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The Good Language Learner and the Good Language Teacher: A Review of the Literature and Classroom Applications

Anthony Mollica and Frank Nuessel

What are the characteristics of the good language learner? Knowledge of these traits can help the good language teacher create a classroom environment that will facilitate second-language learning.

The Good Language Learner

Nearly twenty-five years ago, in an important article, Stern (1975: 316) summarized the following ten learning strategies associated with the good language learner:

1. A personal learning style or positive learning strategies;
2. An active approach;
3. A tolerant and outgoing approach to the target language and empathy with its speakers;
4. Technical know-how about how to tackle a language;
5. Strategies of experimentation and planning, with the object of developing the new language into an ordered system and of revising the system progressively;
6. Constantly searching for meaning;
7. Willingness to practise;
8. Willingness to use the language in real communication;
9. Self-monitoring and critical sensitivity to language use; and
10. Developing the target language more and more as a separate reference system, and learning to think in it.

In the same year as Stern's (1975) article, Rubin (1975: 45-48) published an article on the same topic entitled "What the 'good language learner' can teach us." In that essay, Rubin enumerated the following seven strategies employed by the good language learner:

1. The good language learner is a willing and accurate guesser.
2. The good language learner has a strong drive to communicate, or to learn from communication. He *[sic]* is willing to do many things to get his message across.
3. The good language learner is often not inhibited. He is willing to appear foolish if reasonable communication results. He is willing to make mistakes in order to learn and to communicate. He is willing to live with a certain amount of vagueness.
4. In addition to focussing on communication, the good language learner is prepared to attend to form. The good language learner is constantly

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The language graduate who never reads a professional journal and participates only minimally, if at all, in professional meetings, will stagnate. There is an onus on the profession in all areas to upgrade and keep abreast of current developments in the field.
— Peter Heffernan

Forthcoming Conferences

June 2-4 1997

28th Annual Conference of the Canadian Association of Applied Linguistics.

Location: Memorial University, St. John's, NF. For further information: Marie-Noëlle Legaux, McGill University, English and French Language Centre, 550 Sherbrooke Street West, West Tower, Room 1550, Montreal, PQ, H3A 1B9 Tel : (514) 398-3636 Fax : (514) 398-5449

October 23-25, 1997

Annual Conference of the Canadian Association of Second Language Teachers/Association canadienne de professeurs de langues secondes.

Location : Centre 200, Sydney, Nova Scotia. Theme : Partnerships : Sharing Our Talents. For further information : Nancy Sametz, Office Manager, 375 Jefferson Avenue, Winnipeg, MB, R2V 0N3. Fax : (204) 582-2469

E-mail : caslt@mts.net

November 7-9, 1997

TESL Canada Conference.

Location: Victoria, British Columbia. Some speakers : David Nunan, Stephen Krashen, Mary Ashworth, Betty Azar, Kathleen Bailey. For further information : P.O. Box 44105, Burnaby, BC, V5B 4Y2. Tel : 1-800-393-9199.

November 21-23, 1997

American Council on the Teaching of Foreign Languages (ACTFL).

Location : Nashville, Tennessee. For further information : ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Tel : (914) 963-8830. Fax : (914) 963-1275.

March 17-21, 1998

Teachers of English to Speakers of Other Languages (TESOL)

Location : Seattle, WA. For further information : 1600 Cameron St., Suite 300, Alexandria, VA 22314-2705. Tel : (703) 518-2521. Fax: (703) 836-7864

The Good Language Learner

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looking for patterns in the language.

5. The good language learner practises.
6. The good language learner monitors his own speech and that of others. That is, he is constantly attending to how well his speech is being received and whether his performance meets the standards he has learned.
7. The good language learner attends to meaning. He knows that in order to understand the message, it is not sufficient to pay attention to the grammar of the language or to the surface form of speech.

Subsequent Research on the Good Language Learner

Various follow-up studies on the good language learner have appeared since the publication of the initial essays by Rubin (1975) and Stern (1975). In their comprehensive review of this topic, Naiman, Fröhlich, Stern, and Todesco (1978: 25; cited in Stern 1983: 406), state that good language learners

take advantage of potentially useful learning situations, and if necessary create them. They develop learning techniques and strategies appropriate to their individual needs.

These same researchers further observe that good language learners

demonstrate that, contrary to popular belief, language success is not so much attributable to an 'innate' gift, as to a conscious effort and constant involvement.

Reiss (1985: 512) pointed out that Rubin's (1975) and Stern's (1975)

strategies are eminently plausible, but unfortunately empirical data supporting them is not available.

Reiss (1985: 513) also points out that if the term "strategy" is defined

as a "conscious approach used by an individual to facilitate learn-

ing" then Rubin's strategy no. 3 [see item # 3 in the previous section] "the good language learner is often not inhibited" is not a strategy but a personality variable.

Based on her own research on the good language learner, Reiss (1985: 518) concluded that

the good language learner may or may not be inhibited. He [*sic*] is fairly comfortable with ambiguity. He uses a variety of strategies, including monitoring, inferencing, and practising. He pays attention to form and meaning. He likes to communicate and enjoys learning a foreign language. Above all, the good language learner is an *active* participant in the conscious-learning process. The word "active" is of great significance because the successful language learner is constantly processing information whether called upon or not. Even when silent, he is active mentally and thus becomes a *silent speaker*. This may well explain why the successful language learner need not necessarily be an extrovert. He may not volunteer or take chances on errors "aloud" but this does not stop him from practising silently. This silent speaking is the cornerstone upon which many other strategies are built. Once a student is "speaking silently" he is *ipso facto* practising, inferencing, looking for meaning, etc.

As a means of ascertaining the specific attributes that second-language instructors deem pertinent to successful second-language learning, Lalonde, Lee, and Gardner (1987: 16) summarize a study by Naiman, Fröhlich and Stern (1975) by observing that

teachers most often characterize the good language learner as being meticulous (perfectionistic), mature or responsible, and self-confident, as exhibiting classroom behaviours of attentiveness, active participation, and regularity in completing homework, and in demonstrating good memory, a good ear for sound, and general all-around ability.

These same researchers (Lalonde, Lee, and Gardner 1987: 28) provided an exhaustive examination of the extant research on the relationship between personal-ity traits and second-language

achievement. The purpose of their research project was to determine if there was agreement by teachers on the personality traits and classroom behaviours of the successful language learner. The results indicate that teachers, in fact, agree on a cluster of personality characteristics and behaviours demonstrated by the good language learner. Nevertheless,

no evidence of a relationship was found between these personality traits and classroom behaviours.

In their study, Lalonde, Lee, and Gardner (1987: 23) found that teachers identified three classroom behaviours as significant for the good language learner. In this regard, these researchers state that

teachers perceived the good language learner to be an individual who actively vocalizes corrections, speaks out regardless of making mistakes, and focuses on getting an idea across in the second language.

They further state that (see also Politzer 1983)

the finding of only three behaviours being identified as important for good language learners could be due to the fact that teachers only relate to the communication aspects of second-language learning.

The Learner's Role

In her summary of strategies exhibited by the good language learner, Cook (1991: 80) suggests the following:

1. Find a learning style that suits you.
2. Involve yourself in the language learning process.
3. Develop an awareness of language both as system and communication.
4. Pay consistent attention to expanding your language.
5. Develop the second language (L2) as a separate system.
6. Take into account the demands that L2 learning imposes.

Classroom Applications of Research on the Good Language Learner

The extant research on the good language learner by Lalonde, Lee, and Gardner (1987) reveals two important points:

- There are certain personality variables that play a role in good language learning
- Good language learners display specific learning behaviours.

It is the latter aspect that has a direct classroom application, since strategies employed by this group are explicit learnable behaviours that may be acquired by any student enrolled in a language class. This language-learning or language-acquisition conduct involves both the instructor and the learner. The second-language teacher can teach students how to change inappropriate and ineffective learning. Such behaviour modification may help to improve the learner's strategies. Likewise, the learner must make a conscious effort to adapt the second-language learning demeanour that will be most helpful in acquiring another language.

The Instructor's Role in Developing Good Language Learners

In her article on the unsuccessful language learner, Reiss (1983: 265) concludes that instructors can help "less successful students increase their level of competency." In this essay, Reiss referred to Rubin's (1975) study on the good language learner and also addressed two other factors involved in the problems of the unsuccessful language learner, namely, personality and cognitive style variables.

