**Bibliographies**

*1 & 2 Perrin and Graham.*


Decure, Nicole. "To see or not to see ", Les après-midi du LAIRDIL, Toulouse : Université Paul-Sabatier IUTa, mai 1994.


Hobbs Renee, *Teaching With and About Film and Television: Integrating Media Literacy Concepts into Management Education*, http://interact.uoregon.edu/MediaLit/FA/MLArticleFolder/hobbsreteach.html

(24th June 1997)


http://interact.uoregon.edu/MediaLit/FA/MLArticleFolder/emperor.html (24th June, 1997).


3 Ennis.


4 Kenny.


5 Sanmartin and Poueymidanet.

Resource books for teachers: Video by Richard Cooper, Mike Lavery and Mario Rinvuluci. (O.U.P.)

Resource books for teachers: Writing by Tricia Hedge. (O. U. P.)

Le document vidéo by Thierry Lancien. (Clé Internationale)

Enseigner l’Anglais by Kathleen Julié. (Hachette Education)

Discourse Analysis for Teachers by Michael McCarthy. (C. U. P.)

Process Writing by Ron White and Valerie Arndt (Longman)

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Placer in the Heart. 1990. CDDP Haute Marne

Interiors. 1998. CDDP Haute Marne

The Blackboard Jungle. 1992. CDDP Haute Marne

The Last Mile. 1992. CDDP Haute Marne

Breaker Morant. 1994. CDDP Haute Marne


7 Garçon.


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**Usenet resources listed in Yahoo**
http://www.yahoo.com/Entertainment/Movies_and_Films/Usenet/

alt.cult-movies - Movies with a cult following.  
alt.movies.independent - a forum for independent movie-makers  
rec.arts.movies - Discussions of movies and movie making.  
rec.arts.movies.announce [moderated] - up-to-date events in the world of movies  
rec.arts.movies.current-films - plots and meanings of recent movies  
rec.arts.movies.lists+surveys - personal top/worst lists of movies/actors, movie trivia  
rec.arts.movies.misc - a catch-all group in the rec.arts.movies hierarchy  
rec.arts.movies.movie-going - the movie-going culture and theater experiences  
rec.arts.movies.past-films - plots and meanings of movies 2 years or older  
rec.arts.movies.people - discussions of actors, actresses, directors, etc.  
rec.arts.movies.production - Filmmaking, amateur and professional.  
rec.arts.movies.tech - for movie fans interested in the technical aspects of movies  

**Mailing Lists**
http://www.yahoo.com/Entertainment/Movies_and_Films/Mailing_Lists/ for a rather limited choice of email lists.

**Books for Teaching Languages Using the Internet**


9 R. Cooper.


Guide for contributors

We welcome articles that correspond to the pre-defined theme of each journal. We particularly welcome articles on the topic which include plentiful examples and evidence of participants' responses, e.g. comments from student or teachers, diary extracts, classroom transcripts, and so on. We are also glad to receive articles that describe attempts to try out new methods, techniques, materials, syllabuses, means of assessment, teacher training approaches, as well as those which deal with the issues implicit in English language teaching in context, e.g. the effects of education policy, aspects of management, the planning and development of projects, review and evaluation procedures, cultural aspects of ELT, and so on. Articles focusing on aspects of language (grammar, vocabulary, pronunciation, discourse features, etc.) are also welcome.

Please try to make your article as easy to read as possible. Explain at the beginning how your article is arranged, and at the end summarize the points you have made. Use short headings and subheadings to make clear the structure of your article. If appropriate, illustrate your article with examples, diagrams, tables, etc. If you introduce a term which you think may not be familiar to some readers, give a short definition (if necessary, in a note at the end of the article).

The use of 'he' and 'his', 'she' and 'her' is acceptable only when a definite individual is referred to. Please use 'he or she'; 'his or hers'; 'they' or 'them'; or nouns, e.g. 'a student' 'students'.

Articles between 1,000 and 3,000 words in length are preferred. It is not normally possible for us to accept articles over 4,000 long.

The Editor reserves the right to make editorial changes in any manuscript accepted for publication to enhance style or clarity. The author will be consulted only if substantial changes are recommended. Please note that page proofs are not normally sent to the author.

If possible we prefer to receive your manuscript both on paper and on a diskette, saved in 'Word' format for Apple Macintosh.

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Abstract
Begin your article with an abstract of 100-200 words summarizing your main points.

Headings and subheadings
Type each heading and subheading on a separate line, ranged left. Do not use a numbering or lettering system if you can avoid it, or words typed in capitals.

References in the text
If you wish to make references in the text to other publications, please do so clearly with the author's name, surname, date, and page number.

Footnotes
Notes will not be printed at the foot of each page. Short notes can appear in the text within brackets; longer ones should be collected together at the end of the article. Please number your notes consecutively, giving clear superscript numbers in the appropriate places.

List of references/Bibliography
If you make any references in the text of your article, please give full bibliographical details and list your references in alphabetical order of author. The complete data should be listed as follows: for books: author title (underlined or in italics), place of publication, name of publisher, year of publication, page number/s if needed (e.g. Widdowson, Henry G. Stylistics and the Teaching of Literature, London: Longman, 1975), for essays/articles: author, title (in quotes), name of journal (underlined or in italics), volume-number-date of the issue, pages covered by the essay/article (e.g. Savignon, Sandra J. "Communicative Language Teaching: State of the Art." TESOL Quarterly, Vol. 25, No. 2, Summer 1991, pp. 261-277). For more details in bibliography, the MLA Handbook or Style Manual should be followed.

BIOGRAPHICAL DETAILS
A biographical note of about 100 words per person should be included and should contain the following information: present position, relevant qualifications and experience, current interests, and anything else which you consider important. This note will appear at the end of your article.