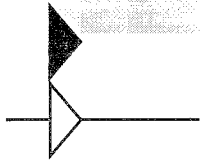


SECOND LANGUAGE ACQUISITION RESEARCH:

A PROPOSAL FOR A SHIFT OF EMPHASIS IN APPLIED LINGUISTICS



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Abstract:

The central concern of this paper is to interpret a field as diverse and controversial as applied linguistics and language teaching while naturally acknowledging and respecting other interpretations of the same phenomena. The presenters divide the paper into three main parts: the first part consists of a short general overview of Applied Linguistics in language teaching. The second part presents an examination of current trends in those disciplines which underlie second language teaching, namely, linguistics, psychology and pedagogy. Finally, the third part considers Second Language Acquisition Research (SLAR) as a possible avenue of answers for the question of a shift of emphasis in the field and proposes a framework for explaining Second Language Acquisition.

Introduction:

Inevitably, when people attempt to interpret a field as diverse and controversial as applied linguistics and language teaching and acquisition, they are bound to have different interpretations of the same phenomena. For an accurate interpretation of our remarks, therefore, it is important that people understand the particular viewpoint from which we speak: 1) We are in profound agreement with the

opinion that a solid theoretical foundation is necessary for significant progress and achievements in language teaching, and 2) Since we are intimately involved with the problems our students face daily, our major concerns also lie with the practical matters of the classroom, specially those concerning learning and acquisition.

The central aim in applied in linguistics is to make use of the knowledge and insights gained from scientific investigation into the nature of language, in the hope that we solve some of the problems which appear in the planning and implementation of language teaching programs. Strictly speaking, an applied linguist would have to deal only with the relationship between linguistics and language teaching. But, on the other hand, it is necessary to open the scope of applied linguistics to include the findings of other related disciplines about the nature of language learning, in order to identify what aspects of the knowledge yielded by them may be relevant to the solution of problems in that field.

Consistent with the above, this paper is divided into three parts: the first part consists of a short general overview of applied linguistics in language teaching and learning. It provides a general picture of all those activities and procedures which go to make up applied linguistics. The second part

presents an examination of current trends in those disciplines that underlie second language teaching and learning: linguistics, psychology, and pedagogy. Finally, the third part considers second language acquisition research (SLAR) as a possible avenue of answers for the question of a shift of emphasis in the field.

1. APPLIED LINGUISTICS AND LANGUAGE TEACHING AND LEARNING

Good language teachers possess a set of principles that guide their work. They should have a general notion about what is going on when people learn languages. They may have this general theory about how languages are taught and learned although they may not be able to formulate it explicitly. But it is only when principles are explicitly formulated that one can evaluate them in order to see whether they are sufficiently comprehensive and detailed to provide a basis for solving the many different kinds of problems that arise in the course of the teacher's professional work. At any rate, to have some general principles is more useful than having none, and to formulate them is clearly better than leaving them implicit because then at least one can examine them systematically in order to evaluate them.

Language teaching is an activity that not only goes on in the classroom. We know that many other relevant activities take place outside the classroom: planing lessons, correcting exams, assessing progress, discussing with colleagues, selecting -and perhaps producing- teaching materials. All these activities involve making decisions. We must consider all of these activities as part of the total language teaching process.

In making many of these decisions a wide set of principles will be applied, some of which are based on political, economic or social considerations and imply a different training and experience in the persons who take them. In the planning and implementation of the total language teaching program many different branches of knowledge and expertise are called into play.

Applied linguistics is concerned with the identification and analysis of certain class of problems that arise in the setting up and carrying out of language teaching programs, and with the provision of answers to them. It does not claim, or course, to be able to provide all answers to all questions. Nor can it claim to provide the final answer to any of the problems with which it deals. If a teacher, for example, deals with these problems in the light of linguistic knowledge, he is applying linguistics, and eventually he could be referred to as an *applied linguist*.

A great many courses and programs are constructed without any conscious attempt on the part of the designers to apply the knowledge provided by the linguistic science to what are basically linguistic problems. We suggest that there is a specific set of questions which arise in planning a total language-teaching program to which linguistic theory might help to provide answers. Some of these questions have to do with the problem of the content of the teaching program: *what am I to teach?* An analysis of *what to teach* derives from theoretical linguistics. There are as many ways of answering the question: *What am I*

to teach? As there are to the question: *what is language?* In selecting one answer as a viewpoint all we are doing is adopting a theoretical framework. Although we can describe what is to be taught in linguistic, behavioral, or functional terms, we are still talking about the same thing, knowledge of the language.