In particular, Reiss states that teachers can:

1. inform students honestly of the task of learning a language, the work involved, and the rewards to be gained;
2. create the kind of classroom climate in which students feel comfortable and involved;

3. aid students in developing certain cognitive styles helpful in language learning by assigning tasks such as those suggested by Omaggio and Birckbichler [1978];
4. help students develop the art of inferencing by making them aware of clues for intelligent guessing;
5. personalize language instruction whenever feasible in order to motivate students to express themselves readily;
6. ask students to monitor each other's speech and thus take an active part, not only in learning, but also in teaching;
7. seek out opportunities for students to use the language outside the classroom;
8. present all material in a meaningful manner and, in turn, expect students to attend to both structure and meaning from the outset;
9. ask successful language learners to serve as informants regarding strategies, techniques, and study skills; and
10. encourage slow students to experiment freely until they find their own particular learning style.

As a concluding note, we highly recommend the following books on strategies employed by the good language learner:

1. O'Malley, J. M., and A. U. Chamot. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
2. Pimsleur, Paul. 1980. *How to Learn a Foreign Language*. Boston, MA: Heinle and Heinle.
3. Stevick, Earl W. 1989. *Success with Foreign Languages: Seven Who Achieved it and What Worked for Them*. New York: Prentice Hall.
4. Wenden, Anita and Joan Rubin. 1987. *Learner Strategies in Language Learning*. New York: Prentice-Hall.

The Good Language Teacher

The good language teacher has a pivotal role in the second-language learning/acquisition task.

The good language teacher at every educational level (elementary, secondary, and post-secondary) engages in behaviour and activities designed to provide an environment conducive to the acquisition and appreciation of a second language and its culture.

The good language teacher fulfills numerous important roles both in and out of the classroom that facilitate optimal second-language learning opportunities. The following summary specifies many of those varied and distinct roles:

Out-of-Class Roles

- Researcher
- Planner
- Manager
- Advocate
- Organizer
- Evaluator
- Communicator

In-Class Roles

- Teacher
- Motivator
- Evaluator
- Facilitator
- Innovator
- Communicator
- Disciplinarian

The roles enumerated above indicate that the good language teacher must dedicate a considerable amount of time outside the classroom to engage in activities that will maintain and enhance his/her professional status in terms of competency, fluency and proficiency. There is, of course, some overlap in the roles both in and out of class, namely, those of evaluator and communicator.

This provides teachers-in-training, neophyte teachers, experienced teachers, and people charged with evaluating the performance of second-language teachers with an overview of the professional development and behaviour exhibited by the good language teacher.

The following sections outline the ways in which the good lan-

guage teacher maintains and enriches his/her professional status. The good language teacher must dedicate a significant part of his/her professional life to the various roles specified above, because this person literally lives the profession of language teacher inside and outside the classroom.

1. Professional training and preparation

- a. Personal library
- b. Professional organizations
- c. Professional journals
- d. Professional meetings
- e. Pedagogical textbooks
- f. Library usage
- g. Professional travel
- h. Methodology
- i. Oral proficiency training
- j. Instructional trends and developments
- k. Instructional techniques and strategies
- l. The lesson plan and outline
- m. Activities for student use during the brief classroom absence of the good language teacher.

2. The four skills and cultural comprehension

- a. Listening comprehension
- b. Speaking proficiency and performance
- d. Reading
- c. Writing techniques and strategies
- e. Stages of presentation of materials for the four skills and cultural comprehension
- f. Cultural comprehension
- g. Vocabulary acquisition
- h. Homework.

3. Instructional materials

- a. Visual materials
- b. Pedagogical graphics
- c. Visual aids
- d. Audio materials
- e. Language teaching and learning technology.

4. Assessment and evaluation

- a. Assessment of students
- b. Self-assessment
- c. Peer review
- d. Professional testing.

5. Classroom environment

- a. Reduction of second-language anxiety
- b. Maintenance of classroom discipline
- c. Improvement of student study skills
- d. Activity-appropriate classroom seating
- e. Sponsorship of language organizations.

Professional training and preparation

Obvious as it may seem, the good language teacher is enrolled in, or has graduated from an accredited post-secondary institution. At the elementary and secondary level, this means that the good language teacher enrolls in appropriate accredited second-language programs and obtains the professional provincial or state credentials and certification required to engage in licensed instruction in the geographical area in which he or she seeks employment. In addition to these requirements, the good language teacher also willingly engages in related voluntary activities. This section outlines some of the out-of-class professional development carried out by the good language teacher.

a. Personal library

The good language teacher builds a personal library of professional resources. The following constitute a core of basic resources that ought to appear in every good language teacher's home library:

1. Bilingual dictionary
2. Dictionary in the target language
3. Grammar of the target language
4. Current textbooks used in the field
5. History of the target language
6. Popular literature (magazines, newspapers, comic books)
7. Collection of proverbs in the target language.

b. Professional organizations

The good language teacher joins local, provincial or state and national professional language

organizations and associations to keep abreast of current trends and issues in second-language education. Consult Appendix A ("Selected Professional Organizations") for a list of associations to which many good language teachers belong.

c. Professional journals

The good language teacher subscribes to professional journals in order to remain current in the field. As Heffernan (1987:6) aptly wrote:

the language teacher [graduate] who never reads a professional journal and participates only minimally, if at all, in professional meetings, will stagnate. There is an onus on the profession in all areas to upgrade and keep abreast of current developments in his field.

Appendix B ("Selected Professional Journals") identifies a number of professional journals. Most, if not all, professional organizations (See Appendix A) have their own publication(s) which provide(s) interesting and up-to-date professional news and information.

d. Professional Meetings

The good language teacher attends professional meetings on a regular basis to learn about innovations, and significant trends and issues in the profession. The organizations referred to in Appendices A and B sponsor annual professional meetings, with workshops and numerous sessions devoted to the scholarly study of literature, culture, pedagogy and methodology. See Appendix C ("Selected Annual Professional Meetings").

e. Pedagogical textbooks

The good language teacher maintains, in his/her personal library, current textbooks in the target language designed for classroom usage. This part of the personal library allows the good language teacher to refer to other alternative presentations of materials for use in the classroom. In addition, such a collection of books allows the good language teacher to make informed decisions about the selection of a new textbook (see Nuessel 1991-1992 for an objective

approach for the evaluation of pedagogical textbooks). Consult Appendix D ("Names and Addresses of Selected Textbook Publishers") for specific information on the major textbook publishers.

f. Library usage

The good language teacher possesses a library card for the local public library and local or regional college or university libraries. The good language teacher becomes familiar with and utilizes local public and academic libraries to carry out research on specific projects. By visiting the local college and university libraries, the good language teacher can determine which professional organizations best serve his/her needs.

g. Professional travel

The good language teacher visits, vacations or lives in the countries in which the target language is spoken. Information about such trips of varying duration is available in the advertising sections of professional journals or through the local college or university.

The good language teacher utilizes foreign travel as a means of gathering "authentic materials" for use in the classroom (Nuessel and Cicogna 1997 in press, Omaggio Hadley 1993: 82-3, 174-8, 383-94).

Rogers and Medley (1988: 468) define the notion of authentic materials as

language samples, either oral or written, that reflect a naturalness of form and appropriateness of cultural and situational context that would be found in the language as used by native speakers.

The following is a representative "shopping list" of such pedagogical resources:

1. Postage stamps at local philatelic shops
2. Samples of low denomination paper and metal currency at local numismatist shops
3. Recorded and published versions of popular songs and music (including folk music)

4. Advertisements from local shops and international companies, e.g., McDonalds®, etc.
5. Video cassettes of films in the target language and films originally in English with target-language dubbing
6. Video cassettes of television programs and commercials
7. Political announcements distributed in the streets
8. Newspapers and magazines (puzzle booklets, cartoons)
9. Popular icons of the target culture (*Astérix*, *Mafalda*, *Pinocchio*)
10. Books with collections of proverbial language, humour, cartoons, tongue-twisters
11. Greeting cards
12. Business cards.

h. Methodology

The good language teacher knows the current teaching methodologies and selects one approach or devises an eclectic strategy that draws the best techniques from each approach.

Larsen-Freeman (1986) describes eight of the most prevalent teaching methods in current use. In a recent article, Doggett (1994) summarizes Larsen-Freeman's list in schematic format:

1. The Grammar-Translation Method
2. The Direct Method
3. The Audio-Lingual Method
4. The Silent Way
5. Suggestopedia
6. Community Language Learning
7. The Total Physical Response
8. The Communicative Approach.

