundred Hungarian teachers of English from various language teaching institutions–ranging from elementary schools to universities–were asked how important they considered a selection of 51 strategies and how frequently they used them in their teaching practice. Based on their responses, the authors have compiled a concise set of ten motivational macrostrategies, which they call the 'Ten commandments for motivating language learners'. On the basis of the frequency data, they also discuss which of the 'commandments' tend to be particularly under-utilised in the language classroom.

99–212 Fleig·Hamm, Christiane (Queen's U.). La francophonie dans les manuels de français langue seconde: apports et limites. [The representation of francophone countries and regions in textbooks for French as a second language: contributions and limitations.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 4 (1998), 461–74.

The study reported here examines the representation of francophone countries and regions other than France in a number of French as a second language textbooks published since 1995. The author recommends as a model one which emphasises the richness and diversity of the cultures represented, contains no inaccurate information, and gives a realistic portrayal devoid of colonialist and ethnocentric attitudes. The analysis has a dual focus, looking both at the content of the texts and at the pedagogical activities accompanying them. It is concluded that the representations often do not conform to the recommended model. Eight suggestions for improvement are offered to authors of such materials.

99–213 Flowerdew, Lynne (Hong Kong U. of Science and Tech.). Integrating 'expert' and 'interlanguage' computer corpora findings on causality: discoveries for teachers and students. *English for Specific Purposes* (Exeter, UK), **17**, 4 (1998), 329–45.

Corpus linguistic techniques involve the use of concordancing software which identifies a KWIC (keyword-in-context) and thus provides empirical evidence on the lexico-grammatical patterning of certain items. Such corpus-based findings have either been used to inform syllabus design and materials or used as input for CALL (computer assisted language learning) activities. However, to date, most of the work in this field has relied upon exploitation of native speaker corpora. This paper proposes that a comparison of the findings from both learner and native speaker corpora would also have important pedagogical applications. However, this in turn raises the question as to how corpus-based findings can best be exploited in the ESP (English for Specific Purposes) classroom, an issue which the paper also addresses.

99–214 Galisson, Robert (Université de la Sorbonne Nouvelle, Paris III, France). Le «français langue étrangère» montera-t-il dans le train en marche de la «didactique scolaire»? [Will 'French as a foreign language' take advantage of developments in school education?] *Etudes de Linguistique Appliquée* (Paris, France), **111** (1998), 266–86.

In the first section of this article, the author sketches the history of 'French as a foreign language'. He argues that in almost every respect, including training and research institutions, methodology, aims and values, the discipline developed along lines which were very different from educational approaches adopted in the school system. In particular, 'French as a Foreign language', with its narrow focus on linguistic problems, materials development and preparing teachers to 'apply' those materials in prescribed ways, has neglected wider social and educational issues such as teacher development and the relationship between language and culture. The second section consists of a largely historical overview of the teaching of national and foreign cultures in the French school system and in the teaching of French abroad, and of the principal ideological, political and religious factors which influence the various approaches adopted. The author pleads for a compromise between approaches to culture as (academic) knowledge and culture as (everyday) practice, presents a theoretical model of the relationship between the two and discusses its pedagogical implications.

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99–215　Goh, Christine C. M. (Nat. Inst. of Ed. / Nanyang Tech. U., Singapore). Emerging environments of English for Academic Purposes and the implications for learning materials. *RELC Journal* (Singapore), **29**, 1 (1998), 20–33.

This paper describes the limitations of commercial materials—produced predominantly in western contexts—for the teaching and learning of English for Academic Purposes (EAP) in Southeast Asia, and proposes ways in which the needs of EAP students in these environments might be better met. The author focuses in particular on socio-cultural bias present in the materials, which she examines in the context of three proposed EAP environments: 'classic', 'domestic' and 'new' EAP, each of which she describes and compares. Although examples are drawn mainly from Southeast Asia, the author suggests that the discussion will also interest those involved in EAP in other Asian countries.

99–216　Groot, Peter (U. of Utrecht, The Netherlands). T2-woordverwerving in de boven-bouw. [L2 vocabulary acquisition in the higher years of secondary education.] *Levende Talen* (Amsterdam, The Netherlands), **532** (1998), 386–91.

