

# Discussing and Applying Grammatical Consciousness-Raising

Christoph Suter, University of Birmingham, May 2001

## Module Two Assessment Task

PG/01/02

What do you understand by the term consciousness-raising? How far is it applicable in your teaching situation? Illustrate your answer with reference to classroom activities.

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## **1 Introduction**

Ellis (1993) mentions that the term 'grammar consciousness-raising' is used within a range of different meanings. Consequently, this paper will begin with an examination of meanings of the term implied by various authors and in different contexts.

I shall then explain the role consciousness-raising has played in my own learning of foreign languages and discuss the demands the method imposes on the learner. As I work with secondary pupils, I shall be particularly interested in the implications for learners of this age group and of course the consequences for teaching this age level.

This will be followed by a comparison of grammatical consciousness-raising to current pedagogical approaches in general. And finally, to complete this paper three examples of classroom sequences of grammar consciousness-raising as I understand it will be provided.

## **2 What is the meaning of 'consciousness-raising'?**

### **2.1 Common use of the term**

According to the COBUILD English Dictionary, consciousness-raising can be described as 'the process of developing awareness of an unfair situation, with the aim of making people want to help in changing it.' The first ten hits (out of 21900) of a search on the Internet by Google.com is coincident with this explanation, showing common political backgrounds of consciousness-raising such as feminism and ecology, while the COBUILD direct corpus provides eight examples, all of them obviously situated in political contexts. The term seems to have its origins in the Women's Liberation Movement of the 1960s as mentioned in *The Bloomsbury Guide to Human Thought* (1993, cited after [www.xrefer.com](http://www.xrefer.com)), where a relation is made to the phrase 'the personal is political'.

### **2.2 The meaning of the term in applied linguistics**

Most authors using the term 'grammatical consciousness-raising' rely on Rutherford (1987): his book is referred to as further reading in the *Longman Dictionary of Language Teaching and Applied Linguistics* (Richards et al. 1992, 78) and usually mentioned when other authors discuss the issue. Consciousness-raising is an important topic throughout Rutherford's book, but interestingly he also offers a strikingly brief (while very broad) explanation of the term in his glossary (189): 'the drawing of the learner's attention to features of the target language'. Rutherford bases his argumentation on the rejection of a view of language learning as accumulation of linguistic entities (4ff.), where the learning of the final entity or, so to speak, the final brick on the pile would mean to master the language entirely.

He then points out that recent research supports a rather different view of the language learning process: the sequence of language features as well as the pace they are learned in is given by the learner, not the curriculum or the textbook (the parallel to children's L1 learning seems fairly obvious here), and is rooted in universal principles. Rutherford (1987, 25) cites a study by Pienemann who suggests that certain language features can only be learned/taught in a fixed sequence (as I am a native speaker of German, it was particularly interesting for me to read more about Pienemann's work in Rogers' article (1994) and consider her suggestions to relate his findings to pedagogical action).

Hence the function of grammar consciousness-raising is highlight certain grammatical topics for the learner to develop his or her awareness of them for the moment he or she will be ready to insert this specific feature into the developing L2 system, thus to acquire it. While a considerable number of such topics can be handled by the learners themselves, grammar consciousness-raising can indeed help to prevent the fossilization of errors where the language would provide only negative evidence to the learner (Rogers 1994, 151) and can also accelerate the acquisition of grammatical structures in L2 learning.

Rutherford furthermore insists on the fact that language learners already have a broad knowledge of language of both specific and universal kind to build on and calls the language learning process 'an interaction of the universal with the specific'(14). He consequently sees grammatical consciousness-raising as a means of 'illuminating the learner's path from the known to the unknown'(21).

### **3 Consciousness-raising in relation to different approaches to teaching grammar**

Consciousness-raising is often claimed to hold a 'middle-ground position' between two extreme approaches to teaching L2 grammar (Yip 1994, 124; see also Nunan 1991, 151). At one end of the scale is the zero approach advocated by Krashen's work, at the other traditional grammar based approaches. This rather static view can be challenged by a different one considering the evolution of language teaching methodology through the past decades: The claim that the teaching of grammar is a waste of time is thus to be seen as a reaction to older approaches using extensive grammar drilling and consequently Rutherford's consciousness raising stands for the pendulum swinging back but taking into account more recent findings of second language acquisition research as well as benefits of communicative approaches.

