

KSZ: *Wäre es denn denkbar, dass Babylonia beide Zielpublika bedienen könnte, oder erscheint dir das als unmöglicher „Spagat“?*

MK: Ich könnte mir durchaus ein Konzept vorstellen, welches eine Zusammenarbeit zwischen Beteiligten mit unterschiedlicher Perspektive vorsieht: solchen, die das jeweilige Thema

eher wissenschaftlich angehen und solchen, die dazu einen praktischen Zugang vorstellen, und dass man ihre Beiträge dann in Kombination publizieren würde. So würde die Zeitschrift vielleicht auch an den Schulen präsenter. Ich habe sie nämlich erst als Lehrerbildnerin kennen gelernt.

KSZ: *Herzlichen Dank für das Gespräch!*

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Experiences with and Expectations of *Babylonia*

At the Schaffhausen University of Teacher Education (PHSH), *Babylonia* has been used over the years on a personal basis by instructors, within courses and as an obligatory resource.

- Most instructors in the foreign language department read the journal religiously – *Babylonia* not only provides a good overview of what is happening in Switzerland but also contains interesting contributions from the rest of the world. It complements other journals such as *The Modern Language Journal* and *TESOL Quarterly* as the content often overlaps, but focuses on a more local and teaching-oriented context.
- Within courses taught in pre-service and in-service training, the Didactic Pages are good ways to let the learners try out some concrete ideas, evaluate what they did and open up the floor to class discussions. Milesi's *Task-based Learning* (3/2002) and Gick's *Einstiege ins Europäische Sprachenportfolio* (2/2004) have been used for these purposes.
- Quotes are regularly integrated into presentations and hung around the classroom. These have included text from Wolff's *Fremdsprachenlernen als Konstruktion* (4/02) and Mon-

dria's *Myths about vocabulary acquisition* (2/07).

- During the obligatory course "Allgemeine Fremdsprachendidaktik", students are required to cite at least one article in their written assignments. It has been a struggle to get first year students to use the university library system to properly search for articles from refereed journals and as *Babylonia* is online and all the libraries have hard copies, this has at least encouraged students to enter a world of proper literature searches. Moreover, the multilingual abstracts scaffold reading in a foreign language.
- The entire volumes of *English.ch* (2002) and *Fremdsprachen lehren und lernen in der Primarschule* (2006) were used for a skim and cross-share discussion activity.
- *PHSH instructors have contributed the following articles:*
 - Regula Stiefel Amans and Christine Greder-Specht (1/2009) *Fremdsprachenunterricht im Muttersprachbad. Wieviel, wie und warum setzen Lehrpersonen die Muttersprache im Fremdsprachenunterricht ein?*
 - Laura Büchel and Fredi Büchel (4/2008). *Effect of context and feeling of knowing on recall*

Babylonia should maintain the balance of teaching ideas and research points so as to remain useful for a broad audience. The issues especially devoted to a focus on language from various perspectives – on reading, writing, vocabulary, grammar – are also extremely beneficial for direct transfer into the foreign language classroom. The issues focusing on language policy and on promoting plurilingualism are useful for discussions and a greater understanding of languages in society. However, perhaps more concrete language focuses from different language or level-specific perspectives would encourage a wider range of teachers and instructors to carry out some smaller projects in their classrooms – to have more windows on action research. Moreover, more consistently linking articles to projects being carried out through the European Center for Modern Languages could enhance the journal. Finally, the webquests are a great asset and perhaps new ideas for to using the website might make *Babylonia* an even richer resource.

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