This paper discusses the role of vocabulary in language comprehension and the way it should be taught. Although reading comprehension is of course influenced by reader characteristics and text characteristics, vocabulary knowledge is recognised by most to be the key factor in understanding texts. Estimates for the texts usually found in Dutch national reading comprehension exams for the highest level of secondary education (the so-called 'VWO') indicate that approximately 7,000 words are required to reach a text coverage of over 90%—a ratio that is generally recognized as required for adequate text comprehension. The question is how these words should be taught, assuming that only the first 2,500 words can be acquired through incidental learning. The author argues that traditional methods, such as learning from bilingual word lists, as well as more modern methods, such as meaning deduction from meaningful contexts in (semi-)authentic texts, are inadequate for teaching the additional 4,500 words required. Arguments are presented in favour of vocabulary learning by means of a particular computer program. One of the arguments is that the process of vocabulary learning should reflect the different aspects of word knowledge identified in psycholinguistics: characteristics of the word form itself, the way it is embedded in the mental lexicon, and frequency, i.e. repeated exposure in meaningful contexts.

99–217　Haded, Mohamed S. (U. of Malaya). The merits of exploiting error analysis in foreign language teaching and learning. *RELC Journal* (Singapore), **29**, 1 (1998), 55–65.

The rejection of contrastive analysis (CA) input into foreign/second language teaching materials in the North American context in the late seventies resulted in the emergence of error analysis both as a theory and a method. This article seeks to contribute to the enhanced status of error analysis as a useful pedagogical tool in the identification of the errors of second language learners and the explanation of their sources. It describes a study which hypothesised that error analysis would be effective in identifying errors that may not be predicted by classic CA. The study involved 20 students aged 18-20 years, all native speakers of Arabic and enrolled in the Arabic School, Kuala Lumpur in 1995-96. The results of the study are taken as supporting the original hypothesis, and the pedagogical implications are discussed.

99–218　Hatherall, Glyn. What is a 'learner's dictionary'? *Deutsch: Lehren und Lernen* (Rugby, UK), **18** (1998), 7–12.

The designation 'learner's dictionary', long established for English language learners, invokes (a) a non-native speaker as learner of the language the dictionary contains, and (b) a relatively explicit description of the 'core' words of the target language. It excludes information that learners need least or can find elsewhere. This article reviews *Langenscheidts Großwörterbuch: Deutsch als Fremdsprache* (1993), which is the first substantial monolingual dictionary for learners of German. It is judged alert to the needs of non-native speakers: the compilers try to avoid opaque definitions, and bracket non-essential items, e.g. *(Säuge)tier.* The quest for 'descriptive adequacy' occasionally backfires, as with *immerhin*, where it is felt that a more simplistic definition would be of greater use. Each entry is as free-standing as possible, avoiding cross-referencing to keys elsewhere. The grammatical information is felt to be more detailed and consistent than in any other general German dictionary to date. One morphological innovation is the inclusion of independent entries for productive prefixes, suffixes and word stems. There are helpful drawings of homographs or semantic groupings (e.g. six senses of *Flügel*) and of 'concepts' such as *Stück*. The author considers that the dictionary would be invaluable for undergraduate learners of German, who should be encouraged to acquire it in 'training' sessions revealing its potential.

99–219　Hostyński, Paweł (Poznan, Poland). "Was Wäre, wenn ich die Sonne wäre?" Ein Beispiel aus der Schulpraxisorientierten Erforschung induktiver Lehrverfahren im (integrierten) Grammatikunterricht. ["How would it be if I were the sun?" An example from school practice oriented research into inductive teaching methods in the (integrated) teaching of grammar.] *Glottodidactica* (Poznan, Poland), **25** (1998), 19–40.

This paper centres around the concept of 'integrated teaching of grammar', seen as being at the centre of skill-oriented grammar teaching, and very often employing inductive processes which demand a high degree of self-directed student activity. The main body of the paper is concerned with a piece of empirical research on inductive approaches to grammar teaching,

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only one section of which is reported here—the introduction of conditional sentences (*Konjunktiv II*). This research covers a two-lesson sequence of German as a foreign language in the third year at post-primary level. The two lessons are described in great detail, including feedback from students; there then follows a detailed analysis of the lessons according to form, and extracts from interviews with students. The students and teacher found the transfer of the new phenomenon considerably helped by the exercises—using inductive methods—during the teaching. The interviews show that inductive processes can be an important part of integrated grammar teaching, i.e. skill- and content-oriented grammar teaching. The author considers the integrated method of grammar teaching particularly useful in activating and maintaining learners' motivation and autonomy.

