

## FOREWORD

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### *ARAL XIII RATIONALE*

The field of second language learning and teaching has evolved considerably over the last decade. There is now increasing awareness of the varying social contexts in which second languages are taught and learned. Rather than assuming there is a single best method or a generalizable language learning context, researchers and practitioners now accept that different groups of learners have to be considered in locally accountable ways. Different groups of students have diverse abilities, needs, expectations, and goals; similarly, teachers, curriculum developers and program administrators have differing strengths, expectations, and goals and operate under varying sets of constraints.

The impact of local accountability on language learning is brought into focus especially in terms of the range of language learning contexts that are now receiving increasing attention. No longer can applied linguists divide the field of language learning into neat categories such as EFL, ESL, foreign language (FL), and bilingual education and be satisfied. In the evolving field of second language learning and teaching, these categories have given way to many more specific issues and options related to elementary-school second language learning, second language literacy development for young learners, secondary-school second language learning, workplace language and literacy programs, adult education programs for second language learners, immigrant and language-minority language learners at all grades through university levels, university preparation second language programs, second language learning for special purposes, etc. In most, if not all, of these contexts, the more traditional distinctions between EFL, ESL, FL, and bilingual education tend to blur. In many countries around the world, it is no longer clear to what extent given languages in a school curriculum are second or foreign languages, or to what extent the goal is to create some type of functional bilingualism.

Along with this blurring, there comes a need to approach language learning and teaching with sets of principles for instruction which are appropriate to local settings and particular groups of learners. Taking into account the more complex set of research findings and the array of instructional practices now available, it is not professionally feasible to "sell" a specific method or approach as the universal answer. Rather, language teachers, teacher trainers, and researchers need to assess the learning situation—the institutional context, the students, the resources, the expected outcomes, the dispositions of teachers—in order to provide the best possible instruction for that situation. These transitions in language teaching and learning are now evident in the more recent overviews of language teaching methodology as well as in recent volumes intended for teacher training and professional research.

The purpose of the current volume of the Annual Review of Applied Linguistics is to examine a number of topics in language learning and teaching which are now reshaping instructional principles and practices, or which are likely to in the near future. In developing this volume, the goal is to complement recent discussions of language teaching methodology with in-depth discussion of specific issues for language learning and specific contexts for language instruction. In particular, five areas are addressed: National Curriculum Planning for Second Language Learning, Contexts for Second Language Teaching and Learning, Approaches to Second Language Teaching, The Role of the Language Learner, and Innovation in Second Language Teaching.

In the first section, three different multilingual country/regional contexts are described. These profiles point out the complexities involved in providing large-scale second language instruction, the difficulties with policy implementation, the need for effective teacher training, and the problems with terms such as "mother tongue," "bilingual," and "second language." The country profiles also present a sobering international picture of the complexities involved in teacher training and adapting instruction to local contexts.

The second section presents three different contexts for language teaching. The first examines the various issues related to bilingualism and bilingual education; the second describes elementary school language-magnet programs; and the third explores language instruction in work-place contexts. While the first of these contexts is well known and a source of much discussion, the latter two are now emerging as important non-traditional contexts in which learners are able to become bilingual, at least to some functional degree.

The third section examines current and emerging approaches to language instruction and provides rationales for their potential effectiveness. In the first chapter, content-centered learning is described, and a variety of contexts in which it can be used are presented. The second chapter addresses cooperative learning, an approach to educational instruction which has only recently been adapted to

language learning settings. The third chapter provides the rationale for a genre-based approach to literacy training. This approach is gaining popularity in Australia and it has much potential for language-minority students in school contexts, particularly in combination with content-centered instruction.

The fourth section focuses attention on the language learner. The first chapter examines the role of language learning strategies and synthesizes a wide range of research findings. The second chapter looks at the psychology of the learner and describes various sources of individual differences in language learners. The third chapter discusses the role of awareness in language learning and addresses such issues as incidental versus intentional learning, implicit versus explicit learning, and the importance of direct instruction.

The final section presents a relatively new topic of research in applied linguistics—the role of innovation in language teaching and the process of innovation diffusion. The three chapters together address innovation in language teaching, curriculum development, and teacher training.

As is evident from the overview above, the primary goals of this volume are twofold: 1) to explore some topics which are in the mainstream but are of continuing importance, and 2) to describe other topics which are now receiving, or will receive, greater attention. These issues reflect an increasing range of contexts for language teaching and language learning—contexts which applied linguistics must address as it expands its own interdisciplinary domain.

### PROCEDURAL NOTES

Since the *ARAL* series is, in part, meant to be a research reference tool, the following procedural notes are intended as a guide. All bibliographic entries follow the basic format of the Linguistic Society of America (LSA), although a somewhat unique citation form is emerging for the *ARAL* series. With respect to internal citation, the two types of bibliographies—*annotated* and *unannotated*—should be viewed as integrated, so that in instances where there is more than one entry for a given author for a particular year (e.g., 1990a; 1990b), it is possible that either of the entries may occur in either of the bibliographies; that is, 1990a may be in the annotated bibliography while 1990b may be in the unannotated bibliography, or vice versa. No items are duplicated between the two separate bibliographic lists; that is, the item identified as 1990a will *not* occur in both the annotated and the unannotated bibliography. Both types of bibliography—annotated and unannotated—are arranged in strict alphabetical order by the last name of the first author; that is, all the works *authored* by a particular individual will appear before all the works *edited* by the same author, and both of those entry types will precede works co-authored or co-edited by that same author (or set of authors). Repeated authors are indicated by the use of a solid line [\_\_\_\_\_] of the same length as the name (or names) it replaces. Sources that include cited

articles may not necessarily be represented in either bibliographic list if they are not in general germane to the particular area under discussion; in general, belletristic works cited as examples (or for more literary purposes) are not included in either bibliographic list, though they are identified in detail in the article in which they occur. In a few instances, where special bibliographic sets are included (e.g., legal citations), a separate list of the special references is provided. In all texts contributed to the *ARAL* series, an editorial effort has been made to conform generally to the usages and spellings common in the United States. Where possible, English translations of all non-English sources are provided. All contributed papers have been composed specifically for publication in the *ARAL* series and have not (unless otherwise specifically noted) appeared elsewhere previously, although their contents may have been used in whole or in part in oral presentations by the author(s).

