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Introduction

Method comparison research in foreign language education has typically focused on classroom instruction, with relatively little attention paid to a large number of the foreign language acquirers who are self-taught (but see Krashen, 1991; 1996). Many of these acquirers attempt to use self-instructional language courses popular in the United States and other countries, published by companies such as Berlitz, Pimsleur, Living Language, Rosetta Stone, and others. These courses usually consist of tapes or CDs, often accompanied by a book of transcripts, readings, and exercises. The courses are aimed at adults who wish to pick up a foreign language for travel or pleasure, and are organized in a sequence of lessons designed to take the acquirer to progressively higher levels of proficiency.

While no sales figures are available, the popularity of such courses can be attested to in part by the number of titles available in bookstores, libraries, and on the Internet. Independent courses in the form of language podcasts (McQuillan, 2006) are among the most popular types of self-instructional media available on aggregation software such as iTunes, even warranting their own category. A typical book in this genre, Spanish for Dummies, had an Amazon.com sales rank of 2800 at the time of this writing (November, 2007), more popular than the sales of a former president's memoirs (Clinton, 2005).

Despite the popularity of these commercial products aimed at the independent language acquirer, there as been little to no evaluation of their effectiveness or use. An exception is Harris Winitz's Learnables (2003), which have been subjected to several empirical examinations (Winitz & Reed, 1973; Winitz, 1982, 1996).

Reaching the Promised Land: Perseverance as a Measure of Success

Certainly one measure of a language course's success is perseverance or resilience in study. Do students make it to the upper levels of language proficiency, or even the later chapters of the book? Dupuy (1998) was one of the first researchers to look at perseverance as it pertains to university-level foreign language classes. She monitored the number of students who reached intermediate and upper-level language courses, and determined what the characteristics were of the "survivors." Her results showed that only a small percentage in fact make it beyond the early levels of language instruction to what she refers to as the "Promised Land" of upper-division courses, and those who do make it have usually benefited from extensive exposure to the language outside of school, such as in a study abroad experience. It seems reasonable, then, to expect that a foreign language education program aimed at beginners be effective and motivating enough that its students actually reach the intermediate level.

One difficulty in measuring the success of commercial language courses is that, by their very nature, they are used by independent learners where experimental or even simple observational research is much more difficult. To identify and survey individuals who have purchased and attempted to use such courses would be a difficult task for researchers. Short of purchasing and distributing the course to a sample of students, measuring these courses' success will always be

problematic. Fortunately, there are unobtrusive or "non-reactive" ways of examining the behavior of independent adult acquirers, precisely as it bears on the question of student perseverance.

Non-reactive Measures in Research: The Wear and Tear Index

My own attempts at using self-instructional materials to acquire French and Italian led me to see that a "Wear and Tear Index" might provide an indication of the average progress of commercial language course users. Most of the books I checked out of my local library had well-worn page edges, indicating heavy use, but only for the first sections of the text. This "wear and tear" was an artifact of the general use patterns of previous library patrons, indicating in effect the perseverance of the average user.

The use of something akin to a Wear and Tear Index of behavior is not an original idea; it was advocated by Webb (1966) as one example of an "unobtrusive measure" of human behavior in a public space. Webb describes a class of non-reactive "natural erosion" measures that can indirectly indicate patterns of use and behavior by a target population. The greater the "erosion" of the physical features of an object used for a certain purpose, the more use that object has had. From these observations one can determine how people behave by looking at the artifacts of their actions, much like an archeologist would do for an ancient civilization. For example, museum officials interested in determining which exhibits were most popular could examine the rate of tile replacement in front of different exhibits, since the "erosion" of the tiles would be a likely result of heavy foot traffic. A related class of data analysis is the use of "accretion measures," where some deposit or residue indicates unobserved behavior. Debois (1963, cited in Webb) cites a study from 1934 on the use of fingerprints and smudges on a newspaper to indicate which advertisements were read by readers paging through the publication.

Both erosion and accretion measures can be used to indicate the extent to which library books are read and studied. The amount of dust on a library volume can be used to test whether it has been removed for use, especially useful for reference or reserve volumes. While circulation records can tell us how often a book is checked out, only erosion and accretion measures can reliably indicate the extent to which the book itself was read.   Moestller (1955, cited in Webb), for example, looked at the use of the International Encyclopedia of the Social Sciences at three academic libraries by examining the number of finger smudges, dirt, and underlining in different parts of the book. From such evidence he determined which entries were the most popular and more widely read.

....it is difficult to escape the conclusion that many commercial language courses do not appear to be utilized by independent acquirers for very long.

Method

Public libraries provide free use of a variety of materials, including language courses. Drawing from Moesteller and Debois, I used a combined erosion and accretion measure, the Wear and Tear Index, to determine the extent to which library patrons actually used a sample of commercial language courses. If erosion and accretion measures correlate with actual use, then it should be possible to determine, on average, how much patrons used the courses and the extent of their progress through the use of these materials. If students complete the entire course, or reach the final steps of an instructional program, we should expect to find wear of the book extending to the later chapters, especially in sequential language courses.