Given the widespread acceptance of the proficiency movement and the subsequent incorporation of its strategies into pedagogical textbooks, it is likely that many instructors will elect to include elements of the communicative approach in their methodology (Omaggio Hadley 1993). Nevertheless, the good language teacher must review current methods and new strategies critically and incorporate the best elements

of each methodology into his/her curriculum (Bancroft 1996).

i. Oral Proficiency Training

The good language teacher will also be familiar with the *ACTFL Proficiency Guidelines* (see Omaggio Hadley 1993: Appendix A, pp. 501-11). Moreover, the good language teacher will seek formal training in the Oral Proficiency Interview (OPI) through ACTFL (6 Executive Plaza, Yonkers, NY 108701-6801). The good language teacher will also recognize that the OPI is neither a theory nor a method, but rather a procedure for measuring what a second-language learner can do functionally.

j. Instructional trends and developments

The good language teacher keeps up to date with the major trends and issues in the field of second-language education. One of the most important recent developments is the standards movement. In fact, the important publication *Standards for Foreign Language Learning: Preparing for the 21st Century* (Standards 1996: 35-63; available from ACTFL) enumerates five goals which summarize the most significant developments in the profession, commonly referred to as the "Five C's":

1. *Communication*: Communicate in languages other than English.
2. *Cultures*: Gain knowledge and understanding of other cultures.
3. *Connections*: Connect with other disciplines and acquire new information.
4. *Comparisons*: Develop insight into the nature of language and culture.
5. *Communities*: Participate in multilingual communities at home and around the world.

k. Instructional techniques and strategies

The good language teacher keeps well informed with innovations and new ideas and developments in instructional materials for use in the classroom. This means that the good language teacher reads the

current literature in the field, consults with colleagues about their successful strategies, and attends conferences and workshops to learn about meaningful innovations.

1. The Lesson plan and the lesson outline

The good language teacher carefully plans for and organizes materials for classroom instruction. Chastain (1994: 16; 1988, chapter 12) notes that lesson preparation involves three aspects:

1. Pre-planning analysis,
2. Textbook adaptation, and
3. Lesson planning.

With regard to the specific aspects of lesson planning, Mollica (1994a: 14) suggests that a lesson outline include the following components:

1. Theme or topic
2. Aims and objectives
3. Warm-up period
4. Materials needed by
 - a. Teacher
 - b. Students
5. Presentation
6. Application
7. Summary
8. Assignment
9. Evaluation
10. Teacher's references
11. Motivation.

m. Provision for Temporary Classroom Absence of the Good Language Teacher

The good language teacher also prepares several packets of lessons for substitute teachers in the event of an absence due to illness or emergency, or for attendance at a professional conference. These packages should be easy to locate by the substitute teacher. Moreover, such materials should be self-contained and designed to be completed or viewed by students within one class period. These packets may include the following items:

1. A selection of guided essays (Nuessel and Cicogna 1993 and 1994b).
2. A packet of problem-solving activities (Danesi and Mollica 1994).

Categories of Listening Experiences	
Type of listening:	General purpose:
Transactional listening	learning new information
Interactional listening	recognizing personal component of message
Critical listening	evaluating reasoning and evidence
Recreational listening	appreciating random or integrated aspects of event

3. Video tapes with material that relates to the cultural content of the curriculum.

The Four Skills and Cultural Comprehension

The good language teacher devotes an appropriate amount of time to active skills (speaking and writing) and the receptive skills (listening and reading). Following are some recommendations concerning the presentation of these skills together with activities.

a. Stages of Presentation of Materials for the Four Skills and Cultural Listening Comprehension

The good language teacher recognizes that planning activities for the introduction and practice of the four skills (see section on lesson planning above) is very important. The following format will help the good language teacher present these activities to help insure success:

1. Pre-activity stage

- a. Provide information appropriate to the actual activity, e.g., vocabulary, grammatical structures, cultural data (geography, history, and so forth)
- b. Ask questions to assist students in anticipating the activity stage.
- c. Ask students to summarize what they have learned.
- d. Model the activities.

2. Activity stage

- a. Introduce the activities.
- b. Practice the activities individually and in pair or group formats.

3. Post-activity stage

- a. Apply the knowledge gained in the activity stage to novel situations.
- b. Assess the activities to determine if students have learned the salient points, or to determine if they have developed the appropriate skills to demonstrate their knowledge of the topic.

b. Listening Comprehension

The good language teacher develops materials and adapts textbook materials that enhance listening comprehension (Davis and Rinvoluceri 1988, Karsenti 1996, Krashen 1995b, Rost 1990, Rubin 1994; see also questioning techniques and strategies Mollica 1994b Richards 1995). To this end, the good language teacher will develop and utilize authentic materials that focus on different categories of listening experiences (Rost 1990 11; see chart above.)

c. Speaking Proficiency and Performance

The good language teacher introduces classroom activities that facilitate oral communication. Valette (1994) provides a five-step model to accomplish this goal:

1. *Guided observations*: Listening to the spoken word.
2. *Guided analysis*: Learning how the language works.
3. *Guided practice*: Building the skills.
4. *Simulated performance*: Participating in guided conversations and role play (see Di Pietro 1987 for his excellent *Strategic Interaction Method*).
5. *Performance*: Speaking in real-life situations.

Implicit in this recommendation is the presumption that the target language will be the exclusive medium of communication during the class time. Moreover, the good language teacher provides students with opportunities to use the target language outside the classroom through language clubs, language houses, language tables, and travel to areas where the target language is used.

d. Reading

The good language teacher incorporates diverse reading activities into the second-language curriculum. Grellet (1981: 4-5) notes that the following components are involved in developing an effective reading a text:

1. Recognizing the script of a language.
2. Deducing the meaning and use of unfamiliar vocabulary.
3. Understanding information that is stated explicitly.
4. Understanding implications not explicitly stated.
5. Understanding relationships within sentences.
6. Understanding relationships between parts of a text through cohesive devices both grammatical and lexical.
7. Identifying the main idea from the supporting detail.
8. Distinguishing the main idea from the supporting detail.
9. Extracting main points in order to summarize.
10. Understanding the communicative value and function of the texts.

A variety of activities may be utilized to facilitate the reading of novel texts in a class as discussed by Constantino (1995), Krashen (1989, 1995a, b), Mollica (1971), Swaffar, Arens, and Byrnes (1991), and Valette (1997).

e. Writing Techniques and Strategies

The good language teacher provides his/her students with opportunities to write. Writing tasks in the second-language course too often receive inadequate attention. The good language teacher recognizes that a

writing assignment may be divided into achievable sub-components, and thus provides students with opportunities to engage in writing assignments that are feasible. In this regard, Hedge (1988: 21) points out that the act of writing consists of seven stages:

1. Initial motivation
2. Assembly of ideas
3. Planning and outlining
4. Note-taking
5. Preparation of a first draft
6. Revision and replanning of the initial draft
7. Formal presentation of the final product.

Several articles and books provide useful information and strategies for developing writing activities (Besnard, Elkabas, and Rosienski-Pellerin 1996, Hedge 1988, Laviosa 1994, Mollica 1995, Nuessel and Cicogna 1993, Raimés 1983).

f. Vocabulary Acquisition

The good language teacher employs a variety of strategies and techniques to enhance and enrich students' vocabulary.

Krashen (1989, 1995a,b) argues that voluntary free reading of authentic texts in the second language significantly enhances vocabulary acquisition and improves spelling in the target language.

The development of problem-solving activities such as cross-word puzzles, word search materials, scrambled letters, word creation, tic-tac-toe, provide students with an interesting and amusing way of learning vocabulary (Mollica 1981, Nuessel 1992, Danesi and Mollica 1994).

Carter (1987) and Carter and McCarthy (1988) specify seven procedures for enhancing vocabulary acquisition:

1. Utilize techniques that evoke visual images and associations.
2. Focus on phonological patterns as a strategy for lexical retention.
3. Develop a notion of core versus peripheral vocabulary.

4. Encourage lexical amplification in more advanced classes through semantic grids.
5. Teach fixed and idiomatic expressions.
6. Encourage students to guess by using contextual clues for ascertaining the meaning of new vocabulary in oral or written formats.
7. Teach words in discourse to develop an appreciation of syntactic, semantic and pragmatic functions of lexical items.

In two excellent articles focusing on vocabulary, Maiguashca proposes a variety of activities for figurative language (1984) and offers an overview of the various development that have taken place during the last twenty years in the area of vocabulary research within the field of second-language education (1993).

g. Cultural Comprehension

The good language teacher includes meaningful and authentic cultural content in the curriculum. With regard to this dimension of classroom instruction, Stern (1992) has enumerated ten goals for cultural learning in order of difficulty:

1. Knowledge of the cultural connotations of words and phrases
2. Knowledge of how to behave in common situations
3. The development of interest and understanding of the second culture
4. Understanding of crosscultural differences
5. Understanding of intercultural institutions and differences
6. Research projects
7. Development of an integrated view of the second culture
8. Ability to evaluate statements about the second culture
9. Development of an empathy toward a second culture and its people
10. Academic research on the second culture.

