

Foreword

When Professor Petru Bejan invited me to guest-edit an issue of his journal, *Hermeneia*, three years ago, I accepted immediately on behalf of the Fédération Internationale des Professeurs de Langues Vivantes (FIPLV). What I didn't realise on that day in Iasi was that it would take such a long time to obtain a sufficient number of articles for an issue of 100 pages.

The recipe – tried and true – was to obtain a blend of papers from internationally renowned leaders in language teaching and learning and seek contributions by younger scholars (from FIPLV member associations) pursuing professional pathways – especially in tertiary institutions

where credit-bearing publications are a factor in career retention and advancement.

Thus, on behalf of the Fédération Internationale des Professeurs de Langues Vivantes (FIPLV), I commend the following papers to you, as they demonstrate the professional diversity of individual members of associations affiliated to the Fédération Internationale des Professeurs de Langues Vivantes, while providing for our colleague and friend, Petru Bejan, an international perspective and scope for his journal.

It has been a welcome experience to be of assistance to the authors, the editor and you, the readers.

Introduction

The following collection of papers reflects and emphasises the richness and complexity of our profession in the diversity of their contexts, focus, discoveries, historical perspectives and revelations. Furthermore, the papers derive from a range of countries, the research from several more, as we enjoy contributions from Australia, Hungary, Latvia, Poland, the Russian Federation, South Africa and the United Kingdom.

Tatiana Koneva of Barnaul of the Russian Federation takes us to unexplored territories, where she considers the Ecces situation as a context for language teaching and learning. Clarification is forthcoming in her use of examples.

Tony Kolb, Jessie O'Sullivan and Cathy Wu of Mater Christi College in Belgrave (Australia) provide a consideration of the use of technology for the teaching of French and Chinese. As we explore different ICT configurations, this account of experimentation of Wikispaces and Tokbox at the secondary level provides further insights.

Katalin Eklics of the University of Pécs in Hungary investigates language in the context of media, specifically televised political interviews. As interviews increase in usage in language teaching and learning, the preparation of strategies – straight talk, turn-taking and interruptions – from this research is informative for the educator considering the implementation of interview as a didactic and assessment task.

Terry Lamb of the University of Sheffield takes the view that the rapidly changing nature of Europe and of identity and culture

within the new Europe demands a re-analysis of the concept of intercultural education. New metaphors for culture in the classroom are developed, taking the field of cultural studies as a starting point. A model for intercultural education within languages education is used as a starting point for discussion around intercultural education across subject disciplines.

Iwona Dronia of Poland investigates political correctness of English language, especially in the context of what she identifies as special education needs learners. The notion of political correctness is relatively new, as she states, but has had a considerable impact on how we think about and use language; it has also had a significant impact on how we view others, as old terms disappeared – unacceptable and obsolete – to be replaced by inventive and sensitive terminologies, some of which are remarkably transient. While much of the philosophy of political correctness is driven by the best intentions of individuals caring for others who may be less fortunate, other terms evolve in the face of increased medical accuracy – such as *Down's syndrome* (now *those with Down's syndrome*) – sensitivity (with *Hansen's disease* replacing *leprosy*), and broader social issues, such as multiculturalism and bullying.

Zigrida Vinčela reports on action research between students of her university and those at a college in the USA. After preparing a theoretical premise, she describes the stages of cross-cultural writing sessions, the exploration of the lexical complexity of interactional and transactional texts developed by the students of the

University of Latvia and examines their overall attitude towards the cross-cultural writing sessions. Another investigation of and contribution to the growing research into the effective manner in which ICT can be implemented for the teaching and learning of languages, Vinčela opens up international pathways from interactional to transactional writing in cross-cultural online communication.

In another paper from Latvia, Indra Odina, Yelena Doroshenko and Anna Stavicka analyse trends in terminology in the face of the surge of ICT in society and education. It is apparent that the pressures of globalisation work towards the consolidation of the English language as the lingua franca for science and technology as well as many other fields. Both specialists working in the field of ICT and terminologists do not appear to be indifferent to the invasion of English, as English ICT terms incorporated into Latvian frequently displace already available native equivalents. The authors of the article claim that one of the possibilities to change the situation is to raise awareness of educators and students of the importance of consistency in the use of professional terminology with the aim to facilitate the successful promotion of standard usage at tertiary level.

Naomi Boakye and Lynne Southey of South Africa consider their local environment of the University of Pretoria to investigate trends and realities in reading by students enrolled at tertiary level. The specific foci are student attitude and motivation in reading, the context being socio-affective factors and personal background. The process involves the use of a survey prepared by Grabe and Stoller, who resided and researched in South Africa in 2001. Following the completion of the survey by tertiary students from a range

of backgrounds, the authors analysed the results to discover significant (and predictable?) discrepancies in the reading behaviour and competence of individuals with a key differentiating factor being language background: English, Afrikaans, Indigenous South African, or other. This, we may have foreseen, has an impact on attitude, motivation, engagement, practice and competence in reading. What is different here is that we have a specific and different context – and we have educationally sound results.

The focus of Marija Drazdauskiene is on moderation in approach as student achievement is retained as the primary goal of student learning and teaching. The context is teaching English as a Foreign Language (EFL) at the tertiary level with diachronic comparisons made in methodology and environments: (1) the former outlining contrasts between traditional approaches in Eastern Europe in and before the 1980s and the current flavour of Content and Language Integrated Learning (CLIL); and (2) the latter reflecting the exponential evolution and infusion of technologies available, as Computer Assisted Language Learning (CALL) metamorphoses into configurations of Information and Communication Technologies (ICT). Although the teaching environment may be at university level, Drazdauskiene explores beyond this precinct to observe research on the use of CLIL and CALL/ICT at other levels of learning (in the classroom). Using an informed and balanced perspective, the author reports on probing and revealing results.

Denis Cunningham

Secretary General

Fédération Internationale des

Professeurs de Langues Vivantes,

PO Box 216, Belgrave 3160, Australia

djc@netspace.net.au