

*Les après-midi de LAIRDIL*

# Spécial Recherche

*Séminaire n°5  
6 mars 1995*

***LAIRDIL***

***LAIRDIL - IUT A, Université Toulouse III  
115 route de Narbonne - 31 077 Toulouse Cédex 4  
Tél.: 62 25 80 43 - Fax : 62 25 80 046 - Courriel: [lairdil@lairdil.org](mailto:lairdil@lairdil.org)***

## *Questions for reading, summarizing and criticizing research*

### **A About the research topic**

1. What is the main research area?
2. What is the research problem?
3. What are the major research questions or hypotheses?

### **B About the research context**

1. What other research studies were conducted in the same area?
2. What were their main findings?
3. What is the rationale of the research?
4. Why was it important to conduct the research?

### **C About the research method**

1. What are the main variables of the study?
2. Which research design was used? (experimental, correlational, descriptive, multivariate, ethnographic?)
3. Description of the population, sample, and selection procedures.
4. The data collection procedures - information about their development, reliability, validity, pilot study.
5. Description of the data collected.

### **D About the data analysis**

1. What are specific data analysis procedures used?
2. Were they quantitative or qualitative, or both?

### **E About the findings**

1. What were the main findings?
2. What does the researcher conclude from them?
3. How do the findings relate to the research context and to the underlying theories?
4. What are the implications of the findings?
5. What recommendations does the researcher make based on the findings?
6. What recommendations are drawn from the results?

### **F Criticism of the research**

Consideration of A-E above and specifically:

1. the statement of the problem
2. the identification of the hypotheses
3. the description and definition of the variables
4. the appropriacy of the design of the study
5. the appropriacy of the instruments
6. the appropriacy of the data analysis procedures
7. the consistency of the results with the analysis
8. whether the conclusion, implications, and recommendations are warranted by the results.

## **Laboratoire Inter-Universitaire de Recherche en Didactique des Langues**

*Aimée Blois, Nicole Décuré, Françoise Lavinal, Anne Péchou,  
Mel Sladdin, Antoine Toma, Christine Vaillant, Philip Walker*

Créé en 1989, LAIRDIL est un laboratoire inter-universitaire de recherche de l'Université Toulouse III, rattaché à l'IUT. Il a pour objet la recherche en didactique des langues. La diffusion des résultats de cette recherche est une priorité.

Chaque année, LAIRDIL organise un cycle de séminaires-conférences sur des sujets de pédagogie ou de didactique susceptibles d'intéresser un grand nombre d'enseignant(e)s d'anglais, voire d'autres langues. La conférence constitue la première partie d'une brochure sur ce thème. Les membres du laboratoire et d'autres personnes ajoutent leurs réflexions propres sur le sujet abordé.

Parfois les conférences sont précédées de séminaires portant sur des questions de méthodologie de la recherche. Le 6 mars 1995, Stephen Gaies, enseignant à l'université de Northern Iowa, a parlé des débuts d'une recherche dans le département d'Anglais de cette université à Cedar Falls.

### **Autres séminaires**

- *The Problems of Oral Testing. What Did you Say?*
- *Autonomous Learning of Vocabulary Through Extensive Reading.*
- *Film, TV and Videotapes in EFL.*
- *Aspects of Fluency and Accuracy.*
- *Maximizing the Value of Jigsaw Activities.*
- *Ten Top Principles in the Design of Vocabulary Materials.*

### **Autre collection: *Les Cahiers Pédagogiques de LAIRDIL***

n° 1 : *Vocabulaire technique et apprentissage des langues de spécialité*

*Décryptage*

**Aimée Blois**

Responsable d'édition

**Nicole Décuré**

*Academic research includes the following features:*

- 1. The research role: academic researchers engage in research as part of their professional role, which means that resources and time are provided for their research, and promotion and credit are gained through research.*
- 2. The application of research: academic research does not necessarily have immediate practical application and consequences; it is in a sense a theoretical activity, with the researcher free to decide what and where to research.*
- 3. The research approach: the procedures of academic research include, for example, comprehensive literature reviews, and the documentation and publication of research, activities which require time and resources; the research approach encourages objectivity and distance from the object of study.*
- 4. Research communities: academic researchers belong to research communities in which they can disseminate their research at conferences and through publications.*

EDGE, Julian & Keith RICHARD (eds.). *Teachers Develop Teachers Research: Papers on Classroom Research and Teacher Development*. Oxford: Heinemann, 1993.

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*Research* is a systematic process of inquiry consisting of three elements or components:

- (1) a question, problem, or hypothesis,
- (2) data,
- (3) analysis and interpretation of data.

NUNAN, David. *Research Methods in Language Learning*, Cambridge: Cambridge University Press. 1992. 3.

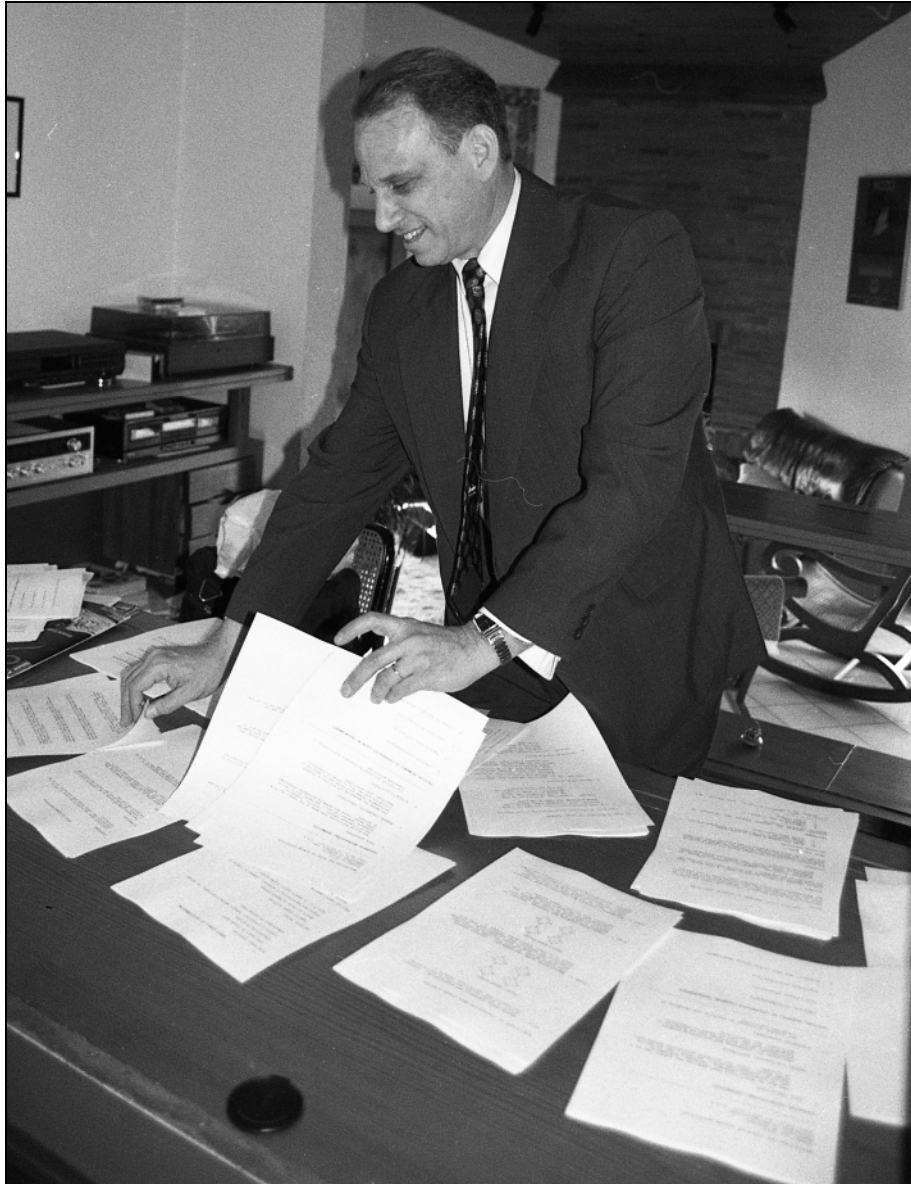
It is evident to anyone reading research in second language acquisition, that the field is *inter-disciplinary*. The study of second language acquisition can be linguistic, psycholinguistic, socio-linguistic, sociological, psychological and educational. That is, it draws on a wide number of perspectives about the phenomena of second language as well as the research methodology associated with these different disciplines.

(...) Research is *cyclical*. It is an ongoing activity which is never totally completed because each piece of research raises additional questions for more research. Either the results lead the investigator on to related questions or the original question or hypothesis with which the research began cannot be answered or confirmed and the investigation must begin again but with a gain of knowledge and experience.

Carrying out second language research requires thinking *and* doing.

SELIGER, Herbert W. & SHOHAMY, Elana. *Second Language Research Methods*. Oxford: Oxford University Press. 1990. 1-3.

# **CONFÉRENCE**



© Nicole Décore

Pechbusque (31), 6 mars 1995



## **Teachers' and Learners' Perceptions in Second and Foreign Language Learning**

This is a study in an area of interest that arises from several different sources. It is difficult to identify one key source or one particular strand of research or any experiences that led me to undertake this study which is in its very preliminary stages. The only thing surprising about this research is that it has not been done before.

The study of teachers' and learners' perceptions is based on a rather uncontroversial assumption, namely that in any setting people's perceptions and expectations affect their behaviour and shape their reactions to other people's behaviour, sometimes with devastating effects if those expectations are misplaced or if they are not realized.

So it just seemed logical that any people interested in what takes place in language classrooms, people responsible for the design and implementation of language programs would be interested in knowing something about teachers' and learners' perceptions of what happens or what should happen to them as participants in a social setting.

The problem is that people assume that they do know a great deal about one another's perceptions and for that reason do not think that the topic is really worthy of consideration. But I think that if we reflect on it a little bit there are several different strands of research, several different preoccupations in language education that certainly support the systematic study of teachers' and learners' perceptions in the language classroom.