The Editorial Directors do not assume responsibility for the positions taken by contributors. Contributions often involve issues of policy as well as more clearly language-related issues. The Editorial Directors wish to be held blameless for opinions and errors of fact expressed by any contributor. The Editor apologizes in advance for any editorial errors that may have crept into the texts and accepts full responsibility for any such editorial errors, but not for substantive errors which are the sole responsibility of each contributor. Bibliographies are prepared and submitted by the contributors; the Editor makes every effort to assure the accuracy of each bibliographic entry that appears in every volume of *ARAL*, but in the case of materials not readily available through libraries or other bibliographic sources in the United States, the Editor is dependent upon the accuracy of material submitted by the contributors. In some few instances, inclusive pages for cited articles, which originally appeared in anthologies or collections, are not given; such omissions occur only when the original source is not available to the Editor and/or when the contributor has not supplied the appropriate pagination. In more recent volumes, every effort has been made, in connection with the citation of theses and dissertations, to provide a reference number for *Dissertation Abstracts*. In materials listed in well-known storage and retrieval networks like ERIC and the British Council's ELT Documents, reference numbers are also provided; when titles available only through electronic data bases are cited, every effort is made to provide an accession number (e.g., as in the ERIC files).

This thirteenth volume of *ARAL* continues the practice, first established in the third volume, of including a running index of authors cited and topics covered in previous issues of *ARAL*. However, this list has become so large that it has become necessary to eliminate the listings from the earliest volumes. Thus, Volume 6 (covering 1985) included a cumulative bibliography of Volumes 1 through 5; beginning with Volume 7 (covering 1986), as each new year is added, the oldest year's citations have been dropped from the list. In this issue

(Volume 13, covering 1992), the cumulative citation listing will include citations from Volumes 8 through 12. Beginning with Volume 5, a Contributor Index was added to the series; in each issue, previous contributors to *ARAL* are indexed in a single alphabetical list. With the *ARAL* series now in its second decade, the Contributor Index lists articles appearing in the previous ten years (Volume 3 through Volume 12). There is also a Subject Index.

The indices are presented separately—an *Author* Index, a *Subject* Index, and a *Contributor* Index—at the end of each volume. The Author Index cites every item that has appeared in the bibliographies accompanying each article. Each author citation is accompanied by one or more Roman numerals and Arabic numbers (e.g., Sharp, D. X/120.) The Roman numeral represents the number of the *ARAL* volume in which the author is cited, and the Arabic number represents the page(s) in that volume on which the citation occurs. Thus, X/120 means that Sharp is cited in *ARAL* X (the volume published in 1990, covering the work of the year 1989). [Volume I, covering the research in the calendar year of 1980, was published (copyright date) in 1981; Volume II in 1982, etc.] Multiple sets of numbers (e.g., Bazerman, C. X/156; XI/72, XI/82, aXI/109) mean that the author is cited in more than one place. The prefixed lower case a (e.g., in aXI/109) indicates that the citation occurs in an annotated bibliography. Unmarked cases occur in unannotated bibliographies. U.S. government publications, court decisions, and public laws are listed separately at the end of the Author Index. To the extent that *ARAL* may be said to represent the field accurately, the Author Index may become a citation index for use in merit and promotion evaluation in U.S. institutions.

The Subject Index provides the traditional alphabetical list of topics covered, giving inclusive pages by volume for the point at which the discussion occurs (e.g., X/274-276); this entry indicates that the subject is covered on pp. 274-276 in Volume X. Multiple number sets (e.g., Variationist sociolinguistics: V/48-53; XI/3-16) indicate that the subject (*variationist sociolinguistics*, in this case) is discussed in two places in the series, once in Volume V on pp. 48-53, and again in Volume XI on pp. 3-16.

The Contributor Index provides a traditional alphabetical listing of all contributors to the *ARAL* series for the previous ten years. The citation includes the complete title of the contribution as well as the name of the contributor. Each entry, as in the other indices, carries two designations (e.g., X/163); the first number designates the Volume in which the contribution occurs (in this case Volume X), and the second number indicates the page in that Volume on which the contribution begins.

It is the intent of the Editor to continue the several indices in future volumes of this series. It has been suggested that a complete bibliography of all works cited in *ARAL* might constitute a useful contribution to the field; such a

bibliography, published as a separate volume, would both offer a compendium of works considered important enough to cite by authors who are, presumably, experts in the various sub-fields of applied linguistics, and serve as the beginning of a citation index for the field. There are, obviously, a number of problems in compiling such a bibliography, since items listed as "in press" or "forthcoming," which have subsequently been published, would need to be corrected, inclusive pages would need to be added, and items which have never appeared would have to be cited in a modified format. This is a massive undertaking. The Editorial Board seeks the views of scholars in the field. Comments would be welcome on the desirability of compiling such a bibliography.

### ACKNOWLEDGEMENTS

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