

## Language teaching

**01-168 Allen, Linda Quinn** (U. of Missouri-St. Louis, USA). Nonverbal accommodations in foreign language teacher talk. *Applied Language Learning* (Presidio of Monterey, CA, USA), **11**, 1 (2000), 155-76.

Foreign language (FL) teachers who use the FL as the language of instruction typically make both verbal and nonverbal accommodations to facilitate learners' comprehension of the language. Although verbal accommodations have been extensively examined, nonverbal accommodations have not received equal scrutiny. Drawing on research from the field of communication, this article proposes a framework which identifies, classifies, and organises FL teachers' nonverbal behaviour. The article describes an observational study in which each nonverbal behaviour in the framework is defined and illustrated as it occurs in an FL class. Pedagogical implications for the framework and a research agenda for continued study of FL teachers' nonverbal behaviour are suggested.

**01-169 Arnau, Joaquim** (Universitat de Barcelona, Spain; *Email*: jarnauq@psi.ub.es). Catalan immersion teachers: principles of language teaching. *International Journal of Bilingual Education and Bilingualism* (Clevedon, UK), **3**, 2 (2000), 79-100.

This article describes the 'teaching principles of Catalan, L2' applied by two teachers of an immersion programme (kindergarten, three years of age). It contains the results of an analysis based on the approach called 'teacher thinking'. Two researchers and two teachers have together reflected on teaching method by observing a representative sample of the curricular activities at this schooling level. The activities have previously been defined by the researchers and the teachers and later recorded on video and viewed. The teachers' ideas explained in these two situations have been recorded on tape. The viewpoints of the teachers reflected in this material have allowed the researchers to define the 'teaching principles of Catalan', meaning the general strategies that these two teachers follow to teach the language. The work aims to provide information on the practice of these types of programmes and provide material for reflection for teachers.

**01-170 Arteaga, Deborah L.** (U. of Nevada, Las Vegas, USA; *Email*: darteaga@nevada.edu). Articulatory phonetics in the first-year Spanish classroom. *The Modern Language Journal* (Malden, MA, USA), **84**, 3 (2000), 339-54.

The focus of this article is twofold: to reconsider the general question of the role of articulatory phonetics in the second language (L2) classroom and to review the phonetics presentation in 10 recent first-year Spanish texts. Pronunciation has been accorded little importance within recent methodological approaches, although their stated goals of communication and intelligibility in fact require the incorporation of explicit phonetics instruction in the language classroom. Considering the first-year Spanish L2 classroom, the author proposes a phonetics programme based on the notion of a learner's dialect (cf. Bergen, 1974). She then measures the phonetics presentation of 10 Spanish textbooks against a learner's dialect, and finds that pronunciation sections are in most cases incomplete and inaccurate and provide for no self-monitoring or recycling. This article argues against the current trend reflected in these texts, which relegates pronunciation to the laboratory manual or eliminates it altogether.

**01-171 Árvai, V. and Medgyes, P.** (Eötvös Loránd U., Budapest, Hungary). Native and non-native teachers in the classroom. *System* (Oxford, UK), **28**, 3 (2000), 355-72.

This study revisits the issue of the native versus the non-native speaker in the area of English language teaching. Its main goal is to examine the teaching behaviour of two groups of teachers, native and non-native, who have exhibited differences not only in terms of their language backgrounds, but also in terms of their qualifications and relevant teaching experience. Although the proportionate role these variables have played is not easy to determine, it may be suggested that the linguistic divergences between the two groups have considerably impinged on their teaching strategies. However, while earlier studies relied mainly upon data obtained from questionnaires, this study supplements these secondary sources with primary ones, that is, it also examines the participants' behaviour at chalkface, through a series of video-recorded lessons. Thus, the focus of this study is two-fold: it analyses differences in teaching behaviour between native and non-native teachers on the one hand, and compares their stated behaviour with their actual behaviour on the other.

**01-172 Barnwell, David.** Some aspects of the current state of foreign language education in the United States. *Teangeolas* (Dublin, Ireland), **38/39** (2000), 16-28.

This article sets out to offer an overview account of the teaching of languages other than English in the United

States, from the enactment of the Constitution until the time of writing. This consideration of the place of languages in American education is seen as throwing into relief some of the questions currently faced in foreign language education in Ireland. The author highlights, for example, the parallels between the hegemony of Spanish in the United States and that of French in Ireland, which he regards as showing that an interventionist role is sometimes required from educational planners and administrators to ensure diversity of language choice. He also cites the case of foreign languages in elementary schooling, where Ireland may benefit from study of how the US has dealt with similar problems in terms of, e.g., supply of teachers and materials, definition of objectives and cross-curricular articulation.

**01-173 Bressan, Edward.** Teleservices languages or language: a personal perspective. *Teangeolas* (Dublin, Ireland), **38/39** (2000), 30–35.

This article outlines some of the factors contributing to the skills shortage in the teleservices industry in Ireland, and offers some solutions to the problem. It stems from a discovery that the industry is having major difficulties finding suitably qualified foreign language speakers in most languages, and, despite some efforts to redress the deficit, the education system does not accord with commercial reality. Drawing on personal experience of using Italian in a call-centre, the author then analyses the linguistic requirements of the position and offers some suggestions for syllabi which aim to prepare students for a teleservices position in any language.

**01-174 Burden, Peter** (Okuyama Shoka U., Japan). The use of 'only English' in a learner-centred university classroom in Japan. *RELC Journal* (Singapore), **31**, 1 (2000), 139–49.

Language learning pedagogy makes many claims about the use of the students' mother tongue (MT) in monolingual classrooms, but only rarely makes any references to what the students in the classrooms themselves believe or feel they need. Tertiary education has to make teaching accountable to the needs of the students, and to recognise that all participants in the classroom have a legitimate interest in educational activity. This paper examines university students' beliefs about when the English 'conversation' teacher should use the students' mother tongue. The findings suggest that students have well defined opinions about the use and usage of the target language (TL). They recognise that communicative lessons with native speakers should be conducted in the TL, while reserving the right to ask about usage through the MT, thus creating a more relaxed, humanistic classroom where they can freely express themselves.

**01-175 Bush, Michael D.** (Brigham Young U., USA; *Email*: michael\_bush@byu.edu). Digital Versatile Disc (DVD): the new medium for interactive video. *CALICO Journal* (San Marcos, TX, USA), **17**, 3 (2000), 453–74.