Right after we solve the problem of what to teach, the question of *when* and *how* to teach it arises: the material selected and organized into a program must be presented in such a way that any particular group of learners can best learn from it. The techniques of applied linguistics have to do with the selection of language data and their organization and presentation in the form of teaching materials. The relationship between linguistic theory and classroom activities is an indirect one. It is made up of a number of processes and procedures, each one necessary for the solution of one of the component parts of the problems of *what, when* and *how* to teach, i.e. selection, organization and presentation. It is because of the *indirectness* of the relationship between theoretical studies and practical preoccupations that many teachers have failed to see the relevance of linguistic studies to language teaching.

1.1 Description of Languages

The starting point is a description of the language or the languages involved in the task.

The possession of an adequate description of natural languages is a prerequisite for the most efficient carrying out of these tasks and is common to all uses of linguistic knowledge in practical affairs. In the case of language teaching it is true to say that we cannot teach systematically what we cannot describe. Descriptions of languages may be made for reasons both internal and external to linguistics. The making of descriptions for internal reasons is an application of linguistic theory, but is not

necessarily part of applied linguistics in the sense outlined above.

The acquisition of adequate descriptions of the languages involved in the language teaching-learning activity is the first task of the applied linguist. From the language teaching point of view the result should be as comprehensive and detailed an account of the structural properties -phonological, semantic and syntactic- of the languages involved in the teaching situation as current linguistic theories permit. This means at least descriptions of the mother tongue (Ln) of the learner and of the target language (Lt). The resultant descriptions lead to the next process in applied linguistics: one which establishes the *content* of the teaching syllabus, with the techniques for selecting those items which are to be taught out of the most comprehensive descriptions of the Lt. The procedures are all comparative.

1.1.1 Contrastive Analysis

Comparing language descriptions is part of linguistics per se. By comparing languages the linguist seeks to classify them, to discover the genetic relations between them. However, under the name of "contrastive linguistic studies" the comparison of pairs of languages has a different practical objective, which is showing up in what respect two languages differ from or resemble each other. The practical problem that such studies seek to solve is: what is it we have to teach the speaker of language A? who is learning language B? If contrastive linguistic studies are successful in revealing structural differences and similarities between languages, they will provide us with information that is of value in determining where the main emphases in teaching should fall. They also serve to explain difficulties when they arise and suggest ways in which some of the material may be presented, described and practiced in the classroom.

1.1.2 Error Analysis

A closely related descriptive and comparative technique in applied linguistics is *error analysis*. This activity is extremely similar to another diagnostic activity, that of testing to obtain information about the learner's problems in a particular moment. When learning a foreign language the student produces many forms which are not those which would be produced by a native speaker of the Lt. A comparison of the learner's form of the Lt at any particular point with the Lt yields information about what part of the Lt as prescribed in the syllabus he has already learned, and what still remains for him to learn. In this respect, error analysis is chiefly of a diagnostic type in that it yields insights into the learner's problems and will suggest ways of presenting and practicing the language in the classroom. Error analysis may also try to explain why learners make errors, and it may yield information about the best sequence that learners of one particular Ln follow in the learning of one particular Lt.

1.2 Organization of Material

The problem of *organizing* the material to be taught, however described and classified, introduces psycholinguistic and pedagogic considerations. In fact, organizing the material owes little to theoretical linguistic knowledge. For example, there are no theoretical linguistic reasons why one tense should be taught before another, nor why the definite/indefinite contrast should be introduced after the singular/plural contrast. Decisions of this sort are based on pedagogic and psychological principles. Simplicity and complexity, difficulty and ease of learning are psychological and psycholinguistic problems. Criteria of usefulness to the learner may also play a role, and such criteria would be based on sociolinguistic considerations. So may some general classification of the materials into areas of socialization:

the home, the school, the work place, etc. In practice, all these principles of classification are used in syllabus organization; which one is dominant in any particular language teaching program depends very largely upon the nature and needs of the learner.