It has to be pointed out, however, that grammatical consciousness-raising cannot be considered simply as a movement 'back to grammar' because it is characterised by several important differences to older approaches: first of all, it does not aim the production of the target structure in the short term but focu-

ses on long-term learning objectives, accepting that at the moment a structure is taught it may not be learnable for the learner (for the concept of 'learnability' see Yip 1994, 125). Furthermore, grammar does not have to be taught in the form of explicit rules, the learner may also be led to grammatical insights implicitly (this is not a new idea<sup>1</sup> but seems to have been overlooked in strictly grammar-based approaches). Thirdly, the focus on meaning introduced by the communicative movement is not abandoned and texts that have been produced for communication are preferred over concocted examples (Willis and Willis 1996, 64).

Referring to what has been said about the term consciousness-raising in its everyday use meaning, one might dare to say that grammatical consciousness-raising postulates that 'the language is grammatical' rather than 'the language is grammar'.

#### 4 My own experiences as a learner of foreign languages

In fact, in the very year when Rutherford's book discussing grammatical consciousness-raising was published, a period of formally having been taught foreign languages that had lasted for more than six years ended for me as I completed my school career. Hence, it is rather unlikely that the courses I attended were based on any concept of grammatical consciousness-raising. But despite this fact, grammar consciousness-raising has played a crucial role in my learning of English and other foreign languages.

In our school, the first foreign languages to be taught were Latin and French. The teaching of Latin obviously was based on the traditional grammar-translation methodology while the textbook in French classes (which unfortunately is not at hand anymore, so I have to refer to my memory) showed some characteristics of the audiolingual method although explicit grammar teaching played also an important role in the course. So one might say that our - the learners' - consciousness for grammar was not only raised but a considerable stock of knowledge about grammar was established to build on. When we started to learn Italian two years later, this language showed to be far more easily accessible to us, not only because of its close relationship in terms of vocabulary and structure to Latin and French, but also, so to speak, because our consciousness for grammar was raised. But still, the course followed thoroughly a textbook based on a strict grammatical step-by-step approach. Another year later, I experienced my first lessons in EFL. The teacher benefited from the fact that the subject was not compulsory, so he did not have to follow a strict syllabus neither did we work with any textbook but started directly reading texts from the 'easy readers' series. I do not remember these lessons to have been excep-

<sup>1</sup> I particularly like how Corder put it in 1973: 'Pedagogical descriptions are *aids* to learning, not the *object* of learning.' (cited in Rutherford 1987, 17)

tionally communicative, we just tried to understand the texts and answered questions about them (the problem of original texts made 'easier' for learners can not be discussed here), and when grammar was the issue, it was based on these texts using a reference grammar (Eastwood and Mackin 1982). But the fact that all of us were learning English with a background of having been learning Latin as well as two modern foreign languages made it easy for us to be able to think in grammatical categories and made it easy for the teacher to be confident that we would be able to ask the right questions if we did not understand a grammatical item. But still, there is a possible drawback to the grammar consciousness-raising approach inherent in what I have just described: In a teaching situation where a final exam is due, or where assessment of the learners' progress is important, one can not rely on long-term objectives only, neglecting also presumably more strict curricula which may demand explicit teaching of specified grammatical items.

After having been taught for two years, I gave up English classes but continued learning the language reading books and watching lots of subtitled films in English as well as spending some time in Britain at least once a year, not to forget of course my native language, German, which is a very powerful base for learning English. So I have learnt English as a foreign language with very few formal instruction compared to the other languages (more than six years of Latin and French and more than four years of Italian with more lessons per week than English for all of them), but with considerable knowledge about foreign language learning and grammar at hand. Most of all, I see Latin as a real 'consciousness-raiser' in my case, which I think is interesting because of the (few) ups and (many) downs this subject has seen in the past decades (if not centuries). This may give Latin a new justification as a school subject, but also a new twist to the teaching of it: not to be taught as the 'mother of languages' and the other languages as derivatives of Latin and therefore taught just as Latin, but as a vehicle for grammatical consciousness-raising. And, over and above that, my knowledge of Latin has allowed me to cope with the demands of academic English.