One very helpful strategy for developing and maintaining an interest in the target culture is to conduct a class survey to determine which cultural facets to

study. Dechert and Kastner's study on culture (1989: 180-2) reveals that the following topics belong to the following general domains that are of greatest interest to students:

1. Everyday life
2. Tourist attractions and travel tips
3. History
4. Landscape and climate
5. Social and political structure
6. Culture
7. Technology
8. School system
9. Church and religion
10. Social structure and classes in society
11. Production
12. Demography

h. Homework

The good language teacher gives meaningful and creative homework assignments that reflect and reinforce classroom activities just discussed above. The assignment of such homework requires careful planning and effort so that such work is not just rote and tedious drudgery. In this regard, Antonek, Tucker, and Donato (1995: 1) discuss the innovative use of interactive homework that

communicates to parents, facilitates classroom learning, and mediates the home/school relationship.

In today's world of institutional accountability, interactive homework in this type of school-home-parent communicative interaction and bridge-building strengthens important educational ties between the home and public institutions (Ralph 1995).

Instructional Materials

The good language teacher acquires over time a bank of appropriate instructional materials for use in the second-language classroom. This process is an ongoing and essentially lifelong task. The inventory should include published visual materials (posters, maps, etc.), teacher-created visuals, audio materials (recordings), and multi-media materials (computer software, CD-ROM, videos).

a. Visual materials

At a strictly theoretical level, Mollica and Danesi (1995; see also Danesi 1988) have demonstrated that the bimodal model of second-language instruction benefits the acquisition of a second-language by stimulating both hemispheres of the brain (Danesi 1987, Nuessel and Cicogna 1992: 291). In Danesi's (1987: 384-9) applications of this model to actual pedagogical situations, there are four key components for the classroom:

1. *Contextualization*: the appropriate environmental placement of an exercise to make it meaningful.
2. *Visualization*: the use of visuals (pictures, slides, overhead projections, film, interactive CALL [computer-assisted language learning] (Mollica 1979, Nuessel 1989, Smith 1987, 1989) and interactive TELL [technology-enhanced language learning; see below] (Bush and Terry 1997).
3. *Diversification*: the use of a wide range of learning activities.
4. *Personalization*: the direct inclusion of students in language learning activities.

b. Pedagogical Graphics

The good language teacher employs pedagogical graphics consistently when introducing grammatical structures with "in-house" materials developed. In this regard, Danesi (1983: 73-4) points out the importance of "pedagogical graphics" which he defines as:

any symbol, figure, schema or chart (dots, lines, arrows, circles, braces, etc.) that can be used to enhance the presentation of a grammatical point; i.e., it is a visual device that can be utilized in conjunction with, or superimposed upon, target language data in order to highlight some structural feature, relationship or process.

There are three functions of pedagogical graphics:

1. They are time savers.
2. They are highly intelligible.

3. They enhance the learning of structure (Danesi 1983: 74-5).

c. Visual Aids

The good language teacher employs visual aids in the classroom setting in an appropriate manner. Hammerly (1995:12, 1994) defines visual aids as

drawings, photos, graphics or models of a nonverbal nature used to facilitate (second-language) teaching/learning.

With regard to pictures, Wright (1989:2) notes that these graphics add to:

1. interest and motivation
2. a sense of context of the language
3. a specific reference point or stimulus.

Selected examples of visuals include the following:

1. Gestures (Kirch 1979, Nuessel 1985, Wilcox 1994)
2. Postage stamps (Nuessel 1996)
3. Pictures (Wright 1989, Mollica, 1992a, b).
4. Problem-solving activities and puzzles (Mollica and Danesi 1994)
5. Videos (Donley 1996b, Stemplewski and Tomalin 1990).
6. Graphic materials in general (Mollica 1979a, Hammerly 1994, 1995, Mollica and Danesi 1994, 1995, Stevick 1986, Wright 1989).

d. Audio Materials

The good language teacher uses appropriate examples of authentic audio materials to introduce a variety of listening experiences in the classroom. This strategy includes the following possibilities:

1. Music and songs (Anton 1990, Karsenti 1996, Nuessel and Cicogna 1991).
2. Dictation activities (Davis and Rinvulucris 1988).

e. Language Teaching and Learning Technology

The good language teacher uses technology-enhanced instructional materials as appropriate (see Tremblay 1996 for a discussion of the use of the Internet). Bush (1997: vii) points out in the "foreword" to *Technology-Enhanced*

Language Learning a decade ago that Smith (1987, 1989) used the acronym CALL (= Computer-Aided Language Learning) to refer to the use of technology in second-language instruction. Today, however, that acronym has been replaced by the newer and more apt designation TELL (= Technology-Enhanced Language Learning). As Bush (1997: vii) further states:

the change in emphasis from *computer* to *technology* places direct importance on the media of communication made possible by the computer, which itself often remains unseen, rather than on the computer itself. For example, it is possible to observe present technological evolution and conclude from different perspectives that on the one hand the computer is becoming a television, or on the other that the television is becoming a computer. Furthermore, the computer makes possible the Internet, that intriguing network of networks that enables communications of all sorts that have only recently become imaginable.

TELL requires continuing teacher education and the wise investment of resources in appropriate equipment that will be useful for a reasonable length of time before it becomes obsolete. In the ever-changing technological environment, multimedia instruction involves the following significant issues (Pusack and Otto 1997: 6):

1. The combination of media types.
2. The dimension of control.
3. Aspects of help and guidance for interactivity.

Assessment and Evaluation

The good language teacher engages in periodic (formative) review and final (summative) review of his/her students to ensure that they have acquired the basic skills and knowledge associated with the study of a second language. The extent to which students succeed, i.e., demonstrate linguistic proficiency and cultural competency, is one measure of the good language teacher's effectiveness and competency.

At the same time, the good language teacher monitors his/her own performance to determine the effectiveness of specific activities and projects in the classroom. Finally, the good language teacher undergoes periodic professional review (most likely once a year) by his/her peers who will make additional, objective judgments about teaching performance and effectiveness, or through standardized tests of proficiency.

a. Assessment of Students

The good language teacher regularly assesses students in a fair and reasonable fashion to determine the effectiveness of classroom instruction in the four skills (listening, speaking, reading, writing) and cultural comprehension. This facet of instruction involves the use of a variety of assessment instruments to determine the retention of classroom content at various intervals in the course (formative evaluation) and at the end of the course (summative evaluation).

Specific suggestions for such assessment may be found in Boyd (1978), Nuessel (1991), Ralph (1994).

b. Self-Assessment

The good language teacher evaluates his/her own progress in the instructional task. Perhaps the most effective approach to this process is the use of the Glossodynamic Model first discussed by Roback (1955). As applied to second-language teaching, the Glossodynamic Model involves the following stages (Titone and Danesi 1985: 167):

1. Familiarize (yourself).
2. Adapt.
3. Try out.
4. Adjust.
5. Evaluate.

c. Peer Review

The good language teacher also participates in assessment of his/her teaching effectiveness through peer review of classroom performance and materials (syllabus, handouts, and related materials). Moreover, the good

language teacher also has his/her instruction rated by students with an official teaching rating instrument. These forms of evaluation allow the good language teacher to retain the positive elements of instruction, change the less than effective pedagogical strategies, and eliminate ineffective teaching practices.

d. Professional Testing

The good language teacher undergoes professional testing to assess his/her linguistic proficiency. Lewin, Flewelling, and Gagné (1996) discuss a number of existing tests for second-language teachers.

Classroom Environment

The good language teacher seeks to provide a classroom environment that maximizes teaching effectiveness by reducing those problems that most often contribute to ineffective language learning (Evans-Harvey 1993).

a. Reduction of Second-Language Anxiety

The good language teacher helps students to reduce their anxiety over learning a second language. One helpful strategy includes the distribution of Donley's (1996a, reprinted in this issue of *Mosaic*) list of ten ways to cope with foreign language anxiety (see also Horwitz and Young 1991, Maceri 1995).

b. Maintenance of Classroom Discipline

The good language teacher maintains an orderly classroom. In this regard, Richards (1994) advises the following plan of action:

1. Prevent possible problems.
2. Head off problems.
3. Discuss the consequences of serious misbehaviour.
4. Seek help for a crisis situation.

c. Improvement of Student Study Skills

Another way in which the good language teacher enhances effective second-language learning is to discuss with students effective study skills (see Cankar 1996 reprinted in this issue of *Mosaic*).

d. Activity-Appropriate Classroom Seating

The good language teacher is attentive to seating arrangement in the classroom. Different types of second-language activities require different seating arrangements (Papalia 1994). The choice of classroom seating arrangements is directly related to the type of activity that occurs in the classroom (choral work, individual work, paired activities, group activities).

e. Sponsorship of Language Organizations

The good language teacher sponsors language organizations outside of the classroom. Language organizations, especially those affiliated with national organizations, are one effective way of maintaining and expanding interest in a second language outside the classroom. Such organizations may engage in a number of activities designed to promote the use of the language outside of the classroom:

1. Development of exhibits in public locations (libraries, commercial enterprises) to inform people of the numerous benefits associated with learning another language.
2. Sponsorship of language tables at meal time where the target language is the sole medium of communication.
3. Invitation of speakers who will provide lectures or talks in the target language.
4. Promotion of a language house at post-secondary institutions where the target language is the sole medium of communication, e.g., a section of a college or university dormitory.
5. Plans for work/study trips to a geographical area where the target language is spoken (Hershberg and Van Fleet 1987).
6. Scheduling and planning for a teacher-guided educational trip to a location where the target language is spoken.
7. Memberships in honour societies affiliated with national organizations.