Interactive video has seemed to have significant promise for improving learning in schools since the 1970s but never reached its maximum potential in foreign language instruction. Digital Versatile Disc (DVD) now appears poised to make this potential a reality. After a relatively difficult beginning, DVD videos are being made increasingly available as major producers are starting to commit to this new format. This article first reviews technical and legal issues surrounding the use of DVD, then describes authoring possibilities which, although initially complex, can simplify the ultimate delivery of interactive video materials to language learners. The article concludes by detailing the process of creating a DVD title in a case study at the author's institution.

**01-176 Butzkamm, Wolfgang.** Between drill and discourse – the generative principle and the problem of learning transfer. *IRAL* (Berlin, Germany), **38**, 1 (2000), 147–59.

This article describes a series of drills which apply the generative principle, i.e., the human capacity to generate an infinite number of utterances from a finite grammatical competence. Traditional pattern drills focused exclusively on the automatization of structures. They were found wanting because fluent sentence variations did not transfer easily into communicative fluency. The solution proposed here is a series of drills with a dual focus: a focus on form *and* a focus on content. Structures are manipulated but at the same time ideas are played with and the semantic potential of a given structure is explored. For this to happen, mother tongue cues work best. However, as the exercise develops, the teacher can step back and let the pupils make up their own sentences so that the drill becomes monolingual. Examples are taken from English classes in German secondary schools. These drills strike a balance between a powerful communicative principle and an equally powerful generative principle, which are seen here not as opposing but as complementary forces. The article has been inspired by exercises common in previous centuries as well as by modern ideas which, so far, have yet to become a part of mainstream thinking.

**01-177 Cargill, Margaret** (U. of Adelaide, Australia). Intercultural postgraduate supervision meetings: an exploratory discourse study. *Prospect* (Macquarie U., Sydney, Australia), **15**, 2 (2000), 28–38.

Face-to-face meetings are a vital part of the postgraduate supervision process in universities, and one which

students studying in a second language medium may find daunting. Teachers of English for Academic Purposes, working to help international postgraduate students acculturate successfully to a particular English-speaking university department, have been hampered by a lack of information on the discourse practices of these meetings. This paper reports findings from an analysis of transcripts of meetings between two student/supervisor pairs in agricultural science. The supervisors were native English speakers and students were international post-graduates and second-language speakers of English. The analysis suggests that these students did not take up turns at talk without very clear signals to do so, and did not act to repair misunderstandings that went beyond the surface propositional level. It is suggested that examples of authentic interaction such as these could usefully be included in language-based training programmes to enhance the success of intercultural supervision and other types of transactions for students, supervisors, and other interlocutors.

**01-178 Carless, David Robert** (Hong Kong Inst. of Ed.; Email: dcarless@ied.edu.hk). Perspectives on the cultural appropriacy of Hong Kong's Target-Oriented Curriculum (TOC) initiative. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 3 (1999), 238-54.

The management of change has long been recognised to be a complex and challenging process. The literature has revealed few success stories and many examples of curriculum innovations being adopted half-heartedly or not at all. Set against the increasing world globalisation of which education is a part, the cultural aspects of innovations are being increasingly discussed in recent years. This paper focuses on the cultural dimensions of a major curriculum reform in Hong Kong, the Target-Oriented Curriculum (TOC) initiative. The main principles of TOC and its early implementation are discussed. A number of the main features of TOC are analysed with particular reference to their cultural appropriateness for the Hong Kong context. The thesis underlying the paper is that cultural issues need to be more carefully considered in the policy and adoption stages of the innovation process. In English language teaching, it may be necessary to reflect more deeply on the suitability of the export of Western-based learner-centred, communicative or task-based approaches to other milieux where such approaches may not be commensurate with the local cultural context.

**01-179 Chapple, Lynda** (Monash U., Australia) and **Curtis, Andy** (Hong Kong Poly. U., China; Email: egandy@polyu.edu.hk). Content-based instruction in Hong Kong: student responses to film. *System* (Oxford, UK), **28**, 3 (2000), 419-33.

Despite the growing interest in the use of content-based instruction approaches in English as a Second

Language and foreign language learning settings, the use of such approaches in Hong Kong and elsewhere in southeast Asia is still relatively limited. Similarly, film as a source of content in language courses is often still limited to providing visual support for other text-based and language content activities. In the study reported here, 31 Cantonese tertiary-level students taking a General Education course taught in English at the Chinese University of Hong Kong were asked to rate their own English language skills development in relation to six specific areas. They were also asked to identify and elaborate on what they had learned in relation to other aspects of the course. The responses show that they rated their English language skills as having increased in all areas, particularly their speaking and listening skills. Another important finding was the students' rating of their increased confidence when using English. The students also identified other aspects of learning, which came under three headings: analytical critical thinking skills: different perspectives/broadened understanding; and content/technical film knowledge.

**01-180 Długosz, D. W.** (Jagiellonian U., Poland). Rethinking the role of reading in teaching a foreign language to young learners. *ELT Journal* (Oxford, UK), **54**, 3 (2000), 284-90.

In this article the author argues that early students of English, even those who have not yet learnt to read in their native tongue, will benefit from learning to read from the beginning of their contact with a foreign language. The article starts with a review of the basic methods of teaching reading, and then reports on and explains the results of a pilot study of learning by kindergarten children. The study indicated that the early introduction to reading additionally speeds the children's progress in understanding and speaking the foreign language. The author suggests that text-oriented programmes based on textbooks with recordings could usefully be developed as an option for some teachers.

**01-181 Dolan, Josephine and Royall, Frédéric** (U. of Limerick, Ireland). Information and communication technologies and the teaching and learning of French in Irish second-level schools. *Teangeolas* (Dublin, Ireland), **38/39** (2000), 80-89.

This article considers the recent efforts undertaken by the Irish government to promote the use of information and communication technologies (ICTs) in second-level schools. The article considers, in particular, the implications for the teaching and learning of French of the recently established and innovative *Schools IT 2000* Programme. The article also presents an analysis of some results of a research project which looked into the effects of the implementation of the Programme in Irish second-level schools. Although the survey results point to a considerable amount of initial unease at the introduction of ICTs in the classroom, the



majority of the secondary teacher respondents perceived the Internet as a potentially very useful teaching tool. The authors conclude that, if this generally positive attitude is to be capitalised upon and the full potential of the *Schools IT 2000* initiative realised, then satisfactory assessment structures must be provided and teachers kept adequately informed of training programmes and developments.

**01-182 Egert, Charles** (Institut National des Télécommunications (INT), Paris, France). Language learning across campuses. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 3 (2000), 271-80.