In addition to this, there is another point I have come to agree perfectly with Rutherford through my experiences in the learning of foreign languages: his rejection of language learning as accumulation of 'entities'. At first, this is a comforting view for the learner who likes to see an end of his efforts. But the risk is that many learners will end up feeling that they are not able to attain this goal and give up with frustration. The idea seems once more to come from Latin, which in fact in its classical form shows a number of 'entities' to learn based on a finite corpus of texts while modern languages are infinite by nature. The conclusion I have come to personally is that the learning of a foreign language is hardly to be completed, most of all in a context of foreign and not second language learning.

## 5 The learner's contribution to grammatical consciousness-raising

It is not surprising that books about language teaching should talk almost exclusively about the implications a new approach to teaching grammar imposes on the teacher and the consequent changes of his or her attitudes and actions. Nevertheless it is obvious that the development of new methodological approaches also means that learners will not do the same things in foreign language lessons. Willis' conclusion on this is that some activities should be introduced especially to 'package learning in a way which makes it more acceptable to many learners' (Willis 1996, 50), while Thornbury uses learners' (possible) expectations as an argument for both to teach and not to teach grammar (Thornbury 1999, 17/20).

Learners of a foreign language who are taught grammar by consciousness-raising activities may have to cope with some of the following:

- They must be ready to challenge their (possible) expectations of language learning activities and/or lessons
- They must share the view of language learning proposed by Rutherford as cited above and not expect to be able to learn in an additive way
- They must accept that the learning of a foreign language is a process without a definite ending or a final state of perfection
- They must have a considerable amount of confidence in their teacher's professional skills because they will rarely be able to experience short-term success
- They must take a larger responsibility<sup>2</sup> for their own learning because the method implies that neither the teacher nor the learner can evaluate immediately the outcome of a lesson
- They must show a high degree of motivation and active collaboration during the lessons to be able to 'catch' the suitable information for their individual level of learning progression

While all this can hopefully be expected from adult learners who often even pay for their courses, this is not always the case in different teaching contexts such as my own, a Swiss secondary school with pupils aged between 12 and 16. This age group certainly requires special consideration, Brown ironically speaks of 'terrible teens' (Brown 1994, 95). He then mentions some characteristics of this age group, such as the development of more sophisticated capacities in abstract thinking and lengthening of attention spans, but on the other hand also the fact that the learners' attention may often be distracted by thoughts referring to his or her personal situation as a teenager. And my personal experience is

<sup>2</sup> compared to a PPP-based methodological approach

that, at this age, the learners' motivation still depends considerably on immediate or at least short-term teacher feedback.

Thus, the challenge in teaching grammar to teenagers with consciousness-raising activities will be to help them to take their responsibility as active learners and keep their motivation high, but the other side of the coin is that they usually do not have fixed expectations about the learning of foreign languages and may thus be open to new approaches to teaching.

## **6 Grammatical consciousness-raising and learning in school**

In the course of the last decades, the role of the teacher in the classroom has gone through considerable changes as well as the teachers' view of themselves. There are, in my view, two major reasons for these changes: developing methodological approaches based on research findings, notably about second language acquisition, and dramatically changed views of children's education, also at least partly based on research findings in pedagogy and psychology, let me just mention Jean Piaget's work on intellectual development and Alice Miller's criticism of traditional pedagogical acting as examples.

At an imaginary point in time at the beginning of these developments the teacher's role could have been described like this: He or she possesses all the knowledge the pupils have to learn and decides autocratically how it is to be learned, controlling thoroughly if everything is done in the prescribed way and assuming that what is taught can and is to be learned immediately by every pupil at the same time. Inadequate behaviour would have been sanctioned by punishment which was expected to result in change of the pupil's behaviour. This picture would have been compatible with the mostly hierarchic organisation the pupil would traditionally find in the economical world.