## **BACKGROUND**

### **Focus on the learner**

It was just about twenty years ago that an anthology was published called *Focus on The Learner* which really set the theme for a great deal of what we would be doing in thinking about and exploring language classrooms, looking at language classrooms in terms of the contribution made by and the role played by learners, things like needs analysis, the attempt to find out what different learner populations need language for. It is certainly one manifestation of this focus on the learner and so, too, is the shift away from debates about methods which are no longer valid constructs. Arguing over the relative effectiveness of different methods really does not mean very much if we acknowledge that learners are different and that not all learners are going to be served equally well by the same method. So we look for those things that are well suited to individual learners or to groups of learners. Hence we have become interested in the study of such things as learning styles, cognitive strategies, personality traits, all of which are problematic to research. But the more we know about these things, the better able we will be to match particular instructional interventions with particular learners in an appropriate way. This reflects a concern for the learner, for making instruction responsive to what we know about learners, including the idea that in many cases what best suits the learner is not a conventional classroom situation at all.

All this does not necessarily point to research on teachers' and learners' perceptions but it creates a sort of backdrop in which the study of the perceptions and expectations of individuals is a logical route to follow.

### **What teachers bring to the classroom**

It is interesting as well that, at the same time that we are concerned with what learners bring to the classroom in terms of background, there is also a recognition that what happens in the classroom is shaped by what teachers bring there.

Each teacher brings an educational history shaped from his or her own educational experience as well as his or her experience as a teacher. The teacher is not a neutral agent helping learners and materials or learners and activities to come together. The teacher exercises an influence over all of the other components of the classroom and it may not be surprising, although many people find it somewhat disappointing, to recognize that of all the factors that influence a teacher's performance in the classroom the one that seems to be most powerful, most resistant to change is the teacher's own experiences, own perceptions as a learner.

There is a national centre for research on teachers and learning which is housed at Michigan State University and which has been operating now for several years doing research on teacher education, on the preparation and professional development of teachers.

In the report of their first five years of research, the centre concluded that "one important finding is that teachers develop strong conceptions of the practice of teaching while they are still children". From their experiences as students they form views about the nature of school subjects (*e.g.* What should an English course be like?), about the teacher's role in facilitating learning and about pedagogical implications of learner diversity. These views constrain their ability to grasp alternative views. So that those who train teachers are already confronting directly or indirectly perceptions and expectations that teachers bring to the teaching task before they themselves have credentials as teachers.

### **Cross-cultural differences**

One of the most dramatic ways in which the influence of learners' and teachers' perceptions can create difficulties in the classroom is the study of cross-cultural differences in education, in teaching and learning.

In many places, particularly in the US, the education of language minority children has been complicated by the fact that children bring to school learning styles and social styles that are often very different from the norms of the school. Failure to recognize that people's perceptions of education differ cross-culturally, that they differ even within the same culture, that learners and teachers may not be operating with the same assumptions, the same knowledge, can lead to miscommunication and to even more serious consequences and has done so in many cases.

### **School structures and rules**

We recognize those cross-cultural differences when we say that part of early education is a socialization process of helping children to learn the rules of the school, socializing them into the norms and expectations of the school. And this usually involves the learning of two different types of rules.

### *The academic task structure*

Eriksson, the sociologist of education, has argued that in a classroom there has to be a common understanding of what he calls "the academic task structure", that is to say the actual structure and the rules that govern the performance of teaching and learning tasks. For example, if students are given individual work, a worksheet to do, are they expected to work on that on a completely individual basis or is collaboration acceptable or encouraged? In other words, what is the nature of the task? When students are given an activity that is to be used for assessment purposes, are they to work on that on a completely individual basis or is collaboration again accepted or encouraged?

### *The social participation structure*

The second type of structure that has to be understood by all participants in the classroom is what Eriksson calls the social participation structure, which has to do with the rules for interaction in the classroom.

At what point, if any, is it appropriate for students to ask questions or to interrupt? At what point, if any, is it appropriate for teachers to relinquish one or another sort of control?

### **Practical instances of potential misunderstanding**

There is a general assumption by most teachers that, by the time students arrive in that teacher's classroom, they ought to have learned both these types of structures and yet there are many instances in which that kind of assumption is really not valid.

For example, when English is taught as a second language, let's say in the US, and you have coming in to adult education classes people from a variety of different backgrounds, some of whom may have had relatively little schooling, some of whom may not have literacy skills, some of whom may come into the classroom with enormous reverence for the school and the teacher, the likelihood is that there will be, at the very least, different perceptions and a strong possibility that some of those perceptions will not be shared by the teacher.

What happens when a teacher with experience in one setting goes to teaching in another setting (*e.g.* on a Fulbright as an expatriate teaching English in Japan or in any situation that you might care to imagine)? How much energy is dissipated before you realize that the rules, the perceptions that you have about the nature of the classroom are not shared by those you are now teaching?

I think there are perhaps more subtle but equally important instances that happen within relatively homogeneous groups in a setting familiar both to teachers and students, for example when students move from one level of education to another. Are they correct in assuming that the same rules that govern English instruction in secondary schools operate at university level? So there are many different points at which the potential for misunderstanding the other party's perceptions and expectations is great. And if we were able to predict with considerable accuracy what perceptions and expectations people held, there perhaps would not be a need to do research of the kind that I am proposing here and that I have begun to carry out on an exploratory basis.

## **THE STUDY PROPER**

### **Purpose**

The fact is that we really don't know, at this point, what counts as an important perception. What things do we really want to know about as we try to tap teachers' and learners' perceptions?

We know, on the basis of a relatively small amount of research, that intuition is often an unreliable guide. One study comes to mind that was done many years ago and was narrowly focused on the issue of error treatment in the second language classroom. The question was twofold.

- Do teachers' stated beliefs about error treatment correspond to their behaviour in classrooms? Do they do what they say they do? And do they do it in the way and as consistently as they say they do?
- How close a fit is there between teachers' and learners' beliefs about error treatment?

The study was done by two people who have both moved far away from that kind of research but the study is interesting as an early attempt to investigate empirically beliefs about a particular classroom practice. What they found was that there was often a gap between what teachers believed about error correction or at least what they said about it and what they actually did. But perhaps more significantly and contrary to intuitive beliefs, learners were much more eager for their errors to be corrected than their teachers thought. The latter claimed to be very selective in their treatment of errors as a gesture of good faith to learners, so as not to discourage them, while learners' most frequent complaint was that the teachers were not correcting all of their errors and that when they were treating their errors, they were not correcting them but simply trying to lead the learner on to self-correcting.

This is interesting because it substitutes for intuition and folklore empirical research which, at the very least, forces us to sharpen the questions that we ask, to ask them in the most precise way possible.

So I decided that I would test the feasibility of exploring teachers' and learners' perceptions and try to do it in a way that would cut across different target languages and different classroom arrangements.

I am planning to do this on a much larger scale when I am in Japan this summer but I started at my own university.

Let me describe the research questions that the study was aimed at. There were three questions that I wanted to begin answering.

- At the beginning of a second or foreign language course, how similar are teachers' and learners' perceptions and expectations of the class and of each other? So, in different settings, how good is the fit at the very beginning, before the class has even begun?
- How do teachers' and learners' perceptions and expectations of the class and of each other at the beginning of a course compare with their perceptions and expectations a month later?
- The third question is a methodological one: how useful are the data elicited from a questionnaire on teachers' and learners' perceptions and how and by whom are these data most effectively interpreted? Could an outsider interpret the data or would it have to be an insider, the teacher? And how do we make sense of the responses that we get? It is a question that has to be answered by anyone doing survey or questionnaire research.

### **Subjects and settings**

In the first step of exploratory research, I selected four classes. Two of them were foreign language classes. One was an intensive class in Portuguese which had a very small number of students but into which students had been self-selected. They were taking the class purely out of interest and on a voluntary basis.

The second class (which was actually divided into two sections which have collapsed together because they were taught by the same individual using the same syllabus and the same material) was an intermediate Spanish class. This is the one which I find to be most revealing because the population consisted partially of students new to foreign language study at the university level and partially of students who had taken the first year Spanish course at that university.

The other two classes were English as a second language<sup>1</sup> classes in our pre-university intensive English program. Both had international students from many different languages who had already taken classes in that program as well as students who were new to it.

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<sup>1</sup> *Difference between second language and foreign language*: the students in the Spanish class and the Portuguese class had relatively little if any opportunity to encounter those languages outside of class. Their

Except for the Spanish class (45 students in the two classes combined) the other classes were quite small, so even if this were something more than a first attempt to devise a useful questionnaire there would be no risk of trying to form generalizations, the numbers being too small.

### **Materials and procedures**

The real task was to devise a means for tapping these perceptions and expectations in a way that would be useful and relevant to these four different classes, and to do it in a way that would be as non-disruptive to the class as possible.

For that reason a questionnaire was developed that was limited to 20 items so that it would not take a substantial part of any class lesson or strain the patience either of students or of teachers.

There were some other functions or decisions that guided the development of the questionnaire and these were as follows :

- To avoid any item that asked students to predict the quality of the class or the performance of the teacher. I wanted this to be quite distinct from assessment.
- To include items that would be applicable across these different classes, relevant to all the settings.
- I wanted the items to be as straightforward as possible so that the language of the questionnaire would not pose any problems for the students in English as a second language classes who represented the two most advanced levels in that program. But I also wanted to avoid the kinds of double-negative questions that often lead to anomalous responses, for example, items like *"In general students will not be interested in the activities that they do in this course"*, in which they will have to indicate that they disagree with the statement by saying *"No, that's not true, students will be interested in the course"*.

### **Analysis of the answer sheets (see annexes)**

The first one was used by students on their very first day of class and, as you can see from the different options, they were to indicate what their perceptions of the course would be. They were to predict what they thought the course would be like.

The second answer sheet is the one that they used at the end of the fourth week of classes in which they were to indicate the extent to which the same statements were or were not true of the course. The statements were slightly modified to reflect experience rather than expectations (the future disappeared in favor of the present).

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exposure to those languages was restricted almost entirely to the classroom lessons, whereas the students in the English pre-university English class were living in an English-speaking environment.