This article discusses a recent experiment in the creation and testing of a broadband network connecting sites in several European countries, partly in order to study novel ways in which computer environments could lead to fluency acquisition in foreign languages. Thanks to new telecommunications technology, three sites (Madrid, Evry, Cambridge) could be linked during trials lasting a few months. Student participants at the higher education establishments involved used specially developed interactive or multimedia tools, which permitted, e.g., video-conferencing and shareable on-line document editing, to communicate among themselves during weekly group sessions lasting up to two hours. Other elements often used in the learning environment, such as e-mailing, chat tools and website creation, have since come within the technical grasp of many institutions via the Internet. Native speakers from Spain, France and Great Britain, all wishing to acquire fluency in another language, were instructed to collaborate on task-based projects. The significant number of networked users supplied evidence of how language acquisition would take place in the midst of a long-distance computer-based virtual environment. Some of the data collected could be said to reflect informal learning of new communication skills by users. The experiments in tele-learning also allowed the teacher to play a new role in guiding learners toward the goal of a successful linguistic and cultural exchange with native speakers in the target languages.

**01-183 Ellis, Rod** (U. of Auckland, New Zealand; Email: r.ellis@auckland.ac.nz). Task-based research and language pedagogy. *Language Teaching Research* (London, UK), **4**, 3 (2000), 193-220.

This paper critiques two very different theoretical accounts of task-based language use and learning and discusses their relevance for language pedagogy. One account, referred to here as the *psycholinguistic perspective*, draws on a computational model of second language (L2) acquisition (Lantolf, 1996). According to this perspective, tasks are viewed as devices that provide learners with the data they need for learning; the design of a task is seen as potentially determining the kind of language use and opportunities for learning that arise.

Three different psycholinguistic models are discussed: Long's Interaction Hypothesis, Skehan's 'cognitive approach' and Yule's framework of communicative efficiency. The second theoretical account of tasks is that provided by *socio-cultural theory*. This is premised on the claim that participants co-construct the 'activity' they engage in when performing a task, in accordance with their own socio-history and locally determined goals, and that, therefore, it is difficult to make reliable predictions regarding the kinds of language use and opportunities for learning that will arise. Socio-cultural theory emphasises the dialogic processes (such as 'scaffolding') which arise in a task performance and how these shape language use and learning. Both theoretical approaches afford insights that are of value to task-based language pedagogy. The psycholinguistic approach provides information that is of importance for *planning* task-based teaching and learning. The socio-cultural approach illuminates the kinds of *improvisation* that teachers and learners need to engage in during task-based activity to promote communicative efficiency and L2 acquisition.

**01-184 Flowerdew, John, Miller, Lindsay and Li, David C. S.** (City U. of Hong Kong). Chinese lecturers' perceptions, problems and strategies in lecturing in English to Chinese-speaking students. *RELC Journal* (Singapore), **31**, 1 (2000), 116-38.

This paper reports on the third stage of a longitudinal study into lecturing in English to non-English speaking students conducted at a university in Hong Kong. The first stage of this project focused on the perceptions, problems and strategies of non-native speaking (NNS) students receiving lectures in English from native-speaking (NS) lecturers. In the second stage of the project the lecture situation was considered from the other side of the lecture equation, that of the lecturers. In the third stage, which is reported here, the English as a Second Language lecture is again investigated from the lecturer's point of view, but this time the focus is not on expatriate native-speaking lecturers, but on local Chinese lecturers who share the first language of their students and for whom English is also therefore a second language. The results of the three studies are compared and contrasted. Finally, the implications of the three studies when viewed collectively are considered and recommendations made for each of the three groups of subjects: NNS students, NS lecturers and NNS lecturers.

**01-185 Gray, John** (Queen's U., Belfast; Email: tetl@qub.ac.uk). The ELT coursebook as cultural artefact: how teachers censor and adapt. *ELT Journal* (Oxford, UK), **54**, 3 (2000), 274-83.

This article takes as its starting point a small survey of teachers' attitudes to aspects of cultural content in English language teaching (ELT) reading materials. The aim of this exploratory study was to elicit some of the

salient issues in teachers' thinking about coursebook cultural content, and to suggest a possible direction for further investigation. The results of the survey identify a number of areas where cultural content is often reshaped (or censored) by teachers. The article concludes by advocating the need to recognise the coursebook's status as cultural artefact, and suggests that critical engagement with cultural content makes both cross-cultural and educational sense.

**01-186 Herron, Carol, Dubreuil, Sébastien** (Emory U., USA; *Emails:* cherron@emory.edu, sdubrei@emory.edu), **Cole, Steven P.** (Research Design Assocs.) and **Corrie, Cathleen** (Emory U.). Using instructional video to teach culture to beginning foreign language students. *CALICO Journal* (San Marcos, TX, USA), **17**, 3 (2000), 395-429.

The investigation reported here examined whether foreign language (FL) students learn cultural information embedded in videos. Participants were 50 beginning French students, who viewed eight targeted videos as part of their multimedia-based curriculum. A pre- and a post-test assessed long-term gains in overall cultural knowledge and in the learning of little 'c' culture (practices) and big 'C' culture (products). Eight postvideo tests measured short-term retention of culture in each of the eight videos; oral dialogues tested students' ability to interact culturally appropriately in a communicative setting; and a questionnaire analysed student perceptions of cultural learning. From pre- to post-testing, results indicated a significant gain in overall cultural knowledge. Post-test scores were significantly higher than pre-test; and both sets of scores were significantly higher for little 'c' than for big 'C'. On the postvideo tests, measuring short-term retention of culture, there was no significant difference between types of culture retained. Regarding oral performance, students performed culturally appropriately more than 60% of the time. Students perceived that the videos contained more little than big 'C' culture and that they learned more little 'c'. Results are taken to support using video as an effective technological tool for presenting culture in the FL classroom.

**01-187 Hodel, Hans-Peter** (Die Kantonschule Obwalden, Switzerland). Evaluator un stage linguistique. [Evaluating a language course.] *Babylonia* (Comano, Switzerland), **1** (2000), 36-40.

This article discusses a study in which a four-week language course in a French-speaking country was attended by 17-year-old (class 4) German-speaking Swiss pupils and evaluated. The aims of the course – improving autonomy and social, intercultural and discursive skills – are discussed, along with the continuous evolution of such a course and the form (by means of diaries, self-evaluation and tests), role (validation and improvement) and results of evaluation and their presentation.

The author concludes that extra-curricular activities are worthwhile for the pupils and, in turn, improve school activities, and that evaluation can also be useful in the preparation both of and for such an activity.