The role of the teacher has not only changed, but we see it today as a set of many roles, depending on situation and context in the classroom. Brown identifies 5 of them: controller, director, manager, facilitator and resource, comparing the language teacher to a manager of a corporation (Brown 1994, 160ff.). And the claim throughout the last twenty years has been that individual learners should be given a more important role in the learning process and the planning of it, focussing also on the ability of 'learning how to learn' and providing an important background to what has been identified as a new challenge for every member of our modern societies: lifelong learning. Senge (1990) develops this concept on to the 'learning organisation', a body which learns how to manage constant change, and Fullan (1993) applies this to schools, labelling teachers as 'change agents'. According to Brown these changes might include: from competition to cooperation, from powerlessness to empowerment, from conflict to resolution, from prejudice to understanding. He provides the reader with some examples



how to support these changes: by teaching people to 'speak tactfully, to negotiate meaning harmoniously, to read critically, and to write persuasively' (Brown 1994, 442).

It is my conviction that all this can only be handled by accepting the learner (hence in my teaching situation the secondary pupil) as a person responsible for his or her own learning, helping to take these responsibilities and providing him or her with the tools needed for effective learning. Another point recent pedagogical approaches share with grammar consciousness-raising is the claim for authenticity: a foreign language should be taught with authentic texts and working on authentic problems communicating authentically<sup>3</sup>, working for instance in groups.

Thus, any up-to-date methodology includes learner strategy training (see for instance Brown 1994, 189ff.) and my claim is that grammar consciousness-raising is also to be seen as grammatical learner strategy training, introducing learners to strategies of how to cope with grammatical features yet to be acquired. Therefore, the claim mentioned above of grammar consciousness-raising seen simply as swing of the famous pendulum back to grammar has to be rejected: It is rather an approach to teaching grammar which accepts the learners and their individual needs to be the focus of teaching decisions.

## **7 Some classroom examples**

In the following I shall present three examples of grammatical consciousness-raising activities I have effectuated in a class of teenagers in their first year of learning English as a foreign language after having taught some 60 to 70 lessons. They are experienced foreign language learners having been taught French as a foreign language for four school years. Their native language is German.

One activity is taken from Thornbury (1999, 105ff.) and a second one has been adapted from a coursebook exercise (Soars and Soars 2000, 76) following Thornbury's proposal, while a third one has been designed by myself.

The activity described under 7.1 was well into the learner's reach in terms of what had already been presented by the textbook, the second one (7.2) anticipated a topic which was to be introduced by the textbook after a short time. However, the third one presented language items not to be mentioned by the textbook for a long time (and not having been introduced in a different foreign language), which is the reason why I decided to include the description of it in this paper although it was effectuated exactly as proposed by Thornbury.

<sup>3</sup> Hopkins and Nettle (1994) have shown that there is a contradiction to this claim in Ellis' idea of 'clarification requests' (Ellis and Hedge 1993)

## 7.1 Word order in English, French and German

Groups of three or four pupils were given three texts, one in English, one in French and one in German (see appendix 1). The foreign language texts were taken from learner textbooks, but the learners had neither seen them before nor had they been produced to illustrate anything to do with word order. The text in L1 was taken from a newspaper of the day. The groups were then given a three stage task:

1. Mark subjects and finite verbs in these texts
2. Compare the position of subjects and finite verbs in the three languages
3. Propose rules for word order in these languages to the class (to be stated in L1)

The results presented by the groups included these statements:

- In French and in English, the subject precedes the finite verb
- In German, the subject can either precede or follow the finite verb
- Words which can be placed between subject and finite verb in French include the first part of the negative ('ne') and object pronouns
- In the English text, there is just one word to be found between the subject and the finite verb, 'ever'. This apparently belongs to the group of frequency adverbs (usually, sometimes, never etc.) which have recently been introduced in class

In the following discussion, the system of grammatical cases was identified as the reason for the greater flexibility in German word order compared to the other two languages. A very interesting point was made by a pupil who noticed a remarkable clustering in the German text: S-V-O-phrases and O-V-S-phrases were usually grouped together and not isolated, a stylistic feature I had never heard of before but which seems to be typical.

The described classroom activity differs in a number of characteristics from traditional (PPP) grammar teaching, including the following points:

- As it was designed purely as consciousness-raising activity, it was not followed by any productive task.
- The texts had not been produced especially for this task. They contained vocabulary unknown to the learners as well as grammatical forms (e.g. tense forms) not yet introduced in both foreign languages. This once again supports Rutherford: Learners are perfectly able to work on, so to speak, unsolid ground by means of what they have or have not been taught already because they know a lot about language already, be it from their native language or universal principles (Rutherford 1987, 18).