Whatever criteria for the organization one adopts, the syllabus could be expressed in a list of formal linguistic entities: sounds, grammatical items, lexical words, sentence patterns and so on. However, it is important not to fall into the error of assuming that because a syllabus is expressed in terms of an ordered list of linguistic items the principles of program structuring must derive exclusively from theoretical linguistics. Good learning depends on the material being taught which has some internal structure or set of associative links, that is, on its being coherent and meaningful to the learner.

1.3 Presentation of Material

The third general application of applied linguistics lies in the field of the *presentation* of the material. Here classroom teachers have a domain of decision making which is peculiarly their own because of their training and particular knowledge of the characteristics of the pupils. It is clear, however, that no hard fast line can be drawn between the techniques of producing teaching materials and the techniques of classroom practice. A particular form of presentation implies a particular classroom methodology and, vice versa, a particular set of classroom procedures requires teaching materials of some sort.

Recently some degree of specialization has occurred and the production of teaching materials has become a matter of cooperative work by teams of writers.

We see then that there may be a wide variety of collective and individual devices for the presentation of the material selected

for the program: textbooks, laboratory tapes, reading selections, work books and visual aids. They are all realizations, in concrete form, of the particular pedagogy adopted for the course. They will be different in that they derive from different pedagogic grammars.

1.4 Others

The analysis in this section would be incomplete if we did not mention the problem of *assessment or evaluation* of results. One has also to be able to check that the knowledge has been properly applied, that the decisions made were the right ones. We need therefore a means of checking results.

In the case of applied linguistics and language teaching, the validation of principles, techniques and procedures involved lies in the classroom, and it is measured by the learners' progress in learning and ultimately by their ability to make purposeful use of their knowledge. And this can be measured by language tests. If linguistic knowledge and skills are something we wish to measure then the making of tests presupposes a description of the structure and use of the language being learned. Thus, language testing is an integral part of applied linguistics and the making of tests is logically the last in a series of applied linguistic procedures, since the objective is to evaluate all or any one of these previous activities.

As a concluding remark for the first part of this paper, we could claim that applied linguistics is an integrative activity. The insights acquired from the different approaches to the study of language have to be drawn together, reconciled and used to make the acquisition of a language a more efficient, useful and pleasant task.

2. TRENDS IN LANGUAGE TEACHING AND LEARNING AND RELATED DISCIPLINES

The developments in language teaching have closely paralleled those trends in society and education in general. The shift has been toward the individualization of instruction, as the focus has been placed on self-pacing of learning and on emphasizing student responsibility for learning.

A reflection of the acceptance of a pluralistic society has been the increased emphasis on culture in the foreign language class. Some leaders in the field have recommended that culture be made one of the objectives in language teaching.

In response to other changing student attitudes, language education has moved in several directions to stimulate interest:

- In view of admitted fact that many students in foreign language classes cannot communicate efficiently in the language they are studying, many teachers emphasize communicative skills as the most acceptable goal in second language acquisition. Students must be shown that they can learn to use a second language and that they take tangible skills away from the language class.

- Many teachers have begun to stress the practical aspects of having a language skill. Hopeful teachers have tried stressing the career opportunities for speakers of a foreign language as a means of convincing the student of the practical advances of foreign language study.

- Culture has been given a greater emphasis in the language class. Teachers feel that if students can relate to speakers of the foreign language, they will be more interested in the language.

- Ideas from group dynamics are being introduced into foreign language teaching in order to incorporate content more directly

applicable to the student's life and interest.

- Techniques and procedures are being developed as a means of maintaining and enhancing student's interest in language study and of meeting a greater variety of student interests.

2.1 Linguistics and Language Teaching and Learning

Not long time ago, the state of art of second language acquisition was characterized by the word *uncertainly*, the uncertainty arising from the ferment in those disciplines that underlie language teaching. We will examine briefly each of these disciplines as they relate to the field.

In linguistics, generative-transformational grammar was thought to provide language teachers with new insights into language. However, neither the grammar later produced nor previously existing descriptions give teachers any way of teaching these insights.

There can be no doubt that Chomsky changed the climate of linguistic thought in the world and that this change became reflected in applied as well as theoretical linguistics. In applied linguistics, it was the new attitudes and beliefs about the nature of language that had the major influence on new directions in language teaching. We no longer believe that a language is only speech, nor a set of habits, nor basically different from other languages. But these beliefs do not really constitute what we mean by proper linguistics in its narrow sense, and there is no evidence to support the claim that linguistic descriptions by transformational generative linguistics have influenced language teaching methodology; Chomsky himself never claimed transformational generative grammar to be an answer for language learning/teaching problems.