**01-188 Jacobs, George M.** (SEAMEO Reg. Lang. Centre, Singapore; *Email:* gmjacobs@pacific.net.sg) and **Goatly, Andrew.** The treatment of ecological issues in ELT coursebooks. *ELT Journal* (Oxford, UK), **54**, 3 (2000), 256-64.

This article reports a study examining the presence of environmental issues in English language teaching (ELT) coursebooks published since 1990. Seventeen randomly-selected coursebooks were analysed in order to find the percentage of activities related to environmental issues. Such activities were then examined to establish whether they involved participation in environmental protection. The results are discussed in the light of teaching methodology and United Nations environmental education objectives. In conclusion, the authors state their belief that environmental concerns should be retained as one of many social issues in the second language curriculum.

**01-189 Johnson, Keith** (Lancaster U., UK; *Email:* k.johnson@lancaster.ac.uk). What task designers do. *Language Teaching Research* (London, UK), **4**, 3 (2000), 301-21.

This paper describes part of a research project which is concerned with the design procedures followed by those engaged in designing pedagogic tasks for use in classrooms. The project as a whole is first briefly described. The paper then focuses on that part of the project which involves actual observation of designers in the process of developing one specific task for class use. Two groups of designers are observed, specialist designers and non-specialists. Findings are presented under three headings. The first, 'control procedures', relates to the overall design patterns followed by the subjects. On this level, significant differences between specialists and non-specialists are identified. Second, the 'design schemata' of the subjects – the knowledge and belief systems they bring to the activity – are identified, particularly as they relate to the way design is undertaken. On this level, two broad designer types emerge, called language-oriented, and task-oriented. The main concern of the former is to develop tasks with valuable language content, while the latter are more concerned with providing what they regard as interesting and meaningful activities. The third heading, 'heuristics', deals with how specific and detailed design problems are tackled. On this level, a number of characteristics are identified, some though not all relating to the specialist/non-specialist distinction. The paper concludes with some observations regarding the production of a *Task Design Guide*, which the project undertook as part of its aim.

**01-190 Kerr, Joan** (Gordon Inst. of TAFE, Geelong, Australia). Articulatory setting and voice production: issues in accent modification. *Prospect* (Macquarie U., Sydney, Australia), **15**, 2 (2000), 4-15.

This article contributes to the recent upsurge in interest in the teaching and learning of pronunciation, and provides a reminder of the importance of speech mechanisms other than the lips and the tongue in the production of intelligible speech in English. It suggests that teachers may need to deal with some fundamental aspects of the way in which the voice is used in speech in order to assist learners whose accent poses a real barrier to intelligibility. The article describes a single case study based on this principle. Drawing on techniques used in speech pathology, the author describes a programme to help learners from language backgrounds which encourage resonance in the back of the mouth, such as Vietnamese and Chinese, to change the focus of resonance to the front of the mouth, which is more common in English. The article reinforces the need to take support for pronunciation beyond the mere drilling of individual phonemes, and offers concrete activities for practitioners to try out with their own students.

**01-191 Khuwaileh, Abdullah A.** (Jordan U. of Science and Technology; Email: abaikh@just.edu.jo). Cultural barriers of language teaching: a case study of classroom cultural obstacles. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 3 (2000), 281-90.

This paper reports on the cultural barriers to language teaching in an English as a Foreign Language (EFL) context. The study investigated the linguistic aspects that could be affected by certain cultural dimensions (e.g., taboo words, religion, social factors, etc.). The data and samples were collected from the author's institution via questionnaire, structured interview and classroom observation. After filtering out the data and processing the results, it was found that the learning process of Jordanian EFL learners studying English for academic purposes could be hindered by certain cultural dimensions. The results are seen as having implications for academic language teachers, syllabus designers and material writers.

**01-192 Kleinsasser, Robert C.** (U. of Queensland, Australia; Email: robertk@lingua.arts.uq.edu.au). A historical overview of six recurring issues in languages education throughout the twentieth century in the United States and Australia. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 2 (2000), 20-26.

This article surveys US language policy documents and reports since 1925 and relevant articles in three widely read Australian language journals, the oldest published

since 1916. The six issues that recur most frequently are: compulsory language learning; the optimal length of language programmes; primary school language learning; learners' reactions to compulsory programmes; the economic rationale for language learning; and multiculturalism. Approaches to compulsory language learning have fluctuated, depending on language entry requirements for university degrees. No consensus has been reached on the optimal length of language programmes, though two years has often been the imposed norm. Primary level language learning, seen as one way of extending this period, has flourished, faded and emerged again, with the Australian approach appearing the more methodical. In both countries it appears that when language learning is not compulsory, learners usually opt for other subjects. It is usual to switch languages when moving on to a new level of education. The economic rationale for languages education, the ability to deal with overseas business people in their own language, has been advanced for over fifty years. Some languages have always been seen as more 'useful' and the choice of languages offered clearly remains a sociocultural and (socio)political issue. The official encouragement of multiculturalism since the 1970s has not resolved the question of how to promote multiple cultural perspectives in schools usually offering only one second language.

**01-193 Labrie, Gilles** (Central Michigan U., USA; Email: gilles.labrie@cmich.edu). A French vocabulary tutor for the Web. *CALICO Journal* (San Marcos, TX, USA), **17**, 3 (2000), 475-99.

This article discusses a project to design and implement a small French vocabulary tutor for the World Wide Web. The tutor includes words, pictures and sounds to help students learn new words and their pronunciation. The article highlights salient features and design of the tutor and then focuses on two variants of a module on technology-related vocabulary which were created using very straightforward html code and JavaScript. It also demonstrates the increased complexity and control made possible with Java applets. Finally, it explores strategies for including various features, for example, hot spots that can be used on the Web. Preliminary assessment reveals that Web-based multimedia programs have some advantages over more traditional methods of vocabulary learning.

**01-194 Lai, Mee-ling** (Hong Kong Inst. of Ed.; Email: mllai@ied.edu.hk). JET and NET: a comparison of native-speaking English teachers schemes in Japan and Hong Kong. *Language, Culture and Curriculum* (Clevedon, UK), **12**, 3 (1999), 215-28.

Both Japan and Hong Kong seek to enhance the English standard of their secondary school students by implementing a native-speaking English teachers scheme, named the JET (Japan Exchange and Teaching) Programme in Japan and the NET (Native-speaking



English Teachers) Scheme in Hong Kong. However, the implications of these programmes seem to be sociopolitical more than educational. As for Japan, JET is a consequence of an explicit political strategy to promote international relationships. The Japanese Government is keen to bring up a generation that is able to understand other countries yet retain Japanese national consciousness. On the surface, the Hong Kong NET Scheme seems to be a more straightforward language improvement programme. However, the Japanese experience suggests another level of analysis. The Hong Kong Government is never as explicit as Japan as to what it wants to achieve through the NET Scheme. Though NET is claimed to be a language improvement scheme, there is no evidence to show how effectively this kind of programme can work in local Hong Kong secondary schools. With a special interest in the ideologies behind the two language improvement programmes, this paper attempts to explore their sociopolitical and cultural meanings beyond their educational surface.