For the purposes of this study, I created the Wear and Tear Index for examining the library materials. The Index consists of noting the last page where any one of the following three indicators were found:

1. The separation of the pages on the binding,
2. Fingerprints or smudges on the pages or the corners, and
3. Worn or wrinkled corners likely caused by page turning.

Ten courses found on the shelves of a Los Angeles Public Library neighborhood branch were randomly selected from the shelves for analysis. Although circulation data was not available for the materials, all had been in circulation for at least one year, and all had covers and bindings which showed the likelihood of frequent use by numerous patrons.

No direct measure was made of audio materials, although all but two of the courses that were examined contained either an accompanying CD or cassette tape. There is no easy way to detect the extent or frequency of CD use, other than nicks and scratches to the back surface. Although cassette tape usage can be gauged by whether the tape was stopped at some point, there is no way to know if more diligent patrons rewound the tape. Also, no phrasebooks or "traveler's" courses were examined, since they are designed for reference use, and are organized by theme or topic rather than sequentially as a course.

Results

Table 1 shows results of the analysis. For each course, the title, publisher, year of publication, last page used, total pages, and the percent of use are shown. All ten courses were examined in a single afternoon; audio-only courses were excluded from selection.

Discussion

A number of objections can be raised concerning these results. First, it could be argued that the situation is not unique to commercial language course, that the first chapter of most instructional books are the most worn, and that few users "complete" their instructional sequences. Users may also need to review early chapters more frequently. While this may be true, it is still not very encouraging that patrons don't move beyond the first chapter of such texts, regardless of the topic covered or necessity of review.

Second, it may be that more appealing or effective books and tapes are in constant demand at the library, and hence would not likely appear on the shelf the day we conducted our analysis. A survey of the Los Angeles Public Library catalog revealed, however,

Table 1

Use of Commercial Language Courses by Library Patrons

Course Title (Publisher, Year)	Last Page Used	Total Pages*	Percent Read/Used
E-Z Spanish: A Beginner's Course (Barron's, 2001)	35	328	11%
Teach Yourself: Spanish (McGraw-Hill, 2003)	86	318	27%
Learn Spanish the Fast and Fun Way (Barron's, 1997)	37	264	14%
Rush Hour Spanish (Berlitz, 2003)			
	21	104	20%
Spanish Now! Level 1 (Barron's, 2005)	80	505	26%
Portuguese for Dummies (Wiley Publishing, 2006)	20	304	7%
Learn German the Fast and Fun Way (Barron's, 1997)	15	252	6%
Chinese for Dummies (Wiley Publishing, 2005)	38	314	12%
Teach Yourself Beginner's Italian (NTC/Contemporary Publishing, 1999)	44	193	23%
Teach Yourself Cantonese (NTC/Contemporary Publishing, 1995)	56	254	22%
		Average	16.8%

* = excluding glossaries or bilingual dictionaries at the end of the volume

there none of the more recent language courses were so popular as to have a waiting list of users, and most all of the courses carried by the branch were on the shelf.

Third, patrons may have not had time to finish the course before the end of the loan period. While this is certainly possible, at this library patrons have three weeks per check-out, and can renew twice for a total of nine weeks if the course has not been requested by another patron. While some patrons may have run out of time, it seems unlikely that the average user would be in this situation.

Fourth, there is a potentially more serious problem of student motivation when measuring the use of essentially "free" courses available through the public library system. It could be argued that students who actually purchase the materials for individual use are likely to finish more of the course and move on to higher levels. Follow-up surveys of buyers could help confirm that that was the case, and it is possible that the commercial course producers themselves have data on this question. Such data are not currently available to us for comparison, but we do have some additional indirect evidence from the commercial producers themselves on the success of their own courses – the number of intermediate and advanced courses they publish. If the beginning courses were successful, students would want to continue on to higher levels. But very few companies produce intermediate materials for self-taught language students, indicating that either most students (a) have no interest in moving beyond a basic level of proficiency, or (b) are not completing the beginning courses with an ability sufficient to advance to the promised land of more advanced study.

Despite the potential weaknesses of the Wear-and-Tear Index, it is difficult to escape the conclusion that many commercial language courses do not appear to be utilized by independent acquirers for very long. It appears more likely that they abandon their efforts fairly quickly, perhaps reflecting the same rate of steep attrition in university language courses. Certainly the teaching methods used in most courses – concurrent translation, emphasis on grammar rules, rote memorization of vocabulary – are among the least successful when used in a classroom context (Krashen, 2003). It remains to be seen whether such courses can in fact be designed to take into account current research and pedagogy in foreign language education, and be motivating enough to allow students to get beyond the first chapter.