The Good Language Teacher: Activity Performance Checklist

✓	Activity:	What: Where: When: Why:
	1. Professional Training and Preparation	
	a. Personal library	
	b. Professional organizations	
	c. Professional journals	
	d. Professional meetings	
	e. Pedagogical textbooks	
	f. Library usage	
	g. Professional travel	
	h. Methodology	
	i. Oral proficiency training	
	j. Instructional trends and developments	
	k. Instructional techniques and strategies	
	l. The lesson plan and outline	
	m. Provision for temporary classroom absence	
	2. The Four Skills and Cultural Comprehension:	
	a. Stages of presentation of materials	
	b. Listening comprehension	
	c. Speaking proficiency and performance	
	d. Reading	
	e. Writing techniques and strategies	
	f. Vocabulary acquisition	
	g. Cultural comprehension	
	h. Homework	
	3. Instructional materials:	
	a. Visual materials	
	b. Pedagogical graphics	
	c. Peer review	
	d. Professional testing	
	5. Classroom Environments	
	a. Reduction of second-language anxiety	
	b. Improvement of student study skills	
	c. Maintenance of classroom discipline	
	d. Activity-appropriate classroom seating	
	e. Sponsorship of language organizations	

8. Awards for academic achievement by students from the national headquarters.

Conclusions

A review of the literature on the good language learner reveals certain conduct and personality traits associated with that type of learner. The good language teacher may utilize information about the behavioural characteristics of the good language learner to point out to the less successful language learner specific strategies for achieving second-language success.

A more specific purpose of our attention to the good language teacher is to inform teachers-in-training and neophyte teachers of their professional expectations.

In addition to providing us with an insight into the types of conduct that facilitate and enhance second-language learning, good language learners are an invaluable resource for the good language teacher since the former may assist the less successful learners through after-class peer-tutoring and related individualized pedagogical assignments. The good language teacher, of course, must provide appropriate guidance and direction to good language learners in this sort of ancillary instructional role. Fostering professional relationships between good language learners and good language teachers can be mutually beneficial because both may learn from each other. Moreover, such mentoring may result in early identification of candidates for participation in teacher education programs. In general, the nurturing of proper student-teacher academic associations is sure to encourage and develop good relations with students, parents and the community.

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Appendix A

Selected Professional Organizations

The American Association for Applied Linguistics

7630 West 145th Street, Suite 202,
Apple Valley, MN 55125 USA
Publication: *Applied Linguistics*
Membership: \$40.00, \$20.00 student
Tel.: (612) 953-0805
Fax: (612) 891-1800

The American Association of Teachers of French

Professor Fred M. Jenkins
57 E. Armory Ave.
Champaign, IL 61820 USA
Publication: *The French Review*
Membership: \$45.00 individual, \$17.00 student
Tel.: (217) 333-2842
Fax: (217) 333-5850

The American Association of Teachers of German

AATG
112 Haddontowne Court # 104
Cherry Hill, NJ 08034-3662 USA
Publications: *Die Unterrichtspraxis, The German Quarterly*
Membership: \$35.00.
Tel.: (609) 795-5553
Fax: (609) 795-5592

The American Association of Teachers of Italian

Professor Pier Raimondo Baldini,
Treasurer
Department of Foreign Languages
Arizona State University

Tempe, AZ 85287-0202
Publication: *Italica, AATI Newsletter*
Membership: \$35.00 individual; \$40.00 joint
Tel.: (608) 262-3941
Fax: (608) 265-3892

The American Association of Teachers of Slavic and East European Languages

Gerard L. Ervin
Executive Director, AATSEEL
Russian and Slavic IML 340
Tucson, AZ 85721
Publication: *Slavic and East European Journal*

Membership: Administrators, full and associate professors \$40.00, assistant professors, instructors and lecturers \$30.00, secondary school teachers \$25.00, students, emeriti and unemployed \$20.00.
Tel.: (520) 621-9765
Fax: (520) 621-9765

The American Association of Teachers of Spanish and Portuguese

Dr. Lynn A. Sandstedt
Executive Director
AATSP, Fraiser Hall-Room 8
University of Northern Colorado
Greeley, CO 80639
Publications: *Enlace, Hispania*
Membership: \$30.00 individuals; \$15.00 student (maximum three years).
Tel.: (970) 351-1090
Fax: (970) 351-1095

The American Council on the Teaching of Foreign Languages, Inc.

6 Executive Place
Yonkers, NY 10701-6801, USA
Publications: *ACTFL Newsletter, Foreign Language Annals*
Membership: \$65.00 regular domestic member; \$45.00 new teachers-domestic only; \$25.00 student or retired member.
Tel.: (914) 963-8830
Fax: (914) 963-1275

American Philological Association

Secretary
c/o Department of Classics
College of the Holy Cross
Worcester, MA 01610-2395 USA
Publications: *American Philological Association Newsletter, Transactions of the American Philological Association*
Membership: Variable, individual membership based on annual salary.
Tel.: (508) 793-2203
Fax: (508) 793-3428

Association canadienne des professeurs d'immersion

CASLT/ACPLS
176 Gloucester Street, Suite 310
Ottawa, Ontario K2P 0A6

Canadian Association of Second Language Teachers

CASLT/ACPLS

176 Gloucester Street, Suite 310
Ottawa, Ontario K2P
0A6CASLT/ACPLS
176 Gloucester Street, Suite 310
Ottawa, Ontario K2P 0A6
Tel. (613) 234-6567
Fax: (613) 230-5940

The Chinese Language Teachers Association

Professor Madeline Chu
1200 Academy Street
Kalamazoo College
Kalamazoo, MI 49006 USA
Membership: \$50.00
Tel.: (616) 337-7001
Fax: (616) 337-7251

Computer Assisted Language Instruction Consortium

Professor Eleanor Johnson
014 Language Center
Duke University
Box 90267
Durham, NC 27708-0267
Publication: *CALICO Journal*
Tel.: (919) 660-3180
Fax: (919) 660-3183

The Modern Language Association of America

10 Astor Place
New York, NY 10003-6981 USA
Publications: *PMLA* (Publications of the Modern Language Association of America), *MLA Newsletter*, *MLA International Bibliography* (5 volumes, annual).
Membership: Variable, individual membership based on annual salary.
Tel.: (212) 475-9500
Fax: (212) 477-9863

National Council of Secondary Teachers of Japanese

Professor Stephanie Wratten
PO Box 2744
Kirkland, WA 98083-2744
Publication: *Oshirase*
Tel.: (718) 519-2773
Fax: (718) 519-2793

Teachers of English to Speakers of Other Languages

1600 Cameron Street
Suite 300
Alexandria, VA 22314-2751 USA
Publications: *TESOL Matters, TESOL Quarterly*
Tel.: (703) 836-0074
Fax: (703) 836-7684

Appendix B

Selected Professional Journals

Athelstan Newsletter on Technology and Language Learning
2476 Bolsover, # 464
Houston, TX 77705

Subscription: \$10.00

The Canadian Modern Language Review/La revue canadienne des langues vivantes

University of Toronto Press
5201 Dufferin Street

North York, ON (Canada) M3H 5T8

Subscription: \$26.00 in Canada and USA

The Modern Language Journal

The University of Wisconsin Press
114 North Murray Street
Madison, WI 53715

Subscription: \$25.00; student subscriptions \$25.00 for two years, non-renewable.

Mosaic

P.O. Box 847

Welland, Ontario, (Canada) L3B 5Y5

or PO Box 890

Lewiston, NY 14092-0890

Subscription: \$12.00

System (An International Journal of Educational Technology and Applied Linguistics)

Elsevier Science Customer Support
Department, PO Box 945

New York, NY 10010

Subscription: \$289.00

Studies in Second Language Acquisition

Cambridge University Press
40 W. 20th Street

New York, NY 10011

Subscription: \$50.00 individual (Available to members of the American Association for Applied Linguistics at a reduced rate).

Appendix C

Selected Annual Professional Meetings

1997-1998

American Association of Teachers of Esperanto

1997: July 1997, San Francisco In association with the Esperanto League of North America.

1998: to be announced.