Both times the students and the teachers responded to the same items. The students indicated at each time the agreement or disagreement with the statements while the instructors were asked to indicate what percentage of students they *thought* would agree or disagree with the statements. This was not an attempt to tap the instructor's or the teacher's perceptions but rather their sense of the students. To what extent did they understand, if only intuitively, to what extent could they predict how students would react to the statements at the very beginning and then one month into a course? So when a teacher circles A it means something different from a student circling A. A student circling A indicates strong agreement and a teacher circling A means that s/he thinks that almost all of the students will agree with the statement but not that s/he necessarily agrees with it.

The questionnaire was administered in all of these classes on the very first day of class and then four weeks later.

Participation by the students was voluntary. They were certainly encouraged to do so but it was not obligatory so that even if the number of students were not already small we would have to be cautious anyway because we do not know which students responded and which ones did not, and those who responded may or may not be representative.

Students were invited to put their names on the papers so that it is possible in the case of many students to identify how some responded the first time and the second time but that was not the primary purpose. I was more interested in the performance of these classes as groups than by individual changes. This, however, might be very valuable for a teacher diagnosing individual alienation or difficulty.

I did ask the teachers in the following interview whether they thought that the students took this exercise seriously, because, particularly at universities like mine, students are constantly bombarded by questionnaires and requests to participate as subjects in research and in many cases, they tend to do these things as mechanically as possible. The teachers said that they actually observed carefully the students' behaviour during the time they were doing this and that they seemed to be reading each item and responding independently. Beyond that, it is difficult to say, but the teachers reported that the activity was interesting not only to them but apparently to the students as well.



## RESULTS AND ANALYSES

### **No distinct trend**

There is very little that reveals itself as a pattern. It was impossible to identify any distinct trend either in the students' responses or in the teacher's responses.

Let us take the intermediate second language Spanish class. At the beginning of the class, the teacher indicates that for 7 of the items almost all students would agree with the statement, that for 10 of the items more than half of the students would agree with the statement and that for 3 items fewer than half of them would agree. So the teacher predicted in general that students would typically agree with the statement.

If you look at the actual percentage of the 46 students who did agree, you can see that in many cases there is an almost perfect fit. The perceptions are perfectly matched but there are some discrepancies.

Item 6 performed strangely in all different classes. Here was the case where the teacher had predicted that fewer than half of the students would agree with the statement; in fact almost three quarters of them did.

The same sort of pattern reveals itself in other classes and if there was a pattern it was that the students tended to agree with most of the statements. Still there are some items that were very revealing to the instructor if not to an outsider like ourselves.

### **Results can be best interpreted by an insider**

Let me talk about a few of the responses to these items in the Spanish class to show you why this data may be more revealing to an insider than to an outsider.

It was understood from the beginning that I would come back to the teachers as soon after the second data had been collected and interview them to see what sense they could make of it.

*Item 10 : The instructor will encourage students to suggest, during the course itself, how class time can be most effectively used.*

This item got the same percentage of agreement from students both times (61%, which is a relatively low level of agreement compared to the other items). Interestingly the teacher shifted from a prediction that more than half of the students would agree with the statement at the beginning of the class to a prediction that fewer than half would agree after four weeks.

I asked her why she had predicted that fewer than half of the students would agree the second time and why she thought students agreed with the statement less than they did with other statements. She emphasised the fact that the syllabus for this course was really driven by the textbook that was being used and that the textbook included far more material than any teacher could reasonably hope to get into in a one semester course and she felt that the students sensed the pressure she was under to get through the book and as a result did not feel there would be much point in suggesting other activities.

In fact the students did not move that much in their level of agreement and her response to that was that they may not have known precisely, when they did the questionnaire the first time, what was meant by the idea of the teacher encouraging students to suggest how class time could be more effectively used. But in her mind it was very clear that the response to this statement was conditioned in part by the text material and the syllabus and that in another class, working with a different textbook, the response might have been quite different.

*Item 16: The instructor will behave very differently in the classroom from other language teachers I have had.*

That was one of the questions that I thought would be more revealing than it was. A comparison between classes may be worthwhile. The best example is from the advanced English as a second language class in which the instructor predicted that all the students at the beginning of the class would agree with the statement. 70% did, which is a strong level of agreement.

The second time the instructor backed down a little and said that a majority of students, after a month of having him, would agree that indeed he behaved differently compared to other teachers they had had. Only 44% of the students agreed that second time.

In other words, after a month, whatever differences there were between him and the students had already been forgotten. The students were now unable to distinguish between him and previous teachers or his behaviour ended up being very similar to those.

It is easy enough to collect responses but knowing what the responses really mean is very difficult.

Students are going to be invited to participate in small group sessions as a sort of debriefing to get their reaction to the questionnaire itself and to try to provide insights into why they answered the way they did. That part of the data collection has not taken place yet.

In everyone of the classes there were a number of items that jumped out begging for clarification or explanation. You would have many items in which there was a very close fit between teachers' and learners' perceptions and then there would be an item where there was a real discrepancy, for example item 4.

*Item 4: Within a few days, it will be clear that there is a wide range of language-learning ability among the students in this course.*

Let us look at it in terms of an upper-intermediate English as a second language class being taken by university students about to begin their university study.

The teacher predicted, at the beginning of the course, that fewer than half the students would agree with the statement. In fact, two-thirds of them did. Whereas the teacher believed after four weeks that the number of students who agreed with the statement would increase the percentage of students who did decreased markedly.

What I think it means is that the teacher perceived that his reaction to the different students would have made it clear to them that he recognized differences among them, that everybody would have recognized that there are differences and that the teacher was trying to respond to them. The students, on the other hand, either did not recognize that the teacher was responding differently to them and/or they, themselves, did not perceive differences among them. But here was a case where the two parties were moving in opposite directions.

I showed this data to the teacher and asked him to interpret it. He spoke much along the lines that I have just summarised but pointed out that he did not feel that it was a problem; that even though the perceptions may have been different, there did not seem to be any overt difficulty created by this mismatch which, I think, is an important point. It is one thing to measure differences in perceptions, it is quite another thing to say that differences in perceptions or expectations really matter. Sometimes they do, sometimes they are crucial, but sometimes they are not that interesting and my operational definition of interesting is that if they are not viewed by teachers or students as affecting instruction then they are interesting for research purposes only.

### **Results affect instruction and not research only**

We can also take item 6, looking at it for the Spanish classes. Here is a case where there was a growing awareness on the part of the students or a greater level of agreement on the part of the students. The first time may represent the period before the class begins and everyone is willing to say there will be no frustration but within a month more than half of the class had either experienced frustration or had perceived other people feeling it and instructors similarly shifted from believing a majority would agree to believing that all would agree.

I have often found that teachers get frustrated when they read at the end of a report of research that the study which has just been reported is probably of greater significance for research than for the classroom.

Though a very limited and preliminary experience so far, this may be an example of the opposite. My suspicion is that this kind of investigation is far more valuable for the participants, primarily the teacher but by extension the students, than for researchers.

## **FURTHER DEVELOPMENTS AND CONCLUSIONS**

I am inclined to believe, and this is a very tentative conclusion, that this data can certainly be collected by an outsider but plausible interpretation of the data really can be made only by participants who have some direct evidence for what these numbers may mean. I may modify that view as the questionnaire is refined. Instructors suggested that there should be an item that would ask learners whether they thought that the amount of homework would be appropriate. Another teacher asked for an item in which students would indicate their agreement with the statement that the assessment procedures would be reasonable and fair. Those may or may not be better items but we shall certainly try them.

I am inclined at this point to drop some of the items . But I am a little reluctant to drop items like n°1, the responses to which were almost uniformly agreement because I think that, in other settings, they might not elicit the same level of agreement. Whatever kind of questionnaire is used, it has to be developed locally or at least modified to suit local conditions.

This is where the research stands at the moment. It has not yielded anything earthshaking but we would be surprised if it did. We would be distressed if item after item, there was a large discrepancy between teachers' and learners' perceptions. So it may be the exceptional items, the things that we do not expect that can provide useful insight.

I also think that this kind of questionnaire can be useful when used less for research purposes and more as an instructional or diagnostic device.

I hope to reach the point when teachers can be given questionnaires like this and told to use them at the beginning of a class to help raise students' consciousness about the things that are important for them to think about and in which there could be discussion or some kind of feedback from teachers to learners about their responses to that initial questionnaire. This is sometimes a more dramatic way than what we say by way of instructions or by way of pronouncing the rules of the game.

This is a very modest way to try to measure systematically just what people's expectations are and I keep on insisting that this is very preliminary, very exploratory. I am surprised this hasn't been already done on a much larger basis but I think there is lots of promise here either under the rubric of learners' training, how to become more conscious of oneself as a learner and also of value to a teacher.

We cannot make tactical adjustments to our classes unless we know what changes need to be made, otherwise we are reduced to sensing a certain level of dissatisfaction and then trying, in some fashion, to find an alternative.

It is also a check on our own assumptions about what we communicate, about academic tasks and social participation structures in the classroom.

We may be convinced that we are offering students encouragement but it may be our inner voice that we are hearing and not the actual voice the students hear. So I think it is worth comparing how students are responding to these items at the very beginning and then a month later.

The possibility is this will tell the researchers much less than it will tell teachers but I could say with confidence that this is a line of research that is worth pursuing. This may not be the best way to do it; the questionnaire may be an extremely primitive way of trying to tap these perceptions but I think that what I have done so far with this research has at least suggested that a comparison between the beginning of class and four weeks into the class can reveal useful information and that it is worth pursuing this in a variety of other different settings.

## ***Annex 1: First questionnaire to students***

Dear student,

Thank you for participating in this research project. Your instructor will share the results of this research with you later in the course.

Please respond to each of the statements below by circling, on the answer sheet, the letter of the option which best describes your expectations of this course. You do not need to write any comments; later in the course, however, I will invite you to respond more fully, in a face-to-face interview, to the issues we are investigating.