Naturally this is a controversial issue and it may be claimed that

transformational generative grammar has influenced language teaching in that more teachers are emphasizing meaning than ever before. It is argued that the best way to get to meaning is through some of the newer grammatical and semantic insights. More teachers can use the insights of transformational generative grammar in second language teaching: although they can doubt that there is any close relationship between transformational generative grammar and foreign language teaching, they can not deny that there is an influence on teaching in the largest sense. We may see that other schools of linguistic thought can be claimed to be pedagogically useful: case grammar is one example where we could find interesting ideas even if the practical classroom implications are far from clear at present. Halliday's functional grammar is another.

One area of influence of language teaching is sociolinguistics. The new concept of communicative competence as defined by Hymes has become one objective to be obtained in foreign language teaching. Hymes stresses the need for communicative competence, and this view from sociolinguistics has been reflected as the need for functional communication in second and foreign language classes. According to this point of view it would be necessary to learn the linguistic forms of the language but also knowledge of when, how and to whom it is appropriate to use these forms. The implications for language teaching of Hymes' theoretical notions are yet to be discussed and applied, but we see much value in this recent theory of an ethnographic character rather than of a linguistic one.

We believe that in general it is possible that language teaching can be reinvigorated under the influence of important work being done in linguistics. Unfortunately, however, the idea gained ground among teachers that there is a fundamental conflict between the traditional way of presenting language data that

they were accustomed to using in the classroom, and the linguistic knowledge that is being urged upon them.

As a result of the influence of linguistics in the field of language teaching, we would claim that recently a change of attitude has been apparent among writers of foreign language materials. The experience of a large number of teachers over many years suggests that a combination of inductive and deductive methods produces best results. It is now generally acknowledged that language learning is not simply a mechanical process of habit-formation, but a process that involves the active cooperation of the learner as a rational individual. Far from being the passive recipients of stimuli in the form of exercises and drills, students learn in a selective manner, searching for the information they need to discover the systems of the language being learned.

An important question concerns the nature of the grammatical explanations given to the students, and the type of linguistic grammar from which these explanations should be drawn. Clearly, if language teachers are to be called upon to make judgements about what constitutes an appropriate treatment of grammar for classroom use, it will be an advantage if they, are conversant with the main developments in modern linguistic theory.

Contemporary linguistic theory is very far from being a single monolithic system; rather, it is a combination of different approaches all of which are subject to constant development and change. Fortunately we will find that despite the volume of current work in linguistics, and the variety of views expressed, there is a remarkable consensus of opinion about what constitutes the fundamentals of the subject. Over the years, linguists have succeeded in identifying a body of basic facts about the nature of languages which have been tested and verified, and which can now be stated with a high degree of

confidence. If we find failure of coverage in one linguistic description we can often supplement it by drawing upon the work of other linguists but in order to do this with confidence we must know exactly the terms of reference of each grammar we use, and its characteristic strengths and limitations.

2.2 Psychology and Language Teaching

Here the most clear influence can be said that of cognitive psychology on language teaching. Every one insists that language learning must be meaningful, no one claims that language learning is a straightforward matter of habit formation, and there seems to be a general consensus that grammatical rules and explanations are beneficial for adults.

To summarize the discussion to this point, cognitive psychologists maintain that the mind processes information to be learned. In order for this processing to be maximally efficient, the material must be meaningful. The mind is not a computer. It does not simply absorb information in bits and pieces that it never forgets. The indications are that it organizes the material into meaningful chunks, which it relates to information already contained in the individual's cognitive structure. This material is then stored for future use. The fact that meaningful relationships enhance learning does not imply that rote learning is impossible, but that it is less efficient and less productive.

These new theories of learning have shifted away from the conditioning models of the behaviorist. Cognitive psychologists have turned to neurophysiological and information-processing models as a basis for trying to understand the learning process. In the words of Harper et al., another stage of development is essential, consisting of a more systematic and vigorous attack on the thought processes.

The behaviorist definition of

learning stressed behavior; the cognitive definition stresses the role of the mind in processing the information acquired. A cognitive definition of learning includes concepts as perception, acquisition, organization, and storage of knowledge. In this view of learning, the central component is the learner, not the agent in the environment controlling the stimuli and the reinforcers.