American Association of Teachers of French

1997: November 21-23, Nashville, TN

American Association of Teachers of German

1997: November 21-23, Nashville, TN

1998: November 20-22, Chicago, IL

American Association of Teachers of Italian

1997: November 21-23, Nashville, TN

1998: November 20-22, Chicago, IL

1998: Italy, possibly in Crotone.

American Association of Teachers of Teachers of Slavic and East European Languages

1997: December 27-30, Toronto, Ontario, Canada

1998: December 27-30, location to be announced

American Association of Teachers of Spanish and Portuguese

1997: November 21-23, Nashville, TN

1998: November 20-22, Chicago, IL

American Council of Teaching of Foreign Languages

1997: November 21-23, Nashville, TN

1998: November 20-22, Chicago, IL

American Philological Association

1997: December 27-30, Chicago, IL

1998: December 27-30, Washington, DC.

Central States Conference on the Teaching of Foreign Languages

1997: April 10-13, Columbus, OH

1998: March 26-29, Milwaukee, WI

The Modern Language Association of America

1997: December 27-30, Toronto, Ontario, Canada

1998: December 27-30, New York, NY

Northeast Conference on the Teaching of Foreign Languages

1997: April 3-6, New York, NY

1998: April 16-19, New York, NY

Pacific Northwest Conference on the Teaching of Foreign Languages

1997: April 10-12, Eugene, OR

1998: April 24-26, Boise, ID

Teachers of English to Speakers of Other Languages

1997: March 11-15, Orlando, FL

1998: March 17-21, Seattle, WA

Appendix D

Names and Addresses of Selected Textbook Publishers

Audio-Forum-The Language Source

96 Broad Street

Guilford, CT 06437 USA

Tel.: (203) 453-9794

Fax: (203) 453-9774

Editions Soleil Publishing Inc.

PO Box 847

Welland, Ontario L3B 5Y5

or PO Box 890

Lewiston, NY 14092-0890 USA

Tel.: (905) 788-2674

Fax: (905) 788-2674

EMC Paradigm Publishing

875 Montreal Way

St. Paul, MN 55102 USA

Tel.: (800) 328-1452

Fax: (612) 772-5196

Gessler Publishing Company

10 East Church Road

Roanoke, VA 24011 USA

Tel.: (540) 345-1429

Fax: (540) 342-7172

D. C Heath & Company

125 Spring Street

Lexington, MA 02173 USA

Tel.: (617) 351-5000

Heinle & Heinle Publishers

20 Park Plaza

Boston, MA 02116 USA

Tel.: (617) 451-1940

Fax: (617) 426-4379

Holt, Rinehart & Winston

1120 South Capital of Texas Highway

Austin, TX 78746 USA

Tel.: (512) 314-6754

Fax: (512) 314-6787

Houghton Mifflin

222 Berkeley Street

Boston, MA 02116 USA

Tel.: (617) 351-5000

Fax: (617) 351-1117

McGraw-Hill

1221 Avenue of the Americas

New York, NY 10020 USA

Tel.: (212) 512-2892

Fax: (212) 5121-6098

National Textbook Company

4255 West Touhy Avenue

Lincolnwood, IL 60646-1975 USA

Tel.: (847) 679-5500

Fax: (847) 679-2494

Prentice-Hall

One Lake Street

Upper Saddle River, NJ 07458 USA

Tel.: (201) 236-7283

Fax: (201) 236-5608

University of Toronto Press

5021 Dufferin Street

North York, Ontario

CANADA M3H 5T8

John Wiley & Sons, Inc.

605 Third Avenue

New York, NY 10158 USA

Tel.: (212) 850-6000

Anthony Mollica is Professor of Education, Faculty of Education Brock University, St. Catharines and Adjunct Professor, University of Toronto at Mississauga.
Frank Nuessel is Professor of Linguistics, University of Louisville, Louisville, Kentucky.

Ten Ways to Cope with Foreign Language Anxiety

Philip Donley

Although most of our readers do not suffer FLA (Foreign Language Anxiety), as tutors and teachers, many of us know people who do. Pass these helpful hints on to FLA afflicted students!

- ❑ Do you frequently feel nervous or apprehensive in your foreign language class?
- ❑ Do you often freeze when your instructor calls on you?
- ❑ Do you inexplicably go blank when taking a test in the foreign language?
- ❑ Do you dread your foreign language class so much that you are tempted to skip class or drop the course?

If you answered "yes" to one or more of these questions, you may suffer from foreign language anxiety.

If foreign language anxiety is a serious problem for you, you may want to use a few strategies to help you manage your anxious feelings. Ten coping strategies are listed below. Some of the strategies may be more effective for you than others, and you may find that certain combinations of strategies are especially useful for you. The right strategies to use are, of course, the ones that feel right and work best for **you**.

Coping strategies

1. Discuss your feelings with other students.

You may feel more comfortable in your language class if you find out that other students empathize with your feelings.

2. Tell your instructor how you feel.

Your instructor may be able to give you a different perspective on your learning experience. Also, your instructor may be much more understanding than you expect;

remember, your instructor has probably been a language student too.

3. Do something fun and relaxing.

Go for a walk, go to a movie, listen to your favourite music, participate in a sport. The possibilities are endless. Sometimes all you need to alleviate your anxiety is to take your mind off your class for a few minutes or hours.

4. Eat healthful food and get enough rest and exercise.

If you haven't been taking care of your body, you may be especially susceptible to anxiety.

5. Make sure you're prepared for class.

You will probably feel less nervous while taking a test or when your instructor calls on you if you feel well-prepared. You may want to prepare an organized study and practice schedule for yourself.

6. Attend every class.

Learning a language is less stressful if you learn a little bit every day. If you skip class, you will miss important information and valuable practice. When you return to class and have to catch up with your classmates, you may feel anxious and overwhelmed.

7. Keep your foreign language class in perspective.

If you're doing poorly in one facet of the class, take some time to think of other parts of the class in which you are doing well. Also, remember that your life consists of more than your foreign language

class. Remind yourself of those areas of your life in which you do feel relaxed and confident.

8. Seek out opportunities to practise the foreign language.

The more confidence you gain in using the language, the less apprehensive you will be about using it in class. You may want to build your skills by conversing with native speakers, practising with more advanced students, or writing a pen pal.

9. Remember that errors are a part of language learning.

Errors are a natural part of language learning. Even educated native speakers make errors occasionally, so don't expect yourself to be perfect. Don't be afraid to take a few risks in order to learn.

10. Develop your own standards and rewards for success.

While grades are important, what you learn is more important. Set reasonable learning goals for yourself, and reward yourself for small successes along the way.*

*The article was originally published in *The Forum of Phi Sigma Iota*, 8, 1 (Spring 1996), p. 13. It is reprinted in this issue of *Mosaic: A Journal for Language Teachers* with permission of the Editor, Pennie A. Nichols-Alem.

Philip Donley Ph.D., has taught Spanish at the University of Texas at Austin, Southwestern University, and Austin Community College. His interests include language anxiety and teaching critical thinking skills. He often conducts seminars in anxiety-reduction and critical thinking.

The Editor cordially invites our readers to submit articles of a theoretical or pedagogical nature for possible publication in future issues of **Mosaic**.

All materials will be refereed by members of the Editorial Board and an independent panel.

Mosaic

Study Skill Suggestions for Students of Foreign Language Classes

Paul Cankar

As a part-time instructor at Austin Community College I have had the opportunity to conduct Study Skills Workshops for students taking foreign language classes. In my workshops, I have focused mainly on three topics:

1. Tips on how to study effectively at home for the class;
2. How to benefit from in-class time; and
3. What many foreign language instructors expect from their students.

Here are some of the ideas and suggestions I have shared with students in the workshops.

Tips on how to study effectively at home for the class:

1. Find an atmosphere which works best for you.
 - Study with friends or a study group vs. studying alone.
 - Study at home vs. the library.
 - Study with quiet vs. having music in the background or head-phones.
 - Always have good lighting.
 - Have ready supplies and reference materials (books, dictionary, pens, paper, etc.)
2. Know exactly what it is you should be concentrating on.
3. Periodically reward yourself.
 - Don't feel guilty about taking a short break to have a snack, make a telephone call, watch the news, look at a magazine or the newspaper or watch a television program.
 - By rewarding yourself during study sessions, you'll study for a longer period of time and you'll accomplish a lot more. Sometimes you need to get away from the material to clear your mind and/or relax. Or

course, take breaks in moderation!