An interesting outcome of the activity was the quality of the rules: they matched considerably well with

the requirements for pedagogic language rules proposed by Swan (1994).

## **7.2 Identifying Present Perfect and Past Simple tense forms**

Thornbury (1999, 107) proposes traditional (i.e. production-oriented) grammar exercises to be turned into comprehension exercises for consciousness-raising activities. To do this, an exercise designed to train the use of the Present Perfect and Past Simple tenses in a text (see appendix 2) was produced to pupils who had not yet been introduced to these tense forms at all, although they had already processed several texts containing some occasional examples of them, but for different purposes.

To prepare the learners for the exercise they were shown some examples of the two tense forms insisting on the difference between the simple form and the form with the auxiliary 'have'. The learners were then provided with a written version of the text which contained every finite verb in both tense forms and were asked to listen to a spoken version of the text from CD, to identify the tense form used as past simple or present perfect tense form and to mark the form they had heard. The spoken text was presented a second time for checking, the results were then compared with a partner and discussed in class.

The learners did not experience any major problems with the task, a fact that is not surprising as there do exist similarly formed verb tenses in their L1 (Präteritum and Perfekt). The purpose of the activity, to show the two tense forms in English, led a learner to the very question to work on extensively later on: 'That's all very interesting, but when do I use which tense form?' She had, of course, made the experience that tense forms can not simply be translated into other languages being exposed to the French verb tense system, another example for the consciousness-raising effects of learning more than one foreign language.

Again, this activity was not followed by an immediate production stage but by an exercise where the learners had to match present simple forms and past participles with the infinitive forms of the respective verbs.

## **7.3 Active and passive voice**

To try out Thornbury's proposed lesson on active and passive interested me because I teach German L1 in the same class having worked on active and passive voice there, and to help foreign language learning can sometimes also be a justification to consider certain grammatical issues in native language classes. Furthermore active and passive voice are mentioned relatively late in the textbooks I am famili-

ar with<sup>4</sup> although the verb form needed, the past participle, is introduced much earlier, so the activity allowed to 'step out' of the textbook's progression, being confident that the learners could effectively cope with the demands imposed, being familiar with the past participle and having gone through a consciousness-raising programme in their L1.

The lesson in question was led exactly as Thornbury (1999) proposes on pages 105-107. It differs from the other two described activities in consisting of a grammar interpretation and a production activity (however, not with spontaneous language production but pair work) which allowed teacher and learners an evaluation of their work.

No difficulties occurred in the course of the lesson and the learners were able to distinguish active and passive forms as well as reproduce them surprisingly well, a fact that brings us back to the importance of the learners' L1 as a source for foreign language learning pointed out by various authors.

It can also be remarked that these learners (or at least the major part of them) were ready to digest this portion of grammar despite the fact that it did not match with prescribed syllabus progression.

## 8 Conclusion

- 'I, the teacher, will exemplify for you the important features of English, and you, the learner, will thereby build up a description of the language in the way that I have determined.'
- 'You, the learner, already have valuable experience of the language. We will help you to examine that experience and learn from it.'

(Willis 1990, vii)

This citation illustrates perfectly well the changing points of view teachers have adopted over the past decades. In this paper I have tried to show that this pedagogical evolution did not affect foreign language classes only and how grammatical consciousness-raising fits into it. Over and above that, it is able to offer an approach to teaching grammar which takes into account what have been recent results of second language acquisition research as well as current developments of pedagogy and learning theory.

But still, there remain some problems unsolved about the approach:

- Further research is to tell us more about the learners' progressing grammar acquisition in order to be able to provide them with the information actually needed
- Curricula compatible to grammatical consciousness-raising are to be developed, a proposal has been put forward by Willis (1990)
- The learners' need for short-term sense of achievement for motivation must not be neglected. On

<sup>4</sup> for a discussion of this issue see Willis (1990, 16ff.)

the other hand, long-term goals should be communicated clearly to the learners.