### *Statements*

01. The instructor will encourage students to participate, even if they are likely to make mistakes.
02. Many activities will involve pairs or small groups of students working together without the constant guidance of the instructor.
03. The instructor will encourage us to ask questions during class if we do not understand the material.
04. Within a few days, it will be clear that there is a wide range of language-learning ability among the students in this course.
05. The preparation and review for this course that we do outside of class will be as important as what we do during class meetings.
06. At some point within the first three weeks of the course, most of the students in this course will experience a feeling of frustration over some aspect of the course material or activities.
07. The instructor will want us to take responsibility for our own learning.
08. My success in this course will depend much more on what I do than on what the instructor does.
09. In general, the students in this course will be supportive of one another.
10. The instructor will encourage students to suggest, during the course itself, how class time can be most effectively used.
11. This course will teach us how we can become better language learners.
12. After only a few class meetings, the instructor will know which students participate actively and which students do not.
13. The instructor will spend a lot of class time explaining grammar and vocabulary.
14. In general, the students will be interested in the activities that they do in this course.
15. Most students will feel that their ability in Spanish is improving as a result of this course.
16. The instructor will behave very differently in the classroom from other language teachers have had.
17. Students in this course will spend time together outside of class to practise and study the course material.
18. The instructor will ask us if we are satisfied with the class activities.
19. In every class, there will always be some students who have not done their homework or prepared for that day's class.
20. The instructor will try to make us feel comfortable in class.

## *Annex 2 : Questionnaire to instructors*

Dear instructor,

Thank you for participating in this research project, the results of which I will be happy to share with you.

Please respond to each of the statements below by circling, on the answer sheet, the letter of the option which best describes your perceptions and expectations of the students whom you are going to teach. The full form of each response option appears below; an abbreviated version of each option follows each item.

You may write any comments that you want to; later in the course, however, I will invite you to respond more fully, in a face-to-face interview, to the issues referred to in these items.

### *Response options*

- a. In filling out their questionnaire at the very beginning of this course, **all** (or **almost all**) of the students in this course will agree with this statement.
- b. In filling out their questionnaire at the very beginning of this course, **more than half** of the students in this course will agree with this statement.
- c. In filling out their questionnaire at the very beginning of this course, **fewer than half** of the students in this course will agree with this statement.
- d. In filling out their questionnaire at the very beginning of this course, **none** (or **almost none**) of the students in this course will agree with this statement.

### *Items*

**Reminder : You are judging the number of students who will agree with each statement.**

01. The instructor will encourage students to participate, even if they are likely to make mistakes.

- a. **all** (or **almost all**)
- b. **more than half**
- c. **fewer than half**
- d. **none** (or **almost none**)

02. Many activities will involve pairs or small groups of students working together without the

constant guidance of the instructor.

- a. **all** (or **almost all**)
- b. **more than half**
- c. **fewer than half**
- d. **none** (or **almost none**)

etc.

### *Annex 3 : First answer sheet*

#### *Response options*

- a. I am very confident that this statement will be true of this course.
- b. I am not sure, but I think that this statement will be true of this course.
- c. I am not sure, but I do **not** think that this statement will be true of this course.
- d. I am very certain that this statement will **not** be true of this course.

#### *Statement*

- |     |   |   |   |   |
|-----|---|---|---|---|
| 01. | a | b | c | d |
| 02. | a | b | c | d |
| 03. | a | b | c | d |
| 04. | a | b | c | d |
| 05. | a | b | c | d |
| 06. | a | b | c | d |
| 07. | a | b | c | d |
| 08. | a | b | c | d |
| 09. | a | b | c | d |
| 10. | a | b | c | d |
| 11. | a | b | c | d |
| 12. | a | b | c | d |
| 13. | a | b | c | d |
| 14. | a | b | c | d |
| 15. | a | b | c | d |
| 16. | a | b | c | d |
| 17. | a | b | c | d |
| 18. | a | b | c | d |
| 19. | a | b | c | d |
| 20. | a | b | c | d |



*Annex 4 : Second answer sheet (4 weeks later)*

*Response options*

- a. This statement is definitely true of this course.
- b. In general, this statement is true of this course.
- c. In general, this statement is **not** true of this course.
- d. This statement is definitely **not** true of this course.

*Statement*

- |     |   |   |   |   |
|-----|---|---|---|---|
| 01. | a | b | c | d |
| 02. | a | b | c | d |
| 03. | a | b | c | d |
| 04. | a | b | c | d |
| 05. | a | b | c | d |
| 06. | a | b | c | d |
| 07. | a | b | c | d |
| 08. | a | b | c | d |
| 09. | a | b | c | d |
| 10. | a | b | c | d |
| 11. | a | b | c | d |
| 12. | a | b | c | d |
| 13. | a | b | c | d |
| 14. | a | b | c | d |
| 15. | a | b | c | d |
| 16. | a | b | c | d |
| 17. | a | b | c | d |
| 18. | a | b | c | d |
| 19. | a | b | c | d |
| 20. | a | b | c | d |

*Stephen Gaies*



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Toulouse, IUT – Toulouse 3, GEA, 24 mai 1996

## **CONTRIBUTIONS DE LAIRDIL**



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## Images et imagination

### Question de recherche

Que peut réellement apporter l'image à la compréhension dans une classe de L2?

### De l'usage de la vidéo

L'enseignement des langues, en France notamment, est ballotté au gré des modes successives qui prétendent toutes détenir **la** bonne méthode. En caricaturant (légèrement?), le structural a fait place au notionnel-fonctionnel et au communicatif et aujourd'hui il n'est point de salut hors du multimédia. On pourrait penser que ces divers avatars auraient rendu les pédagogues plus circonspect(e)s. Il n'en est rien. Une mode balaie l'autre avec un bel enthousiasme et la piétaille enseignante s'essouffle à tenter de suivre le rythme du peloton de tête. Tout(e) enseignant(e) qui a exercé un certain nombre d'années sait les dégâts que causent ces modes successives qui privilégient une méthode au détriment d'une autre sans autre justification que l'avis des autorités hiérarchiques ou le contenu des manuels disponibles dans le commerce. Il faut remercier les élèves/étudiant(e)s d'avoir (autant) appris malgré tout avec les apprenti(e)s-sorcièr(e)s que nous sommes trop souvent.

Or, en pédagogie et didactique des langues, comme dans tous les domaines d'ailleurs, on ne saurait assez se méfier des affirmations péremptoires. Dans le domaine de l'utilisation de la vidéo en classe de langues, qui n'a entendu tel(le) collègue vanter les mérites incontestables de la télévision par rapport au magnétophone, dénoncer l'archaïsme et l'inutilité des laboratoires de langues (et pourtant, encore aujourd'hui les étudiant(e)s arrivent à l'université sans y avoir passé une minute), prôner l'usage de l'image animée plutôt que du son parce qu'elle apporte des informations que le son seul n'apporte pas? Nos élèves/étudiant(e)s sont né(e)s avec l'image et donc, dit-on, ne sauraient s'en passer. Sans même s'attarder sur le fait que ces mêmes jeunes passent une grande partie de leurs journées avec des écouteurs sur les oreilles, et donc des images tout intérieures, on pourrait affirmer, tout aussi péremptoirement, que trop souvent l'outil cache le travail, ou que le médium devient le message pour reprendre une formule connue. La vidéo est à la mode et donc on doit "faire de la vidéo" en classe.

Dans une classe de langue étrangère, la vidéo peut être utilisée pour l'expression (Cooper) mais souvent, et peut-être le plus souvent, elle remplace magnétophone et laboratoire de langues pour la compréhension orale. Il a déjà

été montré que les rapports images/son varient selon les documents (Décuré; Le Bars), certaines images collant de très près à la bande son, d'autres étant totalement décalées, voire déconnectées. Ceci n'empêche pas certain(e)s pédagogues de mettre tous les documents vidéo dans un même panier (dans ce cas une même boîte) et de conclure que des images sur un petit écran accompagnées de son facilitent nécessairement l'apprentissage de la langue et améliorent la compréhension orale. C'est ce que Philip Riley appelle une "profession de foi" (Riley 143). D'autres mettent les pédagogues en garde. Albert Hamm affirmait, dès 1984, que "l'image, loin de faciliter l'accès au sens, est au contraire à l'origine de toute une série d'interférences". Il déplorait le manque de formation des enseignant(e)s à une "culture visuelle" spécifique, un manque de recul par rapport à l'introduction des mass-médias et il exprimait une "exigence de réflexion approfondie sur les divers paramètres en jeu dans ce type de documents et (...) la mise au point au moyen d'une expérimentation rigoureuse de méthodologies appropriées, conditions essentielles (...) d'une utilisation efficace du document télévisuel dans l'enseignement" (Hamm, 14-15). A ma connaissance, et bien que "mass" ait cédé la place à "multi", il attend toujours. Sylvie Le Bars, plus récemment, reconnaît que "les images n'apportent qu'une aide limitée à la compréhension", que "l'apparente facilité" n'est souvent qu'un "leurre". Elle conclut cependant que l'image est "plus motivante, plus attirante qu'un document oral" (Le Bars 72, 74). Question d'emballage alors?

De même, un collègue a remarqué que dans un exercice où l'on donne à des étudiant(e)s travaillant en multimédia un passage d'une version française sous-titrée en français de *Husbands and Wives* de Woody Allen (le texte oral et le texte des sous-titres sont sensiblement différents) on s'aperçoit qu'ils/elles n'écoutent, voire n'entendent pas le texte français et ne font attention qu'au texte écrit. L'exercice, qui consiste à "retraduire" le texte (écrit et/ou oral) en anglais est facilité parce qu'ils/elles ont déjà entendu le film en VO. C'est peut-être la tâche écrite qui induit cette propension à ne pas se servir du son au bénéfice du texte des sous-titres (Toma) mais cela semble aussi montrer que l'on se concentre sur une seule des sources d'information et peut-être que l'œil prime sur l'oreille.

Les affirmations et remarques ci-dessus s'appuient sur des observations faites en classe mais non sur des mesures précises. Sylvie Le Bars nous avertit, dès la première phrase de son article, que ses observations sont "purement empiriques" (71). Déjà en 1986, Iain MacWilliam se plaignait du manque de "hard data" en ce domaine et avait recours à des expériences dans d'autres domaines que l'enseignement des langues étrangères pour étayer certaines de

ses affirmations: les images distraient au lieu d'aider à comprendre, les documents vidéo doivent être très courts, six ou sept minutes maximum.