99–220   Lancien, Thierry (ENS de Fontenay/Saint-Cloud, France). Images mobiles et multimédia. [Moving images and multimedia.] *Etudes de Linguistique Appliquée* (Paris, France), **110** (1998), 171–81.

In order to analyse and evaluate the role of moving images in multimedia environments, the author first deems it essential to take into consideration the various aids which—before multimedia came onto the scene—were used to present moving images in the second language learning context. In thus briefly tracing the forerunners to multimedia, he seeks to show that some of the properties of multimedia (multiple channels, intersecting media) already had their roots in these earlier audiovisual tools, and to promote a better understanding of the potential contribution to language learning of multimedia environments. It is concluded that these new environments only really offer a new and original contribution insofar as they make use of images which are themselves new and which are thus potentially highly effective in learning, notably in the high degree of interactivity they can offer.

99–221   Lhote, Elisabeth (U. de Franche-Comté, France), Abecassis, L. and Amarani, A.. Apprentissages de l'oral et environnements informatiques. [Learning to speak a second language in a CALL environment.] *Etudes de Linguistique Appliquée* (Paris, France), **110** (1998), 183–92.

This article sets out to re-examine the potential of CALL as an aid to developing speaking skills in a second language. It begins by distinguishing between different concepts of orality, which in turn are related to different models of learning. It then moves on to a consideration of different types of learner with differing attitudes and learning needs which entail various changes in methodology and pedagogical tools. The authors see the current contribution of CALL to language learning—with particular reference to speaking—as falling broadly into two camps: (1) the use of multimedia tools supporting global learning methods,

involving sound, images and writing; and (2) the use of computer tools for acoustic analysis of learners' speech production. The advantages and drawbacks of each are discussed; and it is suggested that the way forward lies in an approach where *interactivity* is paramount. The article concludes by considering possible implications for future developments in the use of CALL in this area.

99–222   Macaro, Ernesto (U. of Reading, UK). Learner strategies: piloting awareness and training. *Tuttitalia* (Rugby, UK), **18** (1998), 10–16.

This article reports on some pilot studies which attempt to introduce learner strategies to secondary school pupils in England and Italy. A brief review of previous research and of the issues surrounding learner strategies is followed by a description of the small-scale projects: one in the UK with pupils aged 13-15 in local schools where the emphasis was on exposing pupils to a large number of possible learner strategies; the other in Italy with *Primo Biennio* pupils (fourth year of secondary) which sought to focus on strategies related only to decoding the second language and to memorisation. Both studies are pilots in the sense that they are initial investigations into awareness-raising and training in an age group and in learning contexts which have not received much attention in this aspect of language pedagogy; and also in that they are searching for a deeper understanding of research methodologies by learner strategy elicitation and training prior to embarking on a more substantial research project. The article concludes with a description of what this main project will later aim to achieve.

99–223   Mangenot, François (IUFM de Lyon, France). Réseau Internet et apprentissage du français. [The Internet and learning French.] *Etudes de Linguistique Appliquée* (Paris, France), **110** (1998), 205–14.

This article sets out to give a critical overview of resources offered by the Internet to the learner and teacher of French. Various examples of resources located on the Net by the author are listed and analysed, with particular emphasis on their potential for exploitation by the learner. The resources are seen as falling into two main categories: those with a focus on *information* (classified by the author in terms of a 'vertical' exchange) and those with a focus on *communication* (termed a 'horizontal' exchange).

99–224   Meijers, Guust (Tilburg U., The Netherlands). Woorden in 'Code Nederlands' en 'De Delftse methode'. [Words in 'Code Nederlands' and 'De Delftse Methode'.] *Levende Talen* (Amsterdam, The Netherlands), **532** (1998), 392–96.

This paper deals with the problem of vocabulary selection in textbooks for beginning learners. The author analysed two popular textbooks for Dutch as a second

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language which are nevertheless very different in their approach. The aspects investigated include: the selection of words; the frequency and distribution of the words within the textbooks; and different aspects of the words, such as derivations, collocations and idiomatic usage. The author reached the dramatic conclusion that neither of the introductory textbooks presents words in a structured way and that vocabulary is, therefore, not taught in a systematic way. Teachers and learners should be very much aware of the fact that even for the first 1000 words one cannot rely on these introductory textbooks alone.