The same trend away from behaviorist definitions of learning is equally apparent with regard to language. Recent theoretical models reflect a conception of language that is much more complex than that accepted by behavioral psychology. Just as cognitive definitions of learning stress mental processes, so do cognitive definitions of language. Language is now considered to be creative, rule-governed behavior. As is true in the cognitive definition of learning, this definition of language assigns the central role to the learner.

Ausubel and Carroll are frequently cited in footnotes in the literature since they are sort of leaders in the "cognitive wave". Carroll sums up the implications of the present tenets of psychology for language teaching. From his article "Learning Theory for the Classroom Teacher", we extract the following hints:

- A commonsense approach to teaching is best. This commonsense approach includes, for example, knowing objectives and keeping track of student's progress in meeting them. It also includes considerations of the time allotted to students for learning in the light of their individual learning rate and learning styles, motivating students to spend the requisite time on learning, and trying to offer them instruction of the highest possible quality.

- Explain to the students what they are to learn and how it fits or relates to what they already know.

- Provide descriptions and analyses of *how* the foreign

language is put together, at the same time avoiding explanations of *why* the language is so put together.

- Prescribe learning sequences in which there is maximal amount of reference to *meaning* and situation.

- Emphasize similarities and contrasts of forms and meanings.

- Provide a rich and varied selection of materials on which the students will be encouraged to try their skill.

As a result of the trends outlined in the previous paragraphs the field of research on second/foreign language teaching is characterized by a rigorous empirical approach coupled with cautious rationalism. And in the field of pedagogy, a new methodology based on "communicative competence" and on cognitive factors has been developed. The results of current research indeed have had a great impact on shaping a new methodology.

2.3 Language Teaching Pedagogy

This new methodology has begun to spread and it is generally recognized as Cognitive Code Learning. It places emphasis on meaningful learning and careful analysis of linguistic structures.

Cognitive code learning supports the thesis that learning a language is an internal, mental operation controlled by the individual. The foreign language learner is seen as consciously *acquiring* competence in a meaningful way as a necessary prerequisite in the acquisition of the performance skills. The teacher assists learning but does not assume full responsibility for it. Here are some basic tenets of the cognitive approach to foreign/second language teaching and learning:

- The objective is to develop the students' ability to the point at

which they have a minimum control over the rules that allow native speakers to create the language necessary to communicate.

- In developing this ability the teacher proceeds from competence to performance. That is, the student must know the rules of the languages before being asked to apply those rules.

- Since language is basically creative activity, students need to activate their competence in order to create the specific utterances required.

- The students should understand at all times what they are being asked to do.

The task of the teacher in a "cognitive" classroom is to facilitate student acquisition, organization, and storage of knowledge rather than to develop automatic, nontthoughtful responses through reinforcement procedures. The features outlined above appear reflected in any kind of cognitive classroom of cognitive materials and textbooks. Exercises are designed to give the students a chance to demonstrate comprehension as they consciously select correct forms. The latter portion of any learning sequence contains materials and activities in which the students are given the opportunity to communicate using what they have learned. During the entire sequence, then, learning is viewed as primarily an internal process assisted by the text and the teacher.

A word should be said about a rather recent tendency in language pedagogy, i.e., that of "eclectic" approaches to language teaching. Most language teachers today tend to be eclectic and so are the textbooks they use. Since nothing is mutually exclusive in the theories of audiolingualism and cognitivism, but rather these theories are complementary, then "eclecticism" might be a wise position to assume. Other pedagogic variants that gain visibility like the Community Language Learning method

generate considerable interest and excitement and need to be studied objectively in order to identify just which elements, if any, within them contribute to efficient learning.

3. TRENDS IN RESEARCH

Undoubtedly the prime source of knowledge for the teachers is their own classroom experience based on past procedures, performances, and results. However, we should realize that *experience* is not the only teacher. Research studies in language education and related fields are additional source of valuable information, and the teacher should keep aware of the latest findings. Empirical results can provide guidelines within which subjective interpretations can operate. Scientific teaching without the artful expression of the teacher's personality is lifeless and mechanical, but subjective teaching unaccompanied by periodic adjustments based on theory practices should be continually reviewed in light of the latest research findings, and appropriate modifications should be made.