Il est donc temps de passer à des méthodes d'analyse rigoureuses dans ce domaine de l'apport de l'image.

## **Protocole**

Mes collègues de LAIRDIL et moi-même sommes parties de l'hypothèse selon laquelle la vidéo bombarde l'individu de sons et d'images et donc disperse l'attention et que si l'on se concentre uniquement sur l'un des deux canaux (le son) la compréhension sera meilleure.

Il est bien évident que, pour ce faire, il faut utiliser plusieurs types de documents (longueur, style, rapport images/son) avant de s'aventurer à tirer des conclusions. Cette recherche, commencée au printemps 1995, n'a pu encore produire des résultats probants mais elle a soulevé des questions de méthodologie de la recherche en pédagogie/didactique des langues que nous allons évoquer ici à partir de cette expérience particulière.

Une collègue travaillant en collège a effectué les premiers essais en 5ème et 3ème avec des extraits de "CBS News". Mais l'analyse s'est révélée impossible car les conditions n'ont pas été les mêmes dans toutes les classes et l'enseignante est intervenue pour aider les élèves.

A la lumière de cette expérience, l'étude a été reprise à l'université. 69 étudiant(e)s, 18 de l'IUT Génie Civil et 51 de licence ou maîtrise de sciences ont travaillé dans des conditions semblables.

Pour mesurer la compréhension, il a été fixé un protocole que tous les groupes devraient suivre. Chaque groupe a été divisé en trois sous-groupes:

- un sous-groupe regarderait les images sans le son;
- un sous-groupe n'écouterait que la bande-son;
- un sous-groupe regarderait le document vidéo complet.

### **1. Groupe "Images"**

- *1ère vision en continu*: suivie d'un résumé en français (pour éviter les difficultés linguistiques).
- *2ème vision fragmentée (par l'enseignante, pour le groupe)*: accompagnée de prise de notes avec le maximum de détails (les pauses duraient aussi longtemps que nécessaire pour que tout le monde ait fini d'écrire).
- Synthèse écrite en français.

## **2. Groupe "Son"**

- *1ère écoute en continu*: suivie d'un résumé en français.
- *2ème écoute fragmentée (par les sujets eux-mêmes, au laboratoire, donc de façon individuelle, avec possibilité de faire des pauses mais interdiction cependant de revenir en arrière)*: noter les mots reconnus et prise de notes.
- Modification du résumé par ajout de détails compris lors de cette deuxième écoute.

## **3. Groupe "Son et Images"**

- *1ère écoute/vision* : résumé en français.
- *2ème écoute/vision fragmentée (par l'enseignante, pour le groupe)* : mots reconnus/notes sur images.
- Modification du résumé.
- Commentaire: Les images ont-elles aidé à comprendre? Quoi en particulier?

### **Choix du document**

Pour commencer l'expérience, il a été choisi un documentaire du journal télévisé de CBS où les images illustrent le "texte". Il est court (2 minutes 40 secondes) et traite du trafic des voitures volées en Pologne et des efforts d'un détective privé pour les récupérer (voir script en annexe). Ce sujet a été choisi pour deux raisons: il n'est pas marqué par l'actualité immédiate et il n'est pas familier aux étudiant(e)s.

Ce type de documentaire offre certaines particularités:

- C'est un texte oralisé, écrit puis lu par le journaliste.
- Le débit est relativement lent (317 mots, soit 118 mots/minute), il n'y a pas d'hésitations ni de répétitions.
- Ce n'est pas un commentaire simplement descriptif: il y a de nombreux effets de style, des allusions littéraires.
- Les images, bien qu'un peu pauvres, "collent" plus ou moins bien au texte qui est l'élément dominant et couvre toute la séquence.
- Quelques bancs-titres intermédiaires aident à la compréhension.

### **Difficultés de conduite de l'expérience**

#### *Locaux*

Il aurait fallu pouvoir disposer d'un poste de travail autonome (télévision et magnétophone) par étudiant(e) et, à défaut, d'au moins deux salles, trois de



préférence. Si l'expérience doit se dérouler pendant un cours, trois personnes, conduisant chacune une des trois parties de l'expérience, seraient nécessaires.

Dans les conditions actuelles, un laboratoire de langues équipé de télévision permet à deux groupes de fonctionner ensemble à condition que le groupe "Son" ne lève pas le nez ou soit placé dans un coin de la salle d'où il ne voit pas la télévision. Quelquefois, un ou deux groupes ont du attendre dans le couloir. Il faudrait arriver à prendre les sous-groupes à part à des moments différents ou encore disposer de suffisamment de groupes semblables pour ne faire qu'un tiers de l'expérience avec un groupe donné. Tout ceci pose le problème suivant:

### *Mélange de l'activité pédagogique avec l'activité de recherche*

Diviser la classe en trois permet, après l'expérience, de faire une activité de type "jigsaw" où les groupes mettent leurs informations en commun ce qui permet de mêler fructueusement pédagogie et expérimentation. Si l'expérience est perçue uniquement comme expérience, les étudiant(e)s peuvent se sentir frustré(e)s et "utilisé(e)s". Il est difficile à l'enseignante d'être à la fois observatrice et participante.

### *Support matériel*

Pour ne pas faire attendre les étudiant(e)s trop longtemps pendant qu'un sous-groupe travaillait, les membres du groupe "Son" ont écouté l'enregistrement de façon autonome (chacun-e dans une cabine de labo) et ont donc pu travailler à leur propre rythme, bien que ne pouvant pas revenir en arrière (c'était la règle). Ceci peut expliquer, en partie, pourquoi leur script est meilleur. Il aurait été préférable que l'enseignante utilise un magnétophone pour tout le groupe pour que les conditions soient similaires car pour les groupes "Images" et "Son et images", c'est l'enseignante qui coupait les séquences (qu'elle avait repérées) et donc tout le monde devait travailler au même rythme.

### **Problèmes d'analyse**

- *Difficulté d'analyser les résumés*

Comment faire la différence entre ce qui n'a pas été compris, donc pas mentionné dans les résumés et les prises de notes, et ce qui a été compris mais omis? Pour cela, le résumé ne suffit pas. Il faudrait poser des questions mais les questions induisent souvent les réponses en donnant un cadre, des indications, ou en faisant simplement appel à la logique. Quelle finesse de compréhension

estime-t-on nécessaire? Que faut-il avoir compris? Qu'est-ce qui peut rester incompris?

- *Difficulté de mesurer la "gravité" des erreurs*

Une erreur dans un résumé de trois lignes avec peu de détails est-elle la même que si elle a été commise dans un long résumé qui prend bien en compte l'ensemble du document? Doit-on mettre sur le même plan les erreurs de type phonétique portant sur un mot (*Police* au lieu de *Polish*) et les erreurs d'interprétation de l'ensemble? Quelle importance relative leur donner les unes par rapport aux autres?

### **Paramètres parasites**

Les étudiant(e)s ne sont pas des sujets identiques et certains paramètres individuels interfèrent avec leur performance:

- *Problème de mémoire*

Elle joue, bien sûr, au niveau du premier résumé. Bien que le document soit court, il y a beaucoup de détails à prendre en compte. Même lors de l'écoute fractionnée, le problème de la mémoire joue, d'autant plus que dans le groupe "Son et images" c'est l'enseignante qui décide du fractionnement et donc certains passages risquent d'être trop longs pour certains sujets. Cependant, si le sujet écoute plusieurs fois un même passage, l'expérience est également faussée puisque, dans une situation normale d'écoute des informations à la télévision, on n'écoute pas plusieurs fois le document, et surtout pas par petits morceaux (sauf si on les a enregistrées au magnétoscope). Chaque individu a besoin d'un nombre d'écoutes différent pour parvenir à une compréhension optimum.

- *Problème d'intérêt, de motivation*

Le sujet traité dans le document "accroche" ou "n'accroche pas" l'individu.

L'envie de travailler peut être plus ou moins grande au moment de l'expérience.

- *Problème de niveau de compétence*

Cette variable se retrouve dans toute expérience. Elle se situe au niveau de la compréhension de la langue étrangère mais aussi des connaissances générales qui font qu'un sujet donné est plus ou moins familier.

- *Problème de rythme*

Ce type de document est extrêmement rapide: le texte couvre la totalité du reportage (il n'y a pas de silences), le nombre de plans visuels est élevé (41, un toutes les quatre secondes environ).

- *Autres variables*

Les enseignant(e)s menant l'expérience ne sont pas non plus des robots et l'on ne peut garantir que la durée des pauses sera identique. Faut-il d'ailleurs qu'elle le soit (problème de lenteur d'écriture de certains sujets)? On peut par contre prévoir l'endroit où les pauses se feront. De même, les machines elles-mêmes sont différentes et la qualité du son et de l'image varient d'une classe à l'autre.

## **Premiers résultats**

En dépit de toutes les imperfections et approximations de l'expérience nous sommes en mesure de faire quelques remarques.

### *Groupe "Images" (23)*

Dans l'ensemble, le sujet a été bien saisi, de façon assez précise. Un seul étudiant se trompe et invente tout un roman. Cinq restent dans le flou et d'autres brodent un peu. Mais dans l'ensemble, les images sont suffisamment explicites pour que l'essentiel soit perçu, d'autant plus que si les plans sont nombreux, ils sont peu variés. De plus, on voit que le contexte général (la chute du communisme) est connu car souvent les résumés en disent plus que l'image, les étudiant(e)s extrapolent avec des commentaires politiques généraux. Beaucoup (13) mentionnent la Pologne grâce au mot *Polish* qui apparaît devant le nom du commissaire, ou un pays de l'Est (6) grâce à des détails tels que les visages (2), les vêtements (3), les quartiers (1), le type de voitures (1). 20 sur 23 comprennent bien qu'il s'agit de voitures volées et 14 qu'Interpol intervient (toujours grâce au sous-titre qui présente le commissaire). Alors que le groupe "Son et images" a également accès à cette information, personne ne la mentionne, ce qui tendrait à confirmer qu'abondance de biens nuit: trop d'informations noie l'information. D'autres détails fréquemment mentionnés sont: les serrures forcées (11), la vérification de numéros de moteur (14), les arrestations (12), le marché aux voitures (9), la vérification de papiers (8). Par contre, tout le monde prend Rutkowski, le "privé", pour un policier car rien dans les images ne permet d'induire le contraire. Une seule étudiante pense que ce peut être "une personne spécialisée dans ce genre de trafic". C'est donc une partie fondamentale de l'histoire qui n'a pas été comprise. Au contraire, les deux

autres groupes ont bien vu que Rutkowski est en marge de la police et que celle-ci n'apprécie guère ce cow-boy. Seul le commentaire permet effectivement de le comprendre.