4. *New vocabulary words:* Learning new vocabulary is an important part of learning a foreign language. You might want to try a few of these ideas:
 - *Flash cards:* Using index cards, write the word in the target language on one side and the English equivalent on the other.
 - *Lists:* Using the vocabulary lists in your textbook, or those supplied by your teacher, cover the target language column. Begin at the top of the list, working your way down. At each English word, write and say its equivalent in the target language. Each time you miss a word, go to the top of the list and repeat the procedure.
 - *Categorize:* If the vocabulary lists aren't already in categories (such as nouns, adjectives, verbs -or- places, foods, etc.), you may want to group your new words into categories to help you learn them.
 - *Colour:* On your flashcards, use one colour for all masculine nouns and another colour for all the feminine nouns.
 - *Sentences:* Create sentences with the new words you want to remember.
 - *Label:* Label objects in your house or apartment.
 - *Repeat:* Repeat the new vocabulary words aloud.
 - *Write:* Write the new vocabulary words over and over.
 - *Record:* Record on tape the new words and their definitions.
 - *Use context.* Let the context help you. Use the phrase or sentence to help figure out the meaning of a new word or expression.
5. *Work with new verbs.* Learning and working with new verbs is

an important part of learning a foreign language. You might want to try the following ideas:

- *Use colour:* On your flash cards (or any other method you choose) use certain colours for certain verb infinitive endings. The use of colour can also be incorporated into conjugating the verbs by using specific colours for specific subject-related endings.
6. Keep up with the material. Don't let things go by without looking at the book or supplementary materials, such as the workbook.
 7. Remember that you cannot cram the night before for a foreign language exam!
 8. Get used to spending some time *every day* with your foreign language textbook. Try to devote extra time on the weekends to studying. Since language learning is a gradual, continual process, you need to approach the material with steady, consistent study habits.
 9. If you have cable TV, watch some shows in the target language. Don't worry about understanding everything that is said. Practise your listening skills concentrating on the rhythm and sounds of the language.
 10. Rent foreign films from the video store. If possible, watch the films with other students.
 11. Since language learning is a building process, review past materials while you're learning new materials.
 12. Don't think that you have to be perfect. Set some short goals that are challenging but not unreasonable.

How to benefit from in-class time:

1. Never feel embarrassed or afraid to ask questions. If your teacher makes you feel uncomfortable, he or she has a problem - not you.
2. Come to class prepared. Read over the materials to be covered before coming to class.

3. Listen attentively and pay special attention to points which the teacher refers to as "important or significant."
4. Sometimes, referring to your native language can be helpful, but at other times it isn't. You'll often be faced with structures, vocabulary, sentence structure, etc., in the language that seem odd, even ridiculous. Keep an open mind and remember that you're dealing with a new language and its contents - not your native language.
5. Don't feel awkward, silly or embarrassed about trying to pronounce the new language as your teacher does or as you hear it on tape.
6. When working in pairs or groups, speak in the target language, avoid going off task or reverting to English and chatting. Take advantage of the time in class (with your classmates and teacher present) to work with the language.
7. Listen for mistakes of your classmates. Paying attention to their mistakes may help you avoid making them yourself.
8. Paraphrase. If you don't know the target language equivalent for a certain word, use other words to describe it or to get your point across. For example, if you couldn't remember the word for "party", you could say "a celebration with food and music." This is called circumlocution.
2. Attend all classes, and be on time. All instructors would love to have every student attend every class session. If for any reason you cannot attend class, notify your instructor before the class period.
3. Come to class as well-prepared as possible. This doesn't necessarily mean that you have the new material down completely, but that you have made an attempt to learn the material before coming to class.
4. Since language is communication, try to get used to participating actively in class. This involves answering questions when called on, volunteering answers, and asking questions when you don't understand something.
5. Do the workbook activities and the lab book activities. This involves taking time to go to the library and listening to (or borrowing copies of) the audio or video cassettes.
6. Cooperate and be flexible with your instructor, and be supportive of your fellow classmates.
7. Keep the lines of communication open between you and your instructor. For example, if you're having problems keeping up due to your heavy work schedule or you were "less than perfect" in class because you were up all night writing a paper, let your instructor know. Don't let your instructor draw false conclusions about you.*

*The article was originally published in *The Forum of Phi Sigma Iota*, 8, 1 (Spring 1996), p. 11-12. It is reprinted in this issue of *Mosaic: A Journal for Language Teachers* with permission of the Editor, Pennie A. Nichols-Alem.

Paul Cankar, MA, is instructor of Spanish at St. Michael's High School in Austin, Texas. His interests include learner strategies and the development of proficiency-based materials.

Research in Progress:

Teaching and Learning International Languages in Canada: The State of the Art

A research project is currently underway, headed by Professor Anthony Mollica, to update the status of International/Heritage Languages at all levels of instruction across Canada. The research received financial support from the Multiculturalism Program, Canadian Heritage.

The research has two main goals:

1. to compile up-to-date statistics on the variety of language programs available, student enrolment, and teacher participation and training, and
2. to define language policies at the levels of provincial and territorial governments, universities and school boards.

The first phase of our research is data gathering. We need your help in this daunting enterprise.

If you are able to provide information on any International/Heritage language program anywhere in Canada, whether it is school-based or community-based, please contact the researcher:

Joan Howard
Tel: (416) 923-6641, ex. 2537
FAX: (416) 926-4737
email:
jhoward@oise.utoronto.ca

We are particularly interested in any background information about institutions (school boards, private groups), and associations which offer courses in Heritage/International languages at all levels of instruction.

All information will be gratefully received and credit given to our informants.

What many foreign language instructors expect from their students.

1. Since teachers have different expectations, pay attention to what is in the class syllabus. There are a variety of things which instructors may deem important: attendance, participation, no late homework or compositions, no make-up quizzes or tests, etc. Focus on what it is that your instructor expects from you and give it back to your instructor.

A Sampling of Information Sources in Second-Language Pedagogy

Alice Weinrib

This bibliography is a short guide to library resources in second-language pedagogy. It emphasizes sources of information which are primarily used for professional development and research. All the resources listed in this bibliography are available in the Library of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). This Library can be searched electronically at this address:

<http://www.library.utoronto.ca>

Periodical Indexes

Educational Resources Information Center (ERIC). CD ROM database.

The ERIC database contains bibliographic records of journal articles, research reports, conference papers, and teaching guides related to the practice of education. The ERIC clearinghouse on languages and linguistics contributes the entries on all aspects of second language instruction and learning in commonly and uncommonly taught languages.

Language Teaching. The International Abstracting Journal for Language Teachers and Applied Linguists. Cambridge: Cambridge University Press.

In addition to about 130 abstracts, each quarterly issue features a state-of-the-art survey article on an important aspect of language learning or teaching, followed by a very complete bibliography.

Linguistics and Language Behaviour Abstracts (LLBA). CD-ROM database.

Bibliographic citations and nonevaluative abstracts of the world's literature in linguistics and related disciplines, dating back to 1974.

Series

The ACTFL Foreign Language Education Series. Lincolnwood,

IL: National Textbook Company.

The ACTFL Review has been published annually since 1968 in conjunction with the American Council on the Teaching of Foreign Languages. Each volume focuses on a key issue affecting the foreign language teaching profession, e.g. national standards, definitions of proficiency, media.

Annual Review of Applied Linguistics. New York: Cambridge University Press.

Published annually since 1980, each issue of *ARAL* is thematic, covering topics from language policy to multiculturalism and language-teaching technology by means of critical summaries, overviews and bibliographies (occasionally annotated).

Bibliographies

Cumming, A., Burnaby, B., Weinrib, A., Holunga, S., & Paulauskas, S. (1993). *An annotated bibliography of teaching and learning materials for adult newcomers to Canada.* Prepared for the TESL Canada Federation and Immigration Canada. Special issue of *TESL Canada Journal*.

This bibliography lists and describes Canadian pedagogical materials appropriate for adult immigrants' English language learning, as well as for their settlement and active participation in Canadian life.

Sabourin, C., & Tarrab, E. (1995). *Computer assisted language teaching: Bibliography.* Volumes 1 and 2. Montreal: Infolingua Inc. (Infolingua Series in Linguistics - Information - Communications).

The aim of this vast two-volume (1066pp) bibliography was to incorporate a reference to every document pertaining to any form

of computer processing in the field of language teaching.

Tannacito, D.J. (1995). *A guide to writing English as a second or foreign language: An annotated bibliography.* Alexandria, VA: TESOL.

This 534-page volume includes 3500 references that treat writing in English as a second or foreign language comprehensively at all educational levels.

Dictionary

Richards, J.C., Platt, J. & Platt, H. (1992). *Longman dictionary of teaching & applied linguistics.* Harlow, Essex: Longman.

This dictionary has 2000 detailed entries from the core vocabulary of both language teaching and applied linguistics.

Reference Handbooks

Ellis, R., (1994). *The study of second-language acquisition.* New York: Oxford University Press.

A massive volume (824pp) which serves as a comprehensive, up-to-date introduction to second-language acquisition research, and as a reference book for this field of study.

Johnson, D.M. (1992). *Approaches to research in second-language learning.* New York: Longman.

An accessible treatment of six approaches to research in classroom second-language learning: correlational, case study, survey, ethnographic, experimental and multimethod.