- Simple and transparent tools to assess the learners' progress without expecting the impossible according to second language acquisition research are to be established

Jacobs and Farrell argue that teaching is going through a paradigm shift from positivism to post-positivism implying innovations which 'fit together, like the pieces in a pattern cut to make a jigsaw puzzle' (Jacobs and Farrell 2001, 13). They plead the case of efforts to 'implement change in a holistic way'. This paper has attempted to show that grammatical consciousness-raising is to be seen as the grammar teaching piece fitting into this jigsaw puzzle.

## Appendix I. Materials taken from:

### a. Ramsey (1996, 109)

Dear ...

Thanks a lot for your letter about your school subjects and also for your help with the geography quiz. If you ever need help with your English or England's geography or history you can write and ask me, too.

I'm very excited about next weekend. My mum and dad are going to take me and Elizabeth (my friend from school) to Paris for the weekend - well, a long weekend ... five days to be exact. I'm sure we're going to have a wonderful time. We're going to travel by train and then by ferry, from Newhaven to Dieppe. After lunch in a restaurant in Dieppe, we're going to catch a train at about 3 o'clock to Paris. I don't know what we're going to do in Paris - but I know I want to see the Eiffel Tower.

We're coming home on Tuesday ... but before that I'M GOING TO SEND YOU A POSTCARD ... I promise! Do you know Paris? When are you going to have a holiday? This month? Next month? Please write and tell me about your plans - can you come to England this year? I hope you and your family are well and that school's o.k. Say 'hello' to your English teacher!

Love from Claire

### b. Tages-Anzeiger, Zürich(2001-02-22; Seite 65)

#### Wurm im Container

Von Catherine Aeschbacher

In den Chefetagen von RTL muss angesichts der Quoten von "Big Brother" die schiere Verzweiflung herrschen. Nur so lässt es sich erklären, dass die Containerbewohner kürzlich Mehlwürmer und Insektenlarven vorgesetzt bekamen. Offenbar haben die Neuerungen wie Sauna und Matratzenlager nicht den gewünschten Erfolg gebracht. Statt auf nackte Haut (Lechz-Effekt) setzen die Veranstalter nun auf Widerliches (Würg-Effekt).

Andererseits ist der Wurm keine schlechte Wahl. Die Reality-Shows sind in der Tat wurmstichig geworden. SAT 1 hat "Girlscamp" kurzfristig aus der Primetime verbannt. Im spanischen Ferienparadies herrscht nämlich vor allem eins: Langeweile. Andere einschlägige Formate ("To Club", "Der Frisör") nimmt das Publikum kaum wahr, so sie denn überhaupt noch ausgestrahlt werden.

Derzeit bosseln die deutschen Sender wie wild an ihren Sendungen, um die Quoten wieder auf ein erträgliches Mass zu heben. Andere, bereits angekündigte Vorhaben werden wohl auf Nimmerwiedersehen in der Versenkung verschwinden. In der Schweiz gibt man sich gelassener. TV3, wo vor kurzem die zweite Staffel von "Big Brother" angelaufen ist, zeigt sich zwar noch zufrieden mit dem Publikumsaufkommen. Der Sender "prüft" aber, ob er künftig noch Reality-Shows ausstrahlen will. Nicht zu Unrecht. Zeigt doch eine repräsentative Umfrage in Deutschland, dass 87 Prozent der Fernsehzuschauer weniger Container-Soaps wollen.

#### Voyeurismus ermüdet

Wer ist Schuld an dem Malaise? Zunächst die Sender selbst. Seit dem Erfolg von "Big Brother" rollt eine Reality-Lawine über den Bildschirm, die selbst den grössten Container-Junkie unter sich begräbt. Niemand kann sich mehr merken, wer wo mit wem unter die Decke kriecht oder Kleinkrieg spielt.