Un étudiant a bien vu que les images laissent libre cours à l'imagination car il a intitulé sa feuille de prise de notes "Images et imagination".

### *Groupe "Son" (23)*

Le script de ce groupe est bien meilleur que celui du groupe suivant pour des raisons déjà évoquées: chacun(e) travaillait à son propre rythme, la concentration était plus grande, l'image ne distraignait pas.

### *Groupe "Son et images" (23)*

Le script est moins détaillé que dans le cas précédent.

Les étudiant(e)s, répondant à la question de l'apport de l'image, le jugent inexistant. Cette remarque est à prendre avec précaution car il est bien difficile de savoir ce qui a aidé et ce qui n'a pas aidé. Un étudiant mentionne que l'image l'a aidé à identifier les différentes voix, un autre que les bancs-titres l'ont aidé, une autre enfin souligne qu'elle a mieux compris en se concentrant sur le son sans regarder l'image. Quelques un(e)s mentionnent, et c'est sans doute assez juste, que les images confirment le sujet mais n'aident pas à la compréhension du texte.

## **Conclusion**

Une expérience telle que celle décrite plus haut a besoin d'être poursuivie pour que l'on puisse tirer des conclusions sur les relations entre image et son pour la compréhension d'une langue étrangère. Il faut pour cela, nous le savions dès le départ, utiliser des documents variés avec des publics variés.

Au cours de cette première étape, au fur et à mesure que la liste des problèmes s'allongeait, nous nous sommes aperçues que pour mener à bien ce type d'analyses, nécessaire si l'on veut confirmer ou infirmer certaines hypothèses scientifiquement, il est besoin d'un **véritable laboratoire** où l'on puisse effectuer des simulations de cours afin d'observer les comportements des apprenant(e)s en éliminant le plus possible de variables qui parasitent les conditions de l'expérience au détriment de mesures sérieuses.

Pour cela il faut:

- Une salle équipée du matériel audiovisuel nécessaire et pouvant accueillir de dix à vingt personnes. Le développement des laboratoires multimédia va faciliter l'accès à la vidéo de façon plus individualisée qu'à l'heure actuelle et

l'arrivée du numérique permettra de manipuler ce médium avec plus de précision qu'aujourd'hui où l'arrêt sur image produit un décalage du son au redémarrage, où les retours en arrière sont imprécis à cause de la vitesse de déroulement et où les temps de latence entre les diverses manoeuvres (lecture, arrêt, arrière rapide, avance rapide) sont trop longs.

- Des enseignant(e)s/chercheur(e)s partie prenante de l'expérience: motivation et rigueur sont nécessaires dans la conduite de l'expérience et l'analyse des résultats.
- Des sujets de tous niveaux et de toutes motivations, en nombre suffisant pour pouvoir faire des statistiques sérieuses.

On ne peut plus faire des expériences "dans un coin de la classe" comme les "pauvres" font leurs devoirs sur un coin de la table de la cuisine. Sans vouloir prétendre que la didactique des langues "s'élève" au rang des sciences exactes, il faut tenter de lui donner une assise expérimentale solide sans laquelle elle ne peut être prise au sérieux.

*Nicole Décuré*

Maîtresse de Conférences à Toulouse 3

### **Remerciements**

Aux membres du laboratoire LAIRDIL et plus particulièrement à Françoise Lavinal qui a mené l'expérience à l'IUT.

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## *Annexe 1*

### **Auto theft (2'40")**

Rutkowski, P.I. Philip Marlowe, Sam Spade, Magnum, move over. Here's Zistov Rutkowski. And as the car thieves of Poland and their accomplices, from Minsk to Miami, can tell you, he's on the case. He sets often his Chrysler Turbot to patrol Warsaw's crime-ridden areas with his black-shirted posse to do the job Polish police can't handle.

Freedom has opened Poland's borders and made it an international center for hot cars. Many of the thieves, Rutkowski says, are graduates of three schools run by a Polish Mafia in Hamburg, Germany. The graduation test: open a Mercedes in thirty seconds. In Warsaw alone, police admit, there are at least 20,000 stolen cars, most from western Europe, a few from the United States. European thieves don't think much of American cars. Some German cars go to the US, others are driven into Russia. Most are grabbed at bargain prices by Poles. Often, they are stolen again from the Polish buyers. There are neighborhoods called Bermuda triangles. You park a Mercedes, within two hours, vanished. Some cops figure one of every three western cars on Polish streets has been stolen. Undermanned and poorly equipped they can't do much about it.

Here's where Rutkowski comes in. Foreign insurance companies pay him to get cars back. Rutkowski, an ex-cop, says it's like a boyhood fantasy. He stops anyone he wants, shows no warrant, haul suspects off to the police station.

"I may be working at the edge of the law," Rutkowski says, "but the auto Mafia is brutal. And there's a vacuum in law enforcement here."

The police brass don't like it.

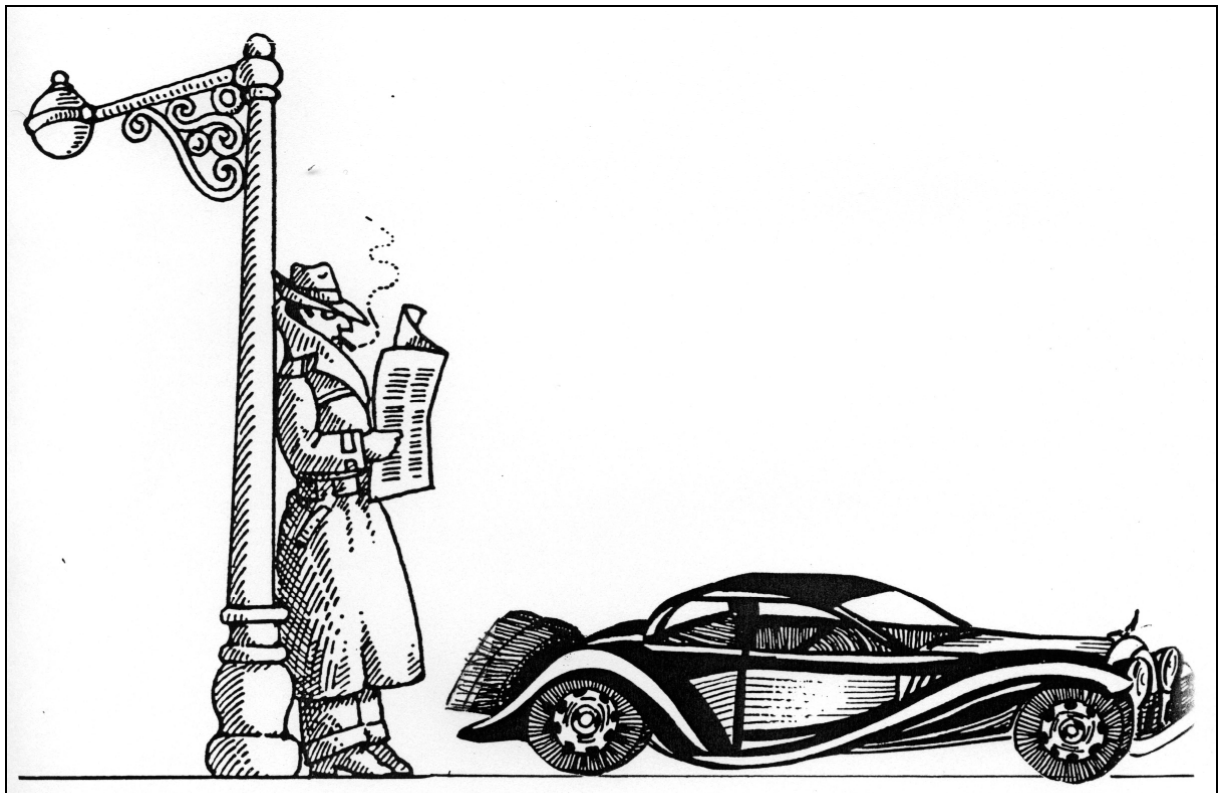
"We really don't need cowboys. We need good cops, well equipped and well trained."

But Rutkowski worked with local cops and pays them for tips. His hotline to authorities abroad helped him reclaim 135 stolen cars last year, nearly half as many as police forces all over Poland.

"I could clean up the Polish end in eighteen months", he boasts, "if I had a completely free hand."

But after forty years of communism, Poles know what happens when people with guns are given a free hand. And most of them would rather lose a car than their new-found civil rights.