Stern, H.H. (1983). *Fundamental concepts of language teaching.* Oxford: Oxford University Press.

Dr. Stern established the Modern Language Centre of OISE/UT in 1968 and directed it for 13 years. This book, which is based on his course on the theory of second language teaching, is regarded as a classic by the profession.

Web Sites

There are hundreds of web sites for second-language educators and learners. Four useful examples are listed.

<http://www.epas.utoronto.ca/french/sites>

A very professional site with links to all aspects of French language and culture. It is presented in French.

<http://www.gpfn.sk.ca/culture/languages/mlar/index.html>

This Canadian site prepared by the Multilingual Association of Regina which contains an annotated bibliography of teaching materials used in international/heritage language schools in Canada.

<http://www.ling.lanacs.ac.uk/staff/visitors/kenji/test.htm>

This web page includes gateways to many links related to language testing, including organizations, publications and tests.

<http://alt.venus.co.uk/VL/AppLingBBK>

Described by its keepers (Alex Nunes and Larry Selinker) as a vir-

tual library of applied linguistics, this site has links to other related virtual libraries and indices.

Advance Notice!

Two major encyclopedias on second-language pedagogy are forthcoming later this year:

Baker, C. (Ed.). (1997). *Encyclopedia of bilingual education & bilingualism*. Clevedon, Avon: Multilingual Matters.

A one-volume encyclopedia divided into three sections: Individual bilingualism, Bilingualism in society, and Bilingual education. It concludes with a massive bibliography.

Corson, D. (Ed.). (1997). *Encyclopedia of language and education*. Norwell, MA: Kluwer Academic.

This major encyclopedia consists of eight volumes co-edited by

world experts in their fields. The individual titles are as follows:

- Language policy and political issues in education
- Literacy
- Oral discourse and education
- Second language education
- Bilingual education
- Knowledge about language
- Language testing and assessment
- Research methods in language and education.

Alice Weinrib is a Research Associate in the Library of the Ontario Institute for Studies in Education of the University of Toronto. She was formerly in charge of the Resource Library of the Modern Language Centre.

CPF celebrates 20 years of achievement



In 1977, 35 individuals formed Canadian Parents for French. They believed all Canadian children should have the opportunity to learn French and become bilingual.

Twenty years later 310,000 students across Canada are enrolled in French immersion programs and nearly 2 million children participate in core French classes.

*Congratulations to all
CPF members and volunteers!*

21e Congrès annuel

de l'Association canadienne
des professeurs d'immersion
(en collaboration avec l'APPIPC)



21st Annual Conference

of the Canadian Association
of Immersion Teachers
(In collaboration with APPIPC)



Centre des Congrès de Victoria
les 6, 7 et 8 novembre 1997

Victoria Conference Centre
November 6, 7 and 8, 1997

**Le phare ouest:
Pleins feux sur l'immersion
Lighthouse on the Pacific:
Spotlight on Immersion**

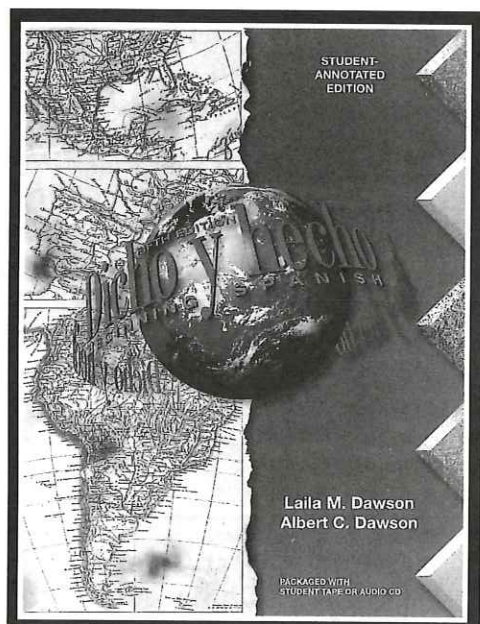
Pour tous renseignements:
For more information:

Jacqueline Gaudet
6346 Burns Street
Burnaby, BC V5E 1T2

Phone: (604) 431-2000
Fax: (604) 431-2001
E-mail: jgaudet@capic.ca

WITH WILEY MODERN LANGUAGES BOOKS

New From Wiley



Laila M. Dawson, University of Richmond
Albert C. Dawson, University of Richmond
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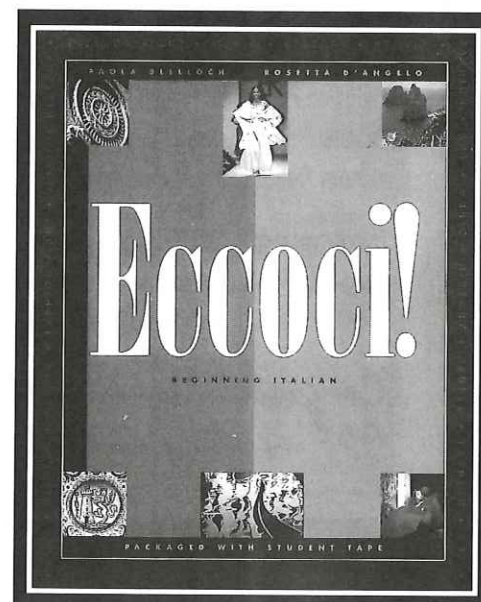
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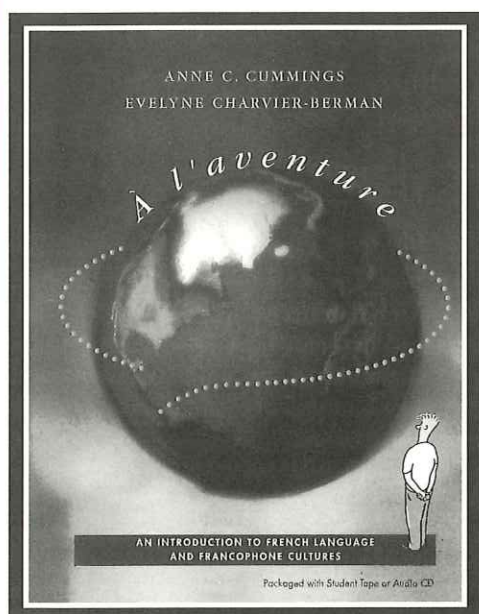
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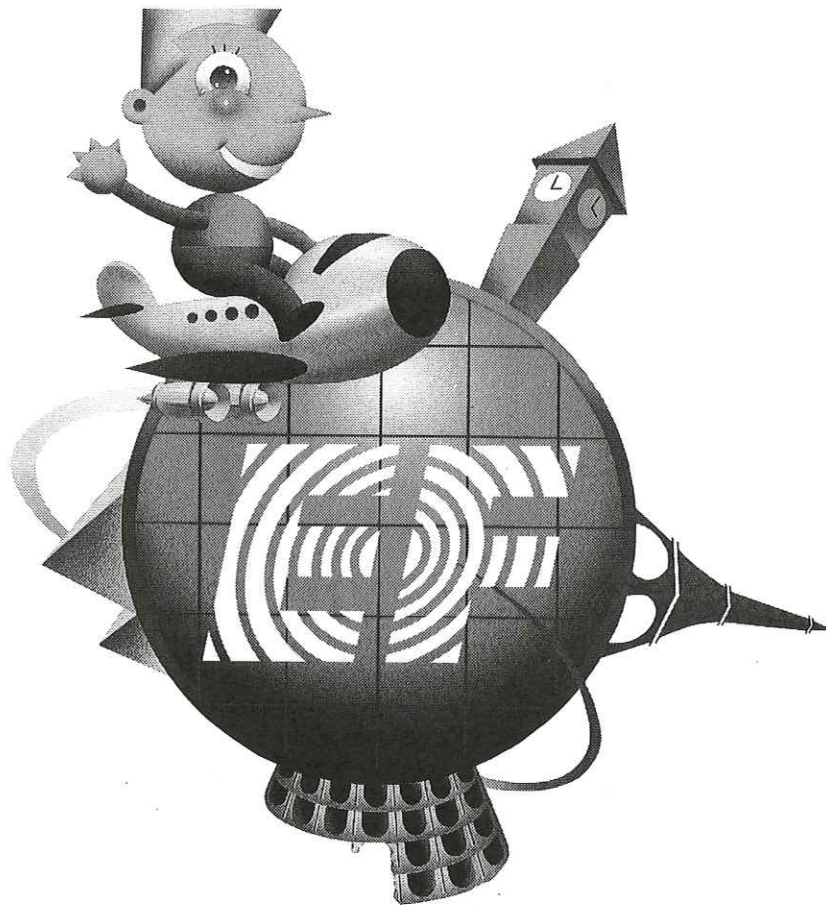
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