99–225   Mombert, Monique (Université des Sciences Humaines de Strasbourg, France). L'objectif introuvable. [The elusive objective.] *Etudes de Linguistique Appliquée* (Paris, France), **111** (1998), 288–302.

During the nineteenth century, largely as a result of the debates in Germany and France on topics such as the role of the humanities in contemporary society, on 'national cultures' and the differences between 'culture' and 'civilisation', the learning of a foreign culture came to be seen as the principal aim of modern language teaching, an aim which justified its being considered as a fully-fledged discipline since it contributes to pupils' general education. The author argues, however, that the true aim of modern language teaching was and is both practical and utilitarian, and that, even though the acquisition of a foreign culture has repeatedly been stated to be one of the three principal aims of modern language teaching, along with communicative and linguistic skills, teaching culture is in fact relegated to a secondary position, well behind language and literature, and has still not received the attention from educationists which it deserves.

99–226   Offord-Gray, Chris and Aldred, Deborah (U. of Hong Kong). A principled approach to ESP course design. *Hong Kong Journal of Applied Linguistics* (Hong Kong), **3**, 1 (1998), 77–86.

This paper reports on a large-scale survey carried out for the Society of Accountants in Hong Kong with the aim of producing pedagogical materials useful and relevant to the target audience. The project was divided into two phases incorporating needs analysis, the collection of a corpus of relevant authentic documents then subjected to discourse analysis, and materials development. The seven principles underpinning the course design are identified and explained in the paper; and an appendix illustrates how the principles can be applied in the process of developing an ESP/EAP (English for Specific/Academic Purposes) writing course. Although the principles adopted here are discussed in relation to a specific research and materials development project undertaken to address the written business communication needs of a particular profession, it is argued that such principles could have a wider application.

99–227   Ogata, Hiroaki (Tokushima U., Japan), **Yano, Yaneo and Wakita, Riko**. CCML–exchanging marked-up documents in a networked writing classroom. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 2 (1998), 201–14.

This paper describes an on-line mark-up-based composition learning environment system called CoCoA (Communicative Collection Assisting System), which allows students and teachers to exchange marked-up documents via the Internet. Its environment is very similar to a real-world one in which people use pen and paper: CoCoA not only allows teachers to correct compositions sent from students by e-mail, but also allows students to see where and why the teacher corrected them. The paper proposes CCML–Communicative Correction Mark-Up Language (based on SGML–Standard Generalised Mark-Up Language–one of the Internet's key technologies), which is claimed to facilitate teachers' analysis and re-use of marked-up documents for instruction. Following a brief introduction, part 2 of the paper summarises on-line mark-up models. Part 3 describes experimental results of correcting Japanese compositions written by beginner adult learners using pen and paper. Parts 4 and 5 propose the use of CCML and illustrate the design and implementation of CoCoA and error analysis of learners' documents. Part 6 describes the experimental evaluation of CCML and CoCoA, and is followed by concluding remarks.

99–228   Olshtain, Elite (The Hebrew U. of Jerusalem, Israel) **and Kupferberg, Irit**. Reflective-narrative discourse of FL teachers exhibits professional knowledge. *Language Teaching Research* (London, UK), **2**, 3 (1998), 185–202.

This article describes a case study and a follow-up comparative study which focused on the spoken and written discourse of expert foreign language (FL) teachers and compared it with new teachers and student teachers to investigate how discourse might reflect professional development. Both studies provide evidence indicating that professional knowledge can develop via its verbalisation in reflective-narrative discourse from personal past-tense stories into generic statements, which guide classroom activities. Qualitative and quantitative data analyses identified two distinctive features in the experts' language: an abundance of *tensed* verbs in past and present forms, focusing on 'real world' experience (realis), and *integrative* comments which combine subject-matter issues with general pedagogical issues, within the same linguistic unit. The former was interpreted as a discourse manifestation of experts' knowledge which is fully anchored in their professional reality, and the latter as a guiding principle which experts use to enhance FL learning.

99–229   Peterson, Mark (Japan Advanced Inst. of Science and Technology). Creating hypermedia learning environments: guidelines for designers.

Computer Assisted Language Learning (Lisse, The Netherlands), **11**, 2 (1998), 115–24.