**01-195 Lam, Wendy and Wong, Jennie** (Hong Kong Inst. of Ed.; *Emails*: wlam@ied.edu.hk; jennie@ied.edu.hk). The effects of strategy training on developing discussion skills in an ESL classroom. *ELT Journal* (Oxford, UK), **54**, 3 (2000), 245-55.

This article focuses on the development of learner strategies. Between February and May 1997, 58 sixth form students from Hong Kong were trained in the use of strategies during group discussions. Before the course began, questionnaires were completed by 24 practising teachers, and analyses of transcripts were taken during a pre-training discussion task. These identified the following key strategies which students need in order to play an effective part in discussion: seeking clarification, clarifying oneself, and checking that other people have understood one's message. Based on these findings, and on analysis of transcripts from the pre-training tasks, an action plan was drawn up, and teaching materials were developed which incorporated strategies designed to be used in training the students. The analyses indicated that learners made more attempts to seek clarification and to clarify themselves in the post-training discussion task than in the pre-training task. However, they also showed more incidents of ineffective than effective use of these strategies in the post-training discussion. While these results tended to support the value of strategy training, they raised two basic issues regarding strategies-based instruction: (1) the necessity to support strategy training with linguistic scaffolding, and (2) the importance of peer help and co-operation in facilitating strategy use.

**01-196 Lewis, Marilyn and Basturkmen, Helen** (U. of Auckland, New Zealand). Task outcomes: multiple perceptions. *Prospect* (Macquarie U., Sydney, Australia), **15**, 2 (2000), 16-27.

Outcome-based curricula are currently widely promoted for language learning. Concurrently with this development, communicative approaches to language teaching stress task-based learning. This article highlights differences in task outcomes as perceived by three different groups. It describes a research project which compared these three groups' interpretations of the outcomes of tasks for adult learners of English. Results from task designers, teachers and students of English revealed differences both between and within these three groups. These differences are seen as indicating the usefulness of eliciting students' interpretations of task outcomes and as raising questions about the validity of basing assessment on prescribed outcomes.

**01-197 Lyman-Hager, Mary Ann** (San Diego State U., USA; *Email*: mlymanha@mail.sdsu.edu). Bridging the language-literature gap: introducing literature electronically to the undergraduate language student. *CALICO Journal* (San Marcos, TX, USA), **17**, 3 (2000), 431-52.

Foreign language teaching practices in the United States have emphasised oral language instruction at the expense of written language instruction. In addition, many foreign language and literature departments have made a division between language studies and literary studies, a division in which the number of students who pursue literary studies are far less numerous than those who pursue language studies. Some educators now believe that it is time to re-emphasise reading and literature in the profession. The present author suggests that computer-enhanced reading instruction holds considerable promise as a means to reintroduce 'culturally dense' texts into the curriculum, perhaps earlier than originally possible in traditional approaches to teaching. It is concluded that the tracking capabilities of reading programs will allow researchers to collect data that can shed light on students' use of reading strategies.

**01-198 Lynch, Tony and Maclean, Joan** (U. of Edinburgh, Scotland; *Email*: a.j.lynch@ed.ac.uk). Exploring the benefits of task repetition and recycling for classroom language learning. *Language Teaching Research* (London, UK), **4**, 3 (2000), 221-50.

This paper starts from the premise that task-based methodology is particularly suited to teaching languages for specific purposes, because of its affinity to behavioural objectives. Doubts have been expressed as to whether learners actually learn language through doing tasks, and, if they do, exactly what they learn. The present authors report the preliminary results of an ongoing study of the benefits of building repetition into a communicative task in an English for Specific Purposes course. The performances of two adult learners at markedly different levels of English proficiency were compared, and it was found that both benefited from the opportunity to recycle communicative con-

tent as they repeated complex tasks. This is taken to suggest that task repetition of the type reported here may be a useful pedagogic procedure and that the same task can help different learners develop different areas of their interlanguage.

**00–199 McKay, Penny** (Queensland U. of Technology, Australia; *Email*: pa.mckay@qut.edu.au). Language learning and literacy development. Part 2: Bringing language learning and literacy together; Part 3: A final question. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 2 (2000), 10–19.

This article completes a three-part overview begun in the previous issue [see abstract 01–40]. Here, Part 2 lists the salient areas of language learning for literacy development as metalinguistic awareness, love of language, learning strategies, topical and textual knowledge, and critical insights into language and culture. Learning another language can foster a sophisticated level of language awareness, pattern recognition and word identification skills. This is allied to love of language and the nurturing of fascination with its rhythms, subtleties and humour. Within the Cognitive Academic Language Learning Approach, learning strategies can be classified as metacognitive, cognitive and social/affective, all of which can be explicitly taught through either teacher-learner or independent group interaction. Topical knowledge gained through second language learning aids literacy by giving access to different world views and nuances of perspective; while drawing attention to genre or text structure and vocabulary choice helps learners understand how texts work to convey their purpose. The knowledge that language is arbitrary and culturally determined fosters critical understanding of the things we do with language. Part 3 raises the question of whether literacy development will occur if learners participate in a language learning programme. Cummins' underlying proficiency hypothesis states that listening, speaking, reading and writing in the first or second language help the whole cognitive system to develop, but this probably only occurs once a threshold level of competence in both languages is achieved.

**01–200 Norris, John M. and Ortega, Lourdes** (U. of Hawai'i at Manoa, USA; *Emails*: jnorris@hawaii.edu, lortega@hawaii.edu). Effectiveness of L2 instruction: a research synthesis and quantitative meta-analysis. *Language Learning* (Malden, MA, USA), **50**, 3 (2000), 417–528.

This study employed (and reports in detail) systematic procedures for research synthesis and meta-analysis to summarise findings from experimental and quasi-experimental investigations into the effectiveness of second language (L2) instruction published between 1980 and 1998. Comparisons of average effect sizes from 49 unique sample studies reporting sufficient data indicated that focused L2 instruction results in large target-oriented gains, that explicit types of instruction

are more effective than implicit types, and that Focus on Form and Focus on Forms interventions result in equivalent and large effects. Further findings suggest that the effectiveness of L2 instruction is durable and that the type of outcome measures used in individual studies likely affects the magnitude of observed instructional effectiveness. Generalisability of findings is limited because the L2 type-of-instruction domain has yet to engage in rigorous empirical operationalisation and replication of its central research constructs. Changes in research practices are recommended to enhance the future accumulation of knowledge about the effectiveness of L2 instruction.