*Bert Quint, CBS News, Warsaw*



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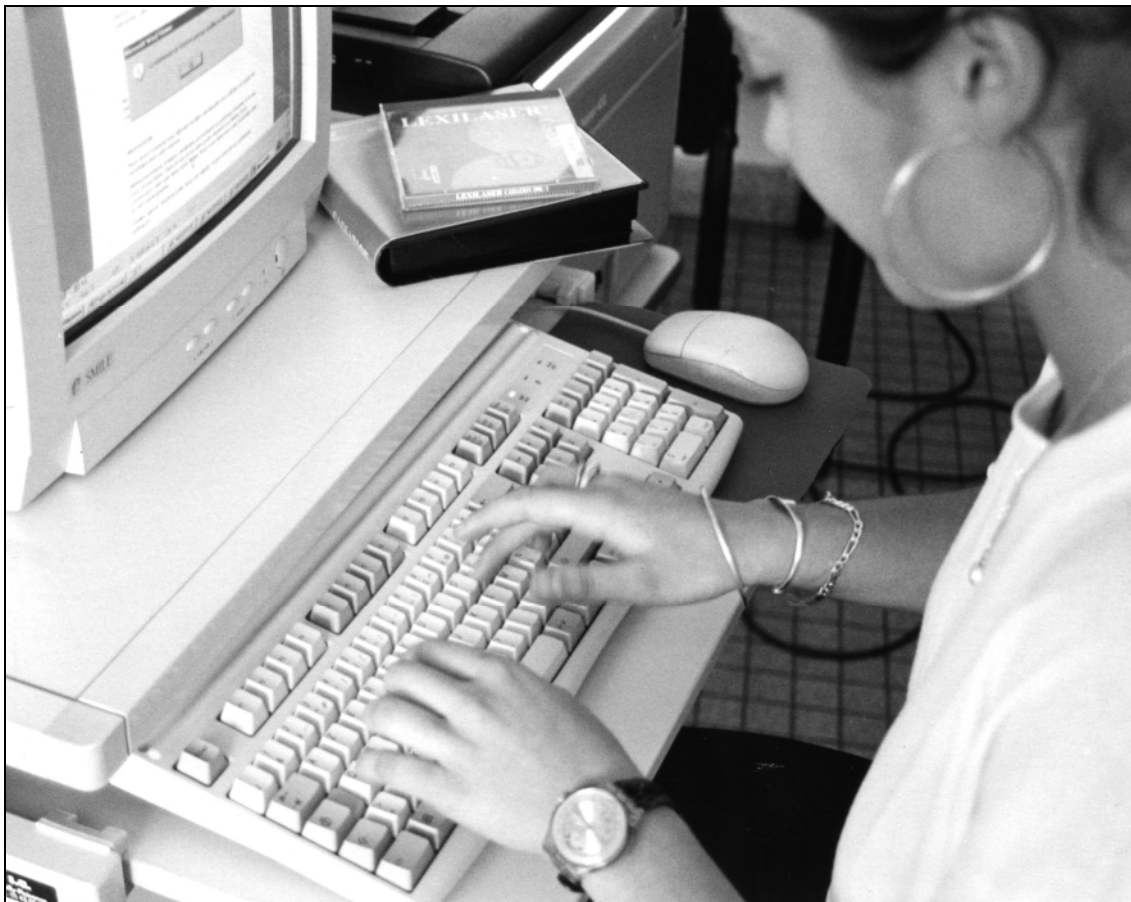
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Nicole Décuré

## Périodiques en pédagogie et didactique des langues

La liste qui suit est loin d'être exhaustive. On trouvera des dizaines d'autres références de périodiques dans *Ulrich's International Periodicals Directory*, sur les rayons de toutes les bonnes bibliothèques. Et sur Internet il "suffit" de fouiner.



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Toulouse, IUT – Toulouse 3, GEA, 24 mai 1996

Titre	Fréquence	Adresse	Type d'articles
<i>AILE</i>	2 par an	AILE-Encrages 7 rue Marsoulan 75 012 <b>Paris</b> FR	<i>Travaux originaux, théoriques et empiriques, traitant de l'acquisition-apprentissage d'une langue et de ses conditions d'élaboration, l'interaction en particulier. Articles sur le locuteur bilingue et les situations de contact linguistique.</i>
<i>Applied Linguistics</i>	4 par an	Oxford University Press Pinkhill House Southfield Road Eynsham <b>Oxford OX8 1JJ</b> GB	<i>Relationship between theoretical and practical aspects of language education.</i>
<i>Applied Psycholinguistics</i>	4 par an	Cambridge University Press Edinburgh Building Shaftesbury Avenue <b>Cambridge CB2 2RU</b> GB	<i>Papers on the psychological processes in language. Articles address the nature, acquisition and impairments of language expression and comprehension, including writing and reading.</i>
<i>Après-midi de LAIRDIL (Les)</i>	3 par an	IUT - Toulouse 3 115 route de Narbonne 31 077 <b>Toulouse</b> Cedex 4 France	<i>Cahiers de recherche en pédagogie et didactique des langues.</i>
<i>Authentically English</i>	4 par an	Authentically English 85 Gloucester Road <b>London SW74 SS</b> GB	<i>Idées pratiques, comptes rendus, articles sur l'enseignement de l'anglais L2.</i>
<i>Bulletin CILA</i>	2 par an	Gérard Merkt - Institut de Linguistique Espace Louis Agassiz 1 2000 - <b>Neufchâtel</b> Suisse	<i>Articles de recherche, comptes rendus d'expériences pédagogiques et actes de colloques.</i>
<i>Bulletin de l'ACLA</i>	2 par an	Secrétariat de l'ACLA Université McGill Faculté des Sciences de l'Education 3700 rue Mc Tavish <b>Montréal, Québec H3A 142</b> Canada	<i>Linguistique appliquée, didactique des langues secondes, psycholinguistique, traduction et terminologie.</i>
<i>Cahiers de l'APLIUT</i>	4 par an	APLIUT Centre International d'Etudes Pédagogiques 1 avenue Léon Jouhault 93 310 <b>Sèvres Cédex</b> FR	<i>Diffusion des résultats des recherches pédagogiques en IUT et recherche fondamentale plus spécifique, par spécialités et par thèmes.</i>

<i>Cahiers Pédagogiques de LAIRDIL</i>	irrégulier	IUT - Toulouse 3 115 route de Narbonne 31 077 <b>Toulouse</b> Cedex 4 France	<i>Matériel pédagogique, supports de cours pour l'enseignement supérieur (secteur LANSAD).</i>
<i>Canadian Modern Language Review</i>	4 par an	237 Hellems Avenue <b>Welland</b> Ontario L3B 3B8 Canada	<i>Linguistic and pedagogical articles for teachers of a foreign language. English/French.</i>
<i>CALICO Journal</i>	4 par an	CALICO - Duke University 014 Language Center PO Box 90 267 <b>Durham</b> , N.C. 27 708-0267 USA	<i>A journal dedicated to the intersection of modern language learning and high technology.</i>
<i>Carnets du CEDISCOR (Les)</i>	1 par an	Presses de la Sorbonne Nouvelle 13 rue de Santeuil 75 231 <b>Paris</b> Cédex 05 FR	<i>CEDISCOR : Centre de recherches sur les discours ordinaires et spécialisés. Objet d'étude: les discours de transmission de connaissances (discours de recherche, discours médiatiques et toutes les formes intermédiaires de discours didactiques et de discours de vulgarisation.</i>
<i>Computer-Assisted Language Learning: An International Journal</i>	4 par an	Swets & Zeitlinger Publishers P.O Box 830 2160 SZ <b>Lisse</b> Pays-Bas	<i>Covers pedagogical principles and applications to computer-assisted language learning.</i>
<i>Cross Currents</i>	2 par an	Language Institute of Japan Asia Center 14-1 Shiroyama 4-chome Odawa-Shi <b>Kanagawa-Ken</b> 250 Japon	<i>Language teaching and cross-cultural communication.</i>
<i>Current Index to Journals in Education</i>	mensuel	Oryx Press 4041 N. Central at Indian School Road <b>Phoenix</b> , AZ 85 012-3397 USA	<i>Abstracts.</i>
<i>Dissertation Abstracts International (humanities and social sciences)</i>	mensuel	University Microfilm International Dissertation Publishing c/o Dorrie Mickelson, Mgr 300 N. Zeeb Road <b>Ann Arbor</b> , MI 48 106 USA	

<i>English for Specific Purposes</i>	3 par an	Pergamon Press Maxwell House Fairview Park <b>Elmsford, NY 10 523</b> USA	
<i>English Language Teaching Journal = ELT Journal</i>	4 par an	Oxford University Press Pinkhill House Southfield Road Eynsham <b>Oxford OX8 1JJ</b> GB	<i>Methods, procedure, technique. Methods of teaching, new ideas and systems in teaching, use of English language itself.</i>
<i>English Language Teaching News</i>	3 par an	The British Council Schenkenstrasse 1010 <b>Wien</b> Autriche	<i>Publication of the British Council and TEA (Teachers of English in Austria). Articles on all aspects of teaching, training, teacher education and development, research, succes stories, curriculum theory and syllabus design.</i>
<i>English Studies</i>	bi-mensuel	Swets and Zeitlinger PO Box 830 2160 SZ <b>Lisse</b> Pays-Bas	<i>On uses and users of the language.</i>
<i>English Today</i>	4 par an	Cambridge University Press Edinburgh Building Shaftesbury Avenue <b>Cambridge CB2 2RU</b> GB	<i>Uses and users of English throughout the world.</i>
<i>ESP France Newsletter</i>	4 par an	David Banks 2 rue des Saules 29 217 <b>Plougonvelin</b> FR	<i>Lettre d'information sur l'anglais de spécialité: comptes rendu de colloques, de lectures, annonces de colloques, etc.</i>
<i>Etudes de Linguistique Appliquée</i>	4 par an	Société Nouvelle Didier Erudition 6 rue de la Sorbonne 75 005 <b>Paris</b> FR	<i>Revue internationale d'applications linguistiques et de didactiques des langues et des cultures. Numéros à thème.</i>
<i>Folio</i>	2 par an	R. Williams/F. O'Dell Eurocentre 62 Bateman Street <b>Cambridge CB2 1LX</b> GB	<i>On materials development.</i>
<i>Foreign Language Annals</i>	6 par an	Journal of the Council on the Teaching of Foreign Languages 6 Executive Plaza <b>Yonkers</b> New York 10 701-6801 USA	<i>Articles on innovative and successful teaching methods, educational research or experimentation, on problems relevant to the profession..</i>