The field of network-based second language education has expanded rapidly in recent years. However, few attempts have been made to address the salient design issues facing the individual designer. In this paper the author proposes a set of preliminary guidelines applicable to the creation of hypermedia-based learning environments which draw on insights gained from research in a number of fields. This framework encompasses three approaches: (1) an acceptance of the importance of modern pedagogy in the shaping of instructional design; (2) a perspective that takes account of the cognitive and instructional design factors that may facilitate the development of second language acquisition; and (3) a viewpoint that draws on the findings of research from the field of human-computer interaction.

99–230   Pothier, Maguy (U. Blaise Pascal-Clermont 2, France). Didactique des langues et environnements hypermédias: quelles tâches pour optimiser l'apprentissage autonome? [Language teaching and hypermedia environments: the requirements for optimising autonomous learning.] *Etudes de Linguistique Appliquée* (Paris, France), **110** (1998), 147–58.

Starting from the premise that all learning presupposes a very individual phase, this paper considers how a hypermedia programme might be devised to provide maximum support and guidance and to enable learners to acquire knowledge and skills for later use. In a discussion of pedagogical implications, the author reflects on the individual aspect of learning, the respective roles of information and communication technology, and of teachers and learners, and the different levels of learning—individual, co-learning with peers and exchanges with the teacher. A programme using hypermedia is then proposed for adult learners of French as a foreign language wishing to improve their knowledge and comprehension of the language. Some task types at the various stages of the programme are described and analysed. It is suggested that the proposed programme, while not restricting the user, takes their difficulties into account and guides them along a path of self-learning toward the discovery of solutions which can then be verified.

99–231   Puren, Christian (IUFM de Paris, U. of Paris-III, France). Didactique scolaire des langues vivantes étrangères en France et didactique française du français langue étrangère. [Teaching modern languages in French schools and teaching French as a foreign language.] *Etudes de Linguistique Appliquée* (Paris, France), **111** (1998), 359–83.

This paper proposes a fresh conceptualisation of the relationship between the teaching of modern languages (MLs) in French schools and the teaching of French as a foreign language (FLE) . It argues against the opposi-

tion that sees MLs teaching in a negative light, suffering only from the constraints of the academic situation while FLE flourishes with native-speaking teachers, motivated adult learners and freedom in terms of syllabus. It suggests that many of the parameters associated with teaching and learning situations in schools offer opportunities to be exploited for the benefit of students, e.g. a diversity of family backgrounds to draw upon in larger classes; opportunities for cross-curricular work; the shared language of teachers and learners allowing for a better understanding of learner difficulties. Accepting that school MLs teaching has always been more 'academic' than FLE, and that school classrooms will always be more artificial than natural, it argues that the artificiality of the classroom can be exploited to advantage. The need to organise teaching and learning systematically brings benefits for many learners who might not be capable of doing this for themselves. The paper concludes that it is time to bring both traditions together to develop a more complex and global framework for the practice of language teaching which will generate problems and solutions for any teaching/learning situation.

99–232   Reijners, Gerard (Christelijk College Groevenbeek, Ermelo, The Netherlands). Goed gepland in het studiehuis. Zelfverantwoordelijk leren en coaching in balans. [Well-planned in the 'study house'. The balance between the learner's own responsibility and coaching.] *Levende Talen* (Amsterdam, The Netherlands), **532** (1998), 397–402.

This paper deals with the so-called two-phase system recently introduced in Dutch secondary education. The second phase, comprising the upper forms, is characterised by a large degree of self-direction, with the teacher acting more like a coach than an instructor. The new learning environment in which this innovative approach takes place is called the 'study house'. On the basis of his own experience, the author argues that many pupils need additional tools in order to be able to deal with this newly acquired freedom. He has developed a simple system by means of which pupils record their activities and plan what they will do next, and which it is claimed will enable them to reflect on their learning activities in a responsible way.

99–233   Schulze, Mathias (U. of Manchester Inst. of Science and Tech., UK). Checking grammar–teaching grammar. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 2 (1998), 215–27.

This paper discusses selected second language acquisition (SLA) theories and their implications for developing a CALL (Computer-Assisted Language Learning) tool for learners of German—*Textana. Textana* was planned as a generic text production tool, i.e. it was meant to provide help to learners in outlining, editing and post-editing texts in their foreign language, German [*cf. abstract 98-36*]. It has been decided to con-

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centrate initially on post-editing for grammatical accuracy: this component of the software will allow learners to have their German text parsed for grammatical errors, on the basis of which (and including other student data available to the program) feedback will be given to the learner during learner-computer interaction. The implementation of a substantial 'chunk' of German grammar was thus a pre-requisite for all other work on *Textana*–and the coverage of this grammar, together with the underlying morphological and syntactical theory, is touched on briefly here. The main part of the paper is devoted to a more detailed discussion of the implications of SLA research for the design of *Textana*.