**01–201 Ó Riagáin, Pádraig and Gorman, Teresa.** Proficiency of Irish adults in European education. *Teangeolas* (Dublin, Ireland), **38/39** (2000), 60–66.

This article presents the results of a detailed study on the situation of modern languages in Ireland. Statistics from the Department of Education and the *Eurobarometer* are used to that end. Reference is also made to the survey carried out by ITÉ (Institiúid Teangeolaíochta Éireann/Linguistics Institute of Ireland) in 1993. The resulting information indicates an increase in the number of candidates taking a foreign language in the state examinations (including those at third level).

**01–202 Oukada, Larbi** (Indiana U.-Purdue U. Indianapolis, USA; *Email*: loukada@iupui.edu). Teaching: an interplay of aims, constraints, conflicts, and compromises. *The Modern Language Journal* (Malden, MA, USA), **84**, 3 (2000), 327–38.

Teaching is essentially a contentious interplay of curricular and instructional aims and a host of regressive constraints, four of which are discussed in this article. They are: (a) the endless and fallible nature of fully understanding knowledge and of representing it in an ontologically congruous manner (epistemological constraint); (b) the problems inherent in mediating knowledge through language (semiotic constraint); (c) the tenuous validity of the psychological assumptions on which the presentation of knowledge is conducted in the classroom (learning constraint); and (d) the local and potentially regressive variables, such as instructional time, language aptitude, attitude, personality, and motivation (environmental constraint). The thrust of the article is to show that these four constraints exert inevitable and pedagogically fruitful tension on classroom teaching.

**01–203 Peterson, Mark** (Advanced Inst. of Science and Technology, Ishikawa, Japan). Directions for development in hypermedia design. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 3 (2000), 253–69.



This paper examines a relatively recent development in the field of CALL (Computer Assisted Language Learning): the emergence of network-based hypermedia learning environments designed to facilitate second language acquisition. Drawing on research from a number of fields, the author attempts to identify the major factors that have influenced the development of hypermedia environments for language learning. In this context, a number of educator-created English as a Second Language (ESL) websites are also examined, in an attempt to highlight the characteristics of effective hypermedia design. The final part of the paper identifies areas of possible future development in ESL-based hypermedia design.

**01-204 Quist, Gerdi** (U. Coll. London, UK). Culture in the university foreign language curriculum: some theoretical considerations. *Dutch Crossing* (Hull, UK), **24**, 1 (2000), 3-28.

It has become commonplace to state that language teaching has a cultural dimension. Yet many foreign language teaching methodologies take a narrow view of this 'cultural context'. This paper looks at the issue of teaching 'culture' in the language-and-culture classroom. The author discusses theories of explicit culture teaching and argues that a cultural studies approach is more suitable for promoting an understanding of the foreign culture than *Landeskunde* ('Area Studies' or *Civilisation*) approaches which until now have dominated the language classroom. In a similar vein, the author discusses views of language in relation to culture and how these underpin language teaching. It is argued that theories approaching language as a social and ideological construct are more suited to integrated language-and-culture teaching than traditional functional approaches. This way, through looking at language use in texts or dialogues, cultural meaning becomes accessible for study.

**01-205 Robertson, Jean** (Manchester Metropolitan U., UK). Increasing access to modern foreign languages to pupils with special educational needs: a neuropsychological perspective. *Support for Learning* (Tamworth, UK), **15**, 2 (2000), 62-66.

The question of access to modern foreign languages for all students continues to be a matter of debate, and sometimes dispute, between SENCOs (special educational needs co-ordinators), teachers and parents of children with SEN. The present author considers the implications of neuropsychology with regard to the student with SEN gaining access to modern foreign languages. The article looks at the task demands of second language learning and the contribution of the cerebral hemispheres to reading. Using insights from her research into the neuropsychology of dyslexia, the author makes a number of practical suggestions to help teachers and parents understand the issues more clearly and to help students gain access to this important area of the curriculum.

**01-206 Rollin, Hilary** (Oxford Brookes U., UK). Inter-cultural competence in the Spanish language classroom. *Vida Hispánica* (Rugby, UK), **22** (2000), 25-29.

This paper discusses ways of helping students develop inter-cultural competence by helping them raise their awareness of, and sensitivity to, everyday practice. With specific reference to Spanish second-language learning, it is suggested that teachers need to develop students' intellectual curiosity by encouraging them to learn from their observations about everyday life, some of which should be applicable to other languages and cultures. The author argues the case for allowing a degree of control over the learning and describes the additional benefits accruing from the opportunity for increased interaction with the host community. It is suggested that, by developing an awareness of what is different in the target language culture, students can also become more acute observers of the world around them. The overall objective is to develop an approach which allows scope for the individual teacher to experiment. The students themselves should be able to develop their linguistic skills and gain an awareness of cultural difference and complexity that could lead to more sophisticated inter-personal competence and the rejection of stereotypes.

**01-207 Rubdy, Rani** (Nat. U. of Singapore; Email: ellrsr@nus.edu.sg). Dilemmas in ELT: seeds of discontent or sources of transformation? *System* (Oxford, UK), **28**, 3 (2000), 403-18.

Given the crucial importance in all aid projects of the cultural appropriateness and compatibility of educational innovations with the recipients' current practices, this paper focuses on the issue of how the English language teaching (ELT) specialist can become more sensitive to the potential impact that socio-cultural factors can have on the success or failure of educational projects. The argument centres around the concept of dilemma, which acts as a lens that helps the ELT specialist problematise cross-cultural issues, re-interpret initial assumptions and generate new understandings such that considerations of technology transfer and training which form the core concerns of these projects can be approached in a way that renders the local context paramount in the training design. Five fairly recent case studies in the ELT/ESP (English for Specific Purposes) literature are reviewed to illustrate the kind of dilemmas that ELT specialists have had to acknowledge and address in responding appropriately to the issues raised in each case by the exigencies of cross-cultural training. A trend emerges from each of these studies which shows how dissatisfaction with existing modes of practice, whether concerning policy, precept, or paradigm, can serve to operate as a source of professional sensitisation and open up transformational possibilities when dealt with in a thoughtful, self-reflexive manner, as the specialists involved have all done.