<b><i>IRAL</i></b> <b><i>International Review of Applied Linguistics in Language Teaching</i></b>	4 par an	Julius Groos Verlag Postfach 102423 Hertzstr. 6 6900 <b>Heidelberg 1</b> <span style="float:right">Allemagne</span>	<i>Articles de linguistique générale, de linguistique appliquée et de didactique en allemand, anglais et français et allemand.</i>
<b><i>International Journal for Teachers of English Writing Skills (The)</i></b>	4 par an	Robbie Dean Press 2910 Eisenhower Parkway <b>Ann Arbor</b> , Michigan 48 108 <span style="float:right">USA</span> Contact: Fairy C. Hayes-Scott e-mail: FairyHa@aol.com	<i>Applicable techniques for teaching prose and poetry - elementary through college.</i>
<b><i>Journal of the Imagination in Language Learning (The)</i></b>	1 par an	Hepburn Hall, Room 11 Jersey City State College 2039 Kennedy Boulevard <b>Jersey City</b> , N.J. 07 305-1597 <span style="float:right">USA</span>	
<b><i>Journal of Intensive English Studies</i></b>	1 par an	Center for ESL - CESL 100 - Bldg. #24 University of Arizona <b>Tucson</b> , AZ 85 721 <span style="float:right">USA</span>	
<b><i>Journal of Reading</i></b>	8 par an	International Reading Association 800 Barksdale Road, Box 8139 <b>Newark</b> , DE 19 714-8139 <span style="float:right">USA</span>	
<b><i>Journal of Research in Reading</i></b>	2 par an	Basil Blackwell, Ltd. 108 Cowley Road <b>Oxford</b> OX4 1JF <span style="float:right">GB</span>	
<b><i>Journal of Second Language Writing</i></b>	3 par an	Ablex Publishing Corporation 355 Chestnut Street <b>Norwood</b> , NJ 07 648 <span style="float:right">USA</span>	
<b><i>Language</i></b>	4 par an	Linguistic Society of America 1325 18th St NW Suite 211 <b>Washington D.C.</b> 200 36-6501 <span style="float:right">USA</span>	
<b><i>Language Acquisition</i></b>	4 par an	Lawrence Erlbaum Associates Inc. 365 Broadway <b>Hillsdale</b> , NJ 07 642 <span style="float:right">USA</span>	<i>Forum for the integration of studies over a wide range of topics related to fundamental questions about how language is learned.</i>

<b><i>Language and Communication: an Interdisciplinary Journal</i></b>	4 par an	Pergamon Press Headington Hill Hall <b>Oxford OX3 OBW</b> GB	
<b><i>Language Awareness</i></b>	4 par an	Multilingual Matters Ltd. Frankfurt Lodge Clevedon Hall Victoria Road <b>Clevedon BS21 7SJ</b> GB	
<b><i>Language Issues</i></b>		NATECLA (National Association for Teaching English and other Community Languages to Adults) Hall Green College 520-524 Stratford Rd <b>Birmingham B11 4AJ</b> GB	
<b><i>Language Quarterly</i></b>	2 par an	University of Florida Division of Languages 4202 E Fowler Avenue <b>Tampa, Fl. 33 620</b> USA	<i>Study of linguistics and language teaching.</i>
<b><i>Language Learning</i></b>	4 par an	Research Club in Language Learning 178 Henry S. Frieze Building 105 South State Street <b>Ann Arbor MI 48 109 - 1285</b> USA	
<b><i>Language Learning Journal</i></b>	2 par an	Association of Language Learning 16 Regent Place <b>Rugby, Warwickshire CV21 2NP</b> GB	
<b><i>Language Teacher</i></b>	2-3 par an	Multilingual Matters Ltd. Bank House 8a Hill Road <b>Clevedon, Avon BS21 7HH</b> GB	<i>Forum for work in the field of linguistic testing and assessment.</i>
<b><i>Language Teacher (The)</i></b>	12 par an	<a href="http://langue.hyper.chubu.ac.jp/jalt/pub/tlt">http://langue.hyper.chubu.ac.jp/jalt/pub/tlt</a> UE3A-CMNS@asahi-net.or.jp	<i>Wide variety of topics on language education.</i>
<b><i>Language Teaching</i></b>	4 par an	Cambridge University Press 32 East 57th Street <b>New York, NY 10 022</b> USA	<i>Applied linguistics.</i>



<i>Language Teaching Quarterly</i>	4 par an	Cambridge University Press Edinburgh Building Shaftesbury Avenue <b>Cambridge</b> CB2 2RU GB	<i>Abstracts.</i>
<i>Language Teaching Research</i>	3 par an	Edward Arnold 338 Euston Road <b>London</b> NW1 3 BH GB	
<i>Language Testing</i>	3 par an	Edward Arnold 338 Euston Road <b>London</b> NW1 3 BH GB	
<i>Langues Modernes (Les) et Polyglotte (Le)</i>	4 par an	APLV 19 rue de la Glacière 75 013 <b>Paris</b> FR	<i>Numéros à thèmes.</i>
<i>LIDIL, Revue de Linguistique et de Didactique des Langues</i>		Université Stendhal Grenoble 3 Presses Universitaires de <b>Grenoble</b> FR	
<i>Linguistics and Language Behavior Abstracts</i>	4 par an	Sociological Abstracts Inc. Box 22 206 <b>San Diego, CA</b> 92 192 USA	<i>Abstracts.</i>
<i>Mélanges Pédagogiques</i>	1 par an	CRAPEL Université de Nancy 2 B. P. 33-97 54 015 <b>Nancy</b> Cédex FR	<i>Articles sur la pratique pédagogique, travaux de recherche sur l'anglais ou le français langue étrangère.</i>
<i>Modern English Teacher</i>	4 par an	Macmillan ELT Houndsmills <b>Basingstoke, Hants</b> RG21 2X5 GB	<i>Study and teaching methods, practical suggestions for improving the teaching of EFL.</i>
<i>Modern Language Journal (The)</i>	4 par an	University of Wisconsin Press 114 N. Murray Street <b>Madison, WI</b> 53 715 - 1199 USA	<i>Methods, pedagogical research, topics of professional interest to all language teachers.</i>
<i>Prospect, A Journal of Australian TESOL</i>	3 par an	National Centre for English Language Teaching and Research <b>Macquarie University</b> New South Wales 2109 Australia	<i>Research articles, reports and reviews on applied linguistics and teaching concerns related to adult education.</i>

<b>Reading</b>	3 par an	Basil Blackwell, Ltd. 108 Cowley Road <b>Oxford</b> OX4 1JF GB	<i>A journal for the study and improvement of reading and related skills</i>
<b>Reading Research Quarterly</b>	4 par an	International Reading Association 800 Barksdale Road, Box 8139 <b>Newark, DE</b> 19 714-8139 USA	
<b>Reading in a Foreign Language</b>	2 par an	Journal of the International Education Centre College of St Mark and St John <b>Plymouth</b> GB	
<b>RELC Journal</b>		Southeast Asian Ministers of Education Organization Regional Language Centre 30 Orange Grove Road <b>Singapore</b> 1025 Singapore	<i>A journal of language teaching and research in Southeast Asia.</i>
<b>Research in the Teaching of English</b>	4 par an	National Council of Teachers of English 1111 Kenyon Road <b>Urbana, Ill.</b> 61 801 USA	
<b>Resources in Education</b>	mensuel	Educational Resources Information Center Processing and Reference Facility 2440 Research Boulevard Suite 400 <b>Rockville, MD</b> 20 850 USA	<i>Abstracts.</i>
<b>Rule Syntactica</b>	3 par an	AIPASDL 8 rue de la Chaussée BP 963 880 <b>Olliergues</b> FR	<i>Bulletin de l'Association Internationale de Psychomécanique, d'Anglais de Spécialité et de Didactique des Langues</i>
<b>Second Language Research</b>	4 par an	Edward Arnold 338 Euston Road <b>London</b> NW1 3BH GB	<i>Forum on non-native language learning, interdisciplinary research (acquisition studies linked to theoretical and experimental disciplines).</i>
<b>Simulation and Gaming</b>	4 par an	Sage Publications 6 Bonhill Street <b>London</b> EC2A 4PU GB	

<b>Standpoints</b>	5 par an 2 cassettes	CNDP 31 rue de la Vanne 92 541 <b>Montrouge</b> Cédex FR	<i>Fiches pédagogiques. Civilisation des pays de langue anglaise. Vocabulaire.</i>
<b>Studies in Language Learning</b>	irrégulier	University of Illinois Urbana-Champaign Language Learning Laboratory G 70 Foreign Language Building 707 S. Matthews Avenue <b>Urbana</b> , Illinois 61 801 USA	<i>Interdisciplinary review of language acquisition, language pedagogy, stylistics and language planning.</i>
<b>Studies in Second Language Acquisition</b>	4 par an	Cambridge University Press Edinburgh Building Shaftesbury Avenue <b>Cambridge</b> CB2 2RV GB  Indiana University Linguistics Club Indiana University <b>Bloomington</b> , Indiana USA	<i>Acquisition of a second language by formal learning or assimilation</i>
<b>System</b>	4 par an	Department of Language and Literature <b>University of Linköping</b> Suède	<i>From applications of educational technology and systems thinking in a broad sense to problems of foreign language teaching and learning. Study and teaching of EFL.</i>
<b>TESL-EJ</b>	4 par an	LISTSERV@CMSA.BERKELEY.EDU (sub TESLEJ-L Firstname Lastname) <a href="http://www.well.com/user/sokolik/tesl-ej.html">http://www.well.com/user/sokolik/tesl-ej.html</a>	<i>Electronic academic journal for EFL/ESL professionals. Free.</i>
<b>TESOL France News</b>	4 par an	TESOL France ENST (Bureau B 420) 46 rue Barrault 75 634 <b>Paris</b> Cédex 13 FR	<i>Bulletin de contact et d'informations. Articles relatant des expériences pédagogiques.</i>
<b>TESOL Quarterly</b>		TESOL Central Office Suite 300 1600 Cameron Street <b>Alexandria</b> , VA 22 314-2751 USA	<i>Cross-disciplinary interests, both theoretical and practical. Testing, evaluation, professional preparation, bilingual and adult education and language learning.</i>
<b>Triangle</b>	1 par an	Didier Erudition 6 rue de la Sorbonne 75 005 <b>Paris</b> FR	<i>Actes d'un colloque annuel en trois langues (allemand, anglais, français).</i>

<i><b>Tribune Internationale des Langues Vivantes (La)</b></i>	3 par an	TILV 23 rue Cavendish 75 019 <b>Paris</b>	FR	<i>Magazine d'échanges et de recherche en langues vivantes des grandes écoles et des filières universitaires.</i>
<i><b>Tribune Vidéo des Anglicistes</b></i>	1 par an	Presses Universitaires de Rennes		

*Nicole Décuré*