Schuld sind auch die Mitspielenden. Heute tummeln sich lauter Möchtegern-Stars in den Containern, deren bewusste Selbstinszenierung zum Abwinken langweilig ist. Um aufzufallen, reicht ein blanker Busen längst nicht mehr. Das hat "Girlscamp"-Bewohnerin Claudia begriffen. Ihr Geständnis, sie stehe auf den "arischen Männertyp", erregte ein wesentlich grösseres Echo. SAT 1 heuchelte im Nachhinein Entsetzen, liess den Satz aber unzensuriert über den Sender laufen. Eine Ursache des Überdresses ist schliesslich in den Formaten selbst begründet. Der Blick durchs Schlüsselloch verliert schnell an Faszination. Daran ändern selbst Sex und Zoff wenig. Wenn der Geschlechtsverkehr vor laufender Kamera vollzogen ist, bleibt nur noch der Totschlag. Und so weit will es keine TV-Station kommen lassen.

Was also bringt die Zukunft? Die Fachleute sind sich uneins. Während die einen bereits das Totenglöcklein für die Reality-Soaps läuten, glauben die andern noch an das Format. Allerdings in veränderter Form. Wie diese aussehen soll, ist unklar.

#### Zurück in die Zukunft

Beinahe unbemerkt vollzieht sich gleichzeitig der Aufstieg von Kabel 1. Der Sender setzt laut Eigenwerbung auf "zeitlose Qualität". Das heisst Fernsehen wie vor zwanzig, dreissig Jahren; Kinofilme und Serien, Familienquiz. "Matlock" und "Die Wildgänse kommen". Kabel 1 bedient sich ungeniert aus der Mottenkiste und lässt selbst das Uralt-Quiz "Was bin ich" aufleben. Lembkes legendäres Ratespiel - leicht renoviert - punktet beim Publikum wie einst im Mai: 10 Prozent Marktanteil in der Primetime. Kabel-1-Chef Andreas Bartl spricht in diesem Zusammenhang von einer "neuen Dimension". Vielleicht heisst das Erfolgsgeheimnis ja: zurück in die Zukunft. Dann könnten wir im Jahr 2025 mit einer Neuauflage von "Big Brother" rechnen.

### c. unfortunately I was not able to trace the source of this text

#### *L'avis des lecteurs*

Dans chaque numéro d'Étincelle, un de vous pose une question. Des lecteurs répondent. Voici la question de Magali: *Qu'est-ce que vous ferez en l'an 2010?*

#### «Rester indépendant»

Moi, je serai graphiste en 2010. Mais je n'ai pas envie de travailler dans une entreprise. Alors, ma copine et moi, nous ouvrirons une agence de publicité. Moi, je ferai les dessins et elle, elle écrira les textes. Je sais que ce sera dur: on travaillera dix heures par jour et on aura très peu de vacances. Mais tout ce qui est important pour nous, c'est de rester indépendant.

**Isabelle, 17 ans, Nevers**

#### «Ma vie, ce sera le théâtre»

En 2010, je serai comédien. J'adore le théâtre, j'adore prendre le rôle de personnages différents. Je trouve que c'est un métier extraordinaire. D'abord, je prendrai des cours de théâtre, bien sûr. Après, je travaillerai dans les grandes capitales du monde: Paris, Londres, Berlin, New York. Et avec ça, j'apprendrai les langues étrangères très facilement.

**Nicolas, 16 ans, Toulouse**

#### «L'argent ne m'intéresse pas»

Mes parents ont toujours dit: «Un jour, tu seras médecin. Tu travailleras dans un grand hôpital et tu gagneras beaucoup d'argent». Mais ils seront très surpris: ce qui m'intéresse, ce n'est pas l'argent, mais la nature et le sport. C'est pourquoi je serai moniteur de ski en 2010: comme ça je ferai du sport, et en plus, je travaillerai dans la nature, dans la montagne où l'air est très pur.

**Julien, 16 ans, Paris**

## Appendix II. Material taken from Soars and Soars (2000, 76)

### MONIKA KOVAK

#### Tennis player

Monika Kovak is a tennis player. She is only 14 years old, but she *already won / has already won* many tournaments in her life. She *started / has started* playing tennis with her father when she was three years old. Two years ago she *went / has gone* to America to a famous tennis school in California.

Monika and her father *travelled / have travelled* to many countries. Last month they *went / have gone* to a tournament in Australia. Monika *played / has played* well, but she *didn't win / hasn't won*. She *didn't play / hasn't played* at Wimbledon yet, but she hopes to play there next year.

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