**01-208 Rück, Heribert** (U. of Koblenz-Landau, Germany). Réflexion linguistique et notion de progression. [Linguistic reflection and the concept of progress.] *Le Français dans le Monde* (Paris, France), **310** (2000), 40–42.

This article examines the results of an experiment which involved integrating a foreign language at the primary level in the Rhineland-Palatinate region of Germany and seeing whether the progress made is quantifiable and can be assessed. Problems encountered and common mistakes are discussed along with their role in determining language progress. The author concludes that learning occurs in five stages, although not all pupils will reach a level beyond that of responding at a lexical level; and that evaluating language progress need not result in a rigid grammar-based syllabus, rather an individually based programme taking into account the needs and progress of the pupils.

**01-209 Sansome, Rosemary.** Applying lexical research to the teaching of phrasal verbs. *IRAL* (Berlin, Germany), **38**, 1 (2000), 59–69.

This paper attempts to show that lexical research can be of relevance to English as a Foreign Language (EFL) teachers. The systematicity and creativity of the patterns underlying the vast majority of phrasal verbs have been recognised by linguists and EFL practitioners alike, but have not been described systematically in a way which directly benefits textbook writers and EFL teachers. Research which began in the Lexical Research Unit, Leeds University, has yielded insights into the pattern underlying a large group of verb-collocate combinations in which the collocate changes the meaning of the verb in a systematic way by subordinating it to a new meaning introduced by the collocate. These insights into a large, productive sub-group of phrasal verbs appear to be of relevance to EFL teaching. The paper begins by outlining the research and summarising the main findings. It then looks at the problems these verb combinations cause foreign learners and at the treatment of phrasal verbs in two recent textbooks. Finally it makes some practical suggestions for teachers.

**01-210 Sheldon, Leslie** (U. of Strathclyde, UK; *Email: l.e.sheldon@strath.ac.uk*). The dilemma of distance: some obstacles when writing materials. *Language and Intercultural Training* (Bath, UK), **18**, 1 (2000), 10–12.

This article describes two linked, Lingua-funded, beginner level LSP (Languages for Specific Purposes) distance learning course packages, *English for Work* and *Corso plurimediale d'italiano per tecnici commerciali*, aimed at companies in Italy and Scotland. The materials were designed by the English Language Teaching Division of the University of Strathclyde, Sinnea International, and Celica, their private sector partners in Bologna. The article outlines the problems faced, the theoretical

questions raised and the solutions developed in designing the materials. A significant issue was inter-team 'communication', sometimes resulting from different perspectives as to the cultural/communicative/situational input required to contextualise each language in authentic use. The Italian and UK writers had culturally-determined ideas as to what constituted presentable, motivating, supportive and credible LSP distance learning materials. And of course, the end users themselves had divergent expectations as to how languages should be learned, what authentic business or technical content comprises and what good self-access modules should actually look like.

**01-211 Spodark, Edwina** (Hollins U., Virginia, USA; *Email: espodark@hollins.edu*). Pedagogical applications for the single computer teaching station: a case study in French language instruction. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 3 (2000), 291–95.

The majority of foreign language (FL) classes today are not taught in multimedia, Internet-connected classrooms equipped with computers for each student and an integrated projection system for the teacher. The instructional reality which exists for many practising teachers dictates that incorporating technology into an FL classroom consists of a single computer teaching station hooked to the Internet: the unit sits at the front of the classroom with the monitor facing the students. This article takes into account the limitations imposed on FL instructors and offers a sample case study of what can be accomplished to advance the use of the target language and the study of the foreign culture in the classroom, given the technological constraints involved.

**01-212 Spratt, Mary** (Hong Kong Poly. U.; *Email: ecspratt@polyu.edu.hk*) and **Leung, Benji.** Peer teaching and peer learning revisited. *ELT Journal* (Oxford, UK), **54**, 3 (2000), 218–26.

In an earlier (1991) issue of *ELT Journal*, Wendy Assinder described a classroom experiment she had carried out in which her students prepared their own classroom materials and then taught them to each other. She subsequently reported on the positive effects of this approach on their language learning, and on their attitudes towards learning. Inspired by her findings, and those of others, the present authors, both university language teachers, conducted a similar classroom experiment, in which students actively participated in developing and delivering learning materials for an English for Specific Purposes course in legal English. This article describes how the course was conducted, and the results of the course evaluation, to which the students and teachers both contributed. It then discusses the results, which were much less positive than Assinder's, attempting to see why this might have been the case, and making recommendations for future uses of the approach.

**01-213 Suárez García, Jesús and Meara, Paul** (U. of Wales, Swansea, UK). Palabras olvidadas: treinta años de cursos de español de la BBC para adultos. [Forgotten words: thirty years of BBC Spanish language courses for adults.] *Vida Hispánica* (Rugby, UK), **22** (2000), 13–16.

This paper focuses on a comparative study of the vocabulary used in a series of beginner-level Spanish language courses published by the BBC (British Broadcasting Corporation) over the last thirty years. Vocabulary was gathered from the glossaries of each of six courses and then analysed by comparing those elements common to each course. Three software packages were used in the analysis which compares two lists at a time and reveals the items which appear in only one book, those which appear in the two of them, and those which are unique to the two books. The vocabulary in these course-books was subsequently compared with the corresponding content in the Spanish adaptation of the *Threshold Level*. Results confirm that vocabulary is still not an important criterion in the elaboration of these materials, subordinated as it is to the presentation of a specific notion or communicative function. Other results indicate that word frequency is not taken into consideration, and that there were very few elements in common across the books studied, although there was still considerable overall correspondence with the *Threshold Level*. It is concluded that textbook writers should pay more attention to vocabulary teaching and to the abundant literature which already exists on how vocabulary should be taught and incorporated in teaching materials.

**01-214 Swain, Merrill and Lapkin, Sharon** (Ontario Inst. for Studies in Ed., U. of Toronto, Canada; Email: mswain@oise.utoronto.ca). Task-based second language learning: the uses of the first language. *Language Teaching Research* (London, UK), **4**, 3 (2000), 251–74.

This article focuses on the uses of the first language (L1) made by 22 pairs of grade 8 French immersion students as they complete one of two different tasks: a dictogloss and a jigsaw. The outcome of each task is a story written by each student pair. The authors propose a coding scheme for the uses made of the L1, exemplify them, and report on exploratory analyses intended to describe differences between and within the task in terms of the amount of English (L1) used. The authors also address the relationship between the amount of L1 use and the quality of students' writing, and the variability in task performance across student pairs. Interpretation of the data from the perspective of sociocultural theory leads to the conclusion that judicious use of the L1 can support second language learning and use.