99–234 Stuart, Susan (U. of Paisley, Scotland, UK). Should French teachers teach culture? *Francophonie* (Rugby, UK), **18** (1998), 11–14.

In answer to the question posed in the title of this article, the author suggests that teachers of French cannot really avoid teaching a certain amount of culture; indeed, the language itself demands that some aspects of the culture be taught (e.g. the use of *tu* and *vous*). The three main strands in the study of modern foreign languages are seen as the study of literature (in the target language), preparation for a visit to the target language country and–more recently–use of the language as a strategic tool in international commerce. A particular cultural element attaches to each of these areas and needs to be taught. Aspects of methodology and available resources are discussed, with a particular focus on the need for cultural material to be relevant to the students' aims and experiences.

99–235 Thomas, Alain (U. de Guelph, Ontario, Canada). La liaison et son enseignment: des modèles orthoépiques à la réalité linguistique. [The teaching of liaison: from pronunciation models to linguistic reality.] *The Canadian Modern Language Review / La Revue canadienne des langues vivantes* (Toronto, Ont.), **54**, 4 (1998), 543–52.

The irregular dropping of French final consonants since the Middle Ages has left contemporary speakers with a complex 'liaison' problem which is normally solved by mere imitation of usage. Things are not so simple for students of French as second language, who, because they have little opportunity to learn 'by osmosis', must rely on rules or tendencies as set out in pronunciation manuals. This paper first offers a brief historical overview, then examines these rules and compares them with linguistic reality, as defined by various surveys conducted both in France and in Canada. The differences observed between theory and practice lead to practical advice for teachers of French, who face the problem of liaison in their teaching on a day-to-day basis.

99–236 Tsutsui, Michio, Kato, Masashi and Mohr, Bradley (U. of Washington, USA). Closing the gap between practice environments and reality: an interactive multimedia program for oral communication training in Japanese. *Computer Assisted Language Learning* (Lisse, The Netherlands), **11**, 2 (1998), 125–51.

This paper consists of two parts. Part 1 discusses theoretical issues relating to the software program introduced in the paper, *Nihongo Partner*, a computer-based interactive multimedia language learning program developed at the authors' institution. Part 2 deals with practical issues, including technical and pedagogical considerations in implementing the program. It is claimed that *Nihongo Partner* has pulled together new multimedia technologies to close the gap between laboratory practice sessions and actual conversation situations; and that it enables students to master model dialogues with minimum effort and allows teachers to conduct effective role-plays and other communicative activities in class.

Language learning

99–237 Beck, Maria-Luise (U. of North Texas, USA). L2 acquisition and obligatory head movement: English-speaking learners of German and the Local Impairment Hypothesis. *Studies in Second Language Acquisition* (New York, USA), **20**, 3 (1998), 311–48.

This paper presents results of a response-latency (RL) experiment with 48 English-speaking adult learners of German that investigated to what extent–if any–two different groups of second language (L2) learners permit raising of the thematic verb. The framework under which the study was conducted involves varying theoretical predictions derived from the native-language transfer view of Schwartz and Sprouse (1994, 1996), the gradual-development view of Vanikka and Young-Scholten (1994, 1996), the underspecification view of Eubank (1993/1994) and a local-impairment view which is seen as presenting a more parsimonious solution to the L2 developmental problem than standard 'no access' views. The L2 results reported here show that learners respond in different ways to stimulus sentences with raised and unraised verbs depending on the participants' level of development. Surprisingly, it is the less advanced learners who exhibit an RL preference for apparently raised-verb experimental stimuli; the more advanced learners do not differentiate between raised-verb and unraised-verb stimuli. Analysis of these findings reveals that the less advanced group may only project VPs, consistent with the gradual-development view of Vainikka and Young-Scholten. Crucially, however, it is claimed that the Local Impairment Hypothesis is the only view consistent with the results from the more advanced learners, especially when seen in developmental context.

99–238 Blin, Françoise (Salis, Dublin City University, Ireland). Les enjeux d'une formation