A lot of research has been conducted in the last decade and the field of investigation covers a wide range of variables from affective-social variables such as self-concept and motivation to cognitive variables such as intelligence, cognitive style and learning itself. Specific studies investigated such diverse fields as "stressing oral skills", "the effect of the written word on student pronunciation", "prereading periods", motivation in classes stressing oral skills", and so on. Past research has not provided definite answers for solving classroom-learning difficulties. However, it has established a more realistic basis for future research, and it has broadened our vision and indicated paths that might profitably be explored. Below we will discuss how studies in the future may well center around crucial factors. A word of caution indicates that some predictions are always hazardous, and anticipating future trends is perhaps more difficult than taking a look at the past. However, it may be

easily seen that based on present conditions and trends, one would expect the developments listed in what follows:

- Individual differences in the cognitive, affective, social, and psychomotor domains.
- Interaction among the various learner characteristics in each of these domains with a wide range of teaching-learning materials and situations.
- Development, selection and implementation of programs designed to provide instruction best suited to meet individual needs, i. e., seeking maximum efficiency and achievement in learning based on the knowledge obtained in vignettes 1 and 2, above.
- Innovative programs to which the students can relate and for which they can see a purpose.
- Establishing and maintaining a positive self-concept during the time in which the foreign language is studied.
- Ways and means of developing language skills at the "real" language level.
- Improving methods of evaluation and measurement, especially in the area of "real" language skills.

In spite of the fact that the results have often been inconsistent, inconclusive, and even controversial, a great deal of progress has been made in second and foreign language teaching and learning research. However, research that broadens the vision also reveals new questions remaining to be answered. The problems in need of answers continue to be more and more complex, but the fact that more questions have been envisioned expands the opportunities for encountering hidden answers and for developing subsequent solutions to current problems. In this sense, future investigators in foreign language teaching have a more solid and intensive base from which to originate their investigations than

those of the past, and education has much to gain from the positive results.

3.1 Second, Language Acquisition Research (SLAR)

The main purpose of this section is to characterize the field of SLAR while identifying a number of central questions that have been addressed in the area. These questions will continue to be investigated in the near future, with the hope of providing answers to the concerns of both theoreticians and practical teachers in applied linguistics:

There is no easy and simple answer to the question of "what is SLAR"? The goal of SLAR is the investigation, description and explanation of the learner's linguistic competence. In this respect, research in the field examines aspects of the learner's use of the Lt in actual performance, by collecting and analyzing samples of learners language, their introspection and records of their intuitions regarding what is appropriate and correct Lt behavior.

The study of such a complex, multifaceted phenomenon as the one described above includes a consideration of such questions as:

- What do second language learners acquire?
- How do learners acquire a second language?
- What differences are there in the way in which individual learners acquire a second language?
- What effects does instruction have on second language acquisition?

3.2 A framework for exploring SLAR:

A number of areas of SLA have been investigated and will continue to puzzle the minds of

researchers. Exploration of these areas constitutes a natural framework for SLAR:

- Descriptions of characteristics of learner language (errors, acquisition orders, developmental sequences, variability and pragmatic features relating to the way language is used in context for communicative purposes).

- Learner-external factors that relate to the social context of acquisition and to the input and interaction which the learner experiences.

- Learner-internal mechanisms (transfer from Ln, universal processes involved in converting input into intake, utilization of innate knowledge of linguistic universals, processes of using Lt knowledge in performance).

- Individual learner differences (e.g., general factors, learning strategies, etc.).

The answers that have been proposed in the field of applied linguistics remain nonetheless tentative and investigation continues to address these complex phenomena. We must not forget, however, that the four areas all interrelate, so not surprisingly many investigations will cover more than one.

CONCLUSION

In this paper we have tried to offer a general consideration of trends in applied linguistics and second and foreign language teaching and learning. The purpose of this presentation was threefold; namely, to provide a general overview of applied linguistics in the specific field of foreign and second language teaching, to discuss current trends in several disciplines that one way or another underlie language teaching, i. e., linguistics, psychology, and pedagogy itself. In

general, we have tried to claim that language teaching and learning can make a good use of the knowledge and insights provided by applied linguistics and supporting related disciplines as pedagogy, psychology and linguistics itself.

Finally, research trends in the field of SLA have been discussed with the purpose of characterizing questions and answers that may be orienting a shift of emphasis in the general field of applied linguistics.

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