**01-215 Thompson, Celia** (U. of Melbourne, Australia). Critical literacy and text selection in

English for academic purposes courses. *Prospect* (Macquarie U., Sydney, Australia), **15**, 2 (2000), 39–47.

This paper explores the relationship between critical approaches to literacy and the selection of English for Academic Purposes (EAP) reading texts, taking Australia's colonial and post-colonial society as an example of a theme around which the discussion of text selection revolves. Drawing, e.g., on the writings of Benesch and Pennycook, the author suggests that, by reconceptualising the selection of EAP texts within a critical pedagogical framework, it may be possible to avoid perpetuating institutionalised forms of historical and cultural exclusion. She argues for an approach to literacy which reframes the text as a social strategy historically located in a network of power relations in particular institutional sites and cultural fields. The background to the paper lies in her experiences as a teacher of theme-based EAP courses in tertiary institutions in Australia, allied to her interest in Australia's colonial history and current questions concerning relations between Australia's indigenous and non-indigenous (predominantly Anglo-Celtic) peoples. Specifically, she seeks to identify appropriate criteria to use as guidelines for text selection in EAP courses. The paper provides an illustration of how teachers can be more inclusive in their approach to academic discourse.

**01-216 Tolbert, Sue and Browett, Julie** (Education Department of Tasmania, Australia; Email: Sue.Tolbert@central.tased.edu.au). Integrating interactive technologies into primary language programs. *Babel (AFMLTA)* (North Adelaide, Australia), **35**, 2 (2000), 27–31.

This article reports on the wide use of computer-based technologies in the implementation of the *National Asian Languages and Studies in Australian Schools* programme. Each school receives a package, basic staff training and funds for telecommunication costs. Links with other schools allow learners to communicate with peers in the target language. Teachers use videoconferencing and networking for planning, mentoring and sharing ideas and resources. For learners, this technology aids awareness of diversity by increasing the range of viewpoints available in the classroom. Communicative activities designed by teachers are presented as a generic source bank distributed electronically to schools. Lack of teacher confidence and time is addressed by use of technologically-skilled pupils as peer tutors. Graphics programs such as PowerPoint enable learners to import clip art or snapshots and have proved motivating for learners with low literacy skills. Chat rooms allow teachers and learners to respond in a synchronous manner in a relatively secure environment. A text-based chat program like Microsoft Comic Chat appeals to primary-aged learners because it involves choosing characters, who communicate through speech bubbles. The range of characters is being broadened to include culturally appropriate avatars for Asian languages.



**01-217 Vick, Rita M., Crosby, Martha E. and Ashworth, David E.** (U. of Hawai'i, USA). Japanese and American students meet on the web: collaborative language learning through everyday dialogue with peers. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 3 (2000), 199–219.

The case study reported here discusses the design, implementation and results of a series of collaborative Japanese language-learning sessions conducted synchronously and asynchronously via the Internet among globally distributed, cross-institutional teams of students. MUD/MOO (Multi-User Domain Object Oriented)-like team-room scenarios required students to engage in more extensive use of language skills than would be required in usual classroom work. This virtual classroom design provided a naturalistic environment for computer assisted language learning while motivating students to adapt more readily to interaction with peers in a varied, complex and uncertain environment. At the same time, the tasks to be accomplished provided students with the opportunity to engage in virtual teamwork with peers in a challenging and enjoyable problem-solving and decision-making context. Within this framework, Artificial Intelligence techniques that enhance team memory, sustain workflow processes, and employ user/learner models are considered to play an important role in the near future.

## Language learning

**01-218 Afifi, Elhami A. and Altaha, Fayez M.** Grammatical production versus grammatical recognition. *IRAL* (Berlin, Germany), **38**, 1 (2000), 83–8.

This paper looks into the errors made by Saudi students in their production and recognition of grammatical structures in English. It was hypothesised that Saudi learners of English are less competent in grammatical production than in grammatical recognition; and a two-version test was developed and administered to 15 male and 40 female Saudi university students majoring in English in order to test their production and recognition of grammatical tense forms. It was found that the number of errors that Saudi students make in production is higher than in recognition. This is taken to indicate that Saudi students are less competent in grammatical production than in grammatical recognition.

**01-219 Bailey, Phillip** (U. of Central Arkansas, USA), **Onwuegbuzie, Anthony J. and Daley, Christine E.** Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology* (Thousand Oaks, CA, USA), **19**, 4 (2000), 474–90.

Foreign language (FL) anxiety is a complex phenomenon that occurs at each stage of the language learning process (i.e., input, processing, and output). This study of 205 university students attempted to identify a combination of variables that might be correlated with these three types of anxiety. Canonical correlation analyses revealed that students with the highest levels of anxiety at the input, processing, and output stages tend to be older; have lower expectations of their achievement in FL courses, low perceived global self-worth, low perceived scholastic competence, low perceived intellectual ability, and low perceived job competence; and have taken few or no high school FL courses. Academic achievement acted as a suppressor in the model by increasing the predictive power of the independent variables. The educational implications of these findings for understanding FL anxiety and for increasing FL learning are discussed, as are suggestions for future research.

**01-220 Baker, Susan C. and MacIntyre, Peter D.** (U. Coll. of Cape Breton, Sydney, Canada; *Email*: pmacinty@uccb.ns.ca). The role of gender and immersion in communication and second language orientations. *Language Learning* (Malden, MA, USA), **50**, 2 (2000), 311–41.

The study reported here examines the nonlinguistic outcomes of an immersion versus a non-immersion programme. The dependent variables included attitudes towards learning French, orientations for learning, willingness to communicate, communication anxiety, perceived communicative competence, and self-reported frequency of communication in both English (first language) and French (second language). Immersion students indicated higher willingness to communicate, lower communication anxiety, higher perceived communicative competence, and more frequent communication only in the French language. Among the non-immersion students, perceived competence was strongly correlated with willingness to communicate, but among the immersion students, communication anxiety correlated most strongly with willingness to communicate. Male non-immersion students showed the least positive attitudes towards learning French; female non-immersion students showed higher endorsement of three of the four language learning orientations.

**01-221 Cheng, Xiaotang** (Beijing Normal U., China; *Email*: cheng\_xiaotang@yahoo.com). Asian students' reticence revisited. *System* (Oxford, UK), **28**, 3 (2000), 435–46.

Recent ESL/EFL literature has frequently reported that Asian (especially East Asian) students of English as a Second/Foreign Language are reticent and passive learners. Cultural attributes of Asian societies are often cited as the main causes for such alleged behaviour of reticence and passivity. Based on counter evidence