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BEYOND
"Beyond the Monitor Model"

by Hasanbey Ellidokuzoğlu

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Abstract

Krashen's Monitor Model (MM) is not only a most popular but also a most commonly criticized Second Language Acquisition theory. Like any other theory in our ever-evolving field of language teaching, MM is not without some weaknesses. However, many of the criticisms raised against the MM do not necessarily stem from these minor weak points but basically from misinterpretation of the theory and of its practical implications. Beyond the Monitor Model (BMM) is one such book comprising articles, many of which are written by the opponents of the MM. The evaluation of BMM presented in this paper reveals that many of the criticisms are groundless and that the important insights that might be gained from MM is undervalued. Language teachers are advised not to lose sight of the overall picture of SLA in which input plays a pivotal role, a role which receives a proper emphasis only in MM among other SLA theories.

Beyond the Monitor Model (BMM) is a book of collected articles written by authors reflecting on Krashen's theory of second language acquisition -- the Monitor Model (MM) -- and his Natural Approach (NA). The authors represent different positions in terms of their attitude to the model: some are 'anti-,' some are rather 'neutral,' though there are hardly any who are 'pro.' The book appears to be comprehensive; the authors represent a wide range of geographical distribution from the Old to the New World, and include such well-known scholars as Brumfit, Yaldin, Littelwood and Pica.

My evaluation will be of three basic parts: topics related to theoretical, practical and miscellaneous issues. A 'chrono-pagical' order will not be followed. Rather, a mixed -- though hopefully not confusing -- reference style is chosen to better capture the interconnectedness among the ideas of various authors.

I would like to start with the comment made by Gregg that the Monitor Model (MM) is no theory. He says:

[T]elling me that 'comprehensible input' in a 'low affective filter' environment will lead to acquisition, even if it were true, would not give me a theory of [SLA] that explains what the process is and how it works. It is true that Krashen lets us down; he gives us no explanation, hence no theory (p.38 in BMM).

Gregg is right in his criticism that MM is not explanatory enough to fully account for SLA. One would definitely wish to see a more detailed theory capable of specifying the psycholinguistic processes involved in SLA. This is not to say, however, the MM provides 'no' explanation at all. Otherwise, Gregg's whole article (and his other articles written against MM so far) would be a vain attempt. If there is no theory, why do so many people (including Gregg) try to refute it? One can say the MM is an incomplete theory but cannot claim its 'no-ness'. Gregg, the linguist, might be excused in his over-exaggeration when one considers the richness and specificity displayed in Chomskian linguistics. He clearly feels that, compared to grammatical theory, any SLA theory including the MM might be viewed as no theory or next-to-nil. Gregg's contempt toward any theory in our field is evident when he observes, "[C]ommunicative competence" evidently is no more than a fancy way of saying "ability to communicate"; it has no *theoretical* content whatever. (italics not added) (p.50 in BMM)

Neither communicative competence nor the MM is devoid of theoretical content. A number of theorists have contributed to both theories, theorists who are no less theoretical than Gregg. Claiming the absence of any theoretical content in either of these theories is at best due to Gregg's ignorance or indifference. While supporting his assertion of the 'no-ness' of the MM, Gregg says:

"An explanans for one explanandum can itself be the explanandum for another explanans...For example, Krashen's Input Hypothesis, which tell us that "humans acquire language in only one way... by receiving 'comprehensible input'...,treats what should be an explanandum as if it were only explanans'(p.39in BMM).

Gregg frequently refers to gravitation when exemplifying what a good or bad theory is. He compares the input-based explanation to the statement 'The apple fell from the tree because its stem broke,' as both provide explanandum requiring further explanation. There are two points that should be emphasized here. First, it required a Newton to discover the gravitational force as the causal factor behind the fall of an apple. This may seem too easy a discovery for us who start the maze from the cheese in the box, thus discover the route to the initial point quite easily. But when one places himself at the starting point of the maze, the task of discovery becomes very challenging. Even Aristotle, a man of high intelligence, suggested that stones fall to the ground because that is where they belong.

Similarly, it required a Krashen to discover the crucial ingredient of SLA: comprehensible input (CI from now on). Once "the cheese" is found, people tend to say 'Plenty of CI is, and always has been, important' (Rivers, p.86 in BMM). Then one wonders why theorists had resorted to the concepts such as 'pattern practice,' 'habit formation,' etc. before Krashen. Even after the MM, there are people like White, who suggest that 'it is often incomprehensible input that leads learners to make correct hypotheses about L2 structure' (Van Patten, p.229 in BMM), still others like Swain who emphasize the role of output (Shannan, p.14 in BMM). In the midst of such diverse ideas, the discovery of CI is no modest discovery.

The second point to be made about the explanatory power of the MM is that theories differ in the extent to which they account for their target phenomena. Neither the theory of gravity nor that of Chomsky's Government & Binding has full explanatory power. For instance, Gregg claims that it is not enough to say that the apple fell because its stem broke. This is not explanans but explanandum, a datum to be explained.

Gregg seems to imply that a good explanans is the one which attributes the falling of an apple to the gravitational force between the apple and the earth. But one can even consider this as another explanandum: what is gravitation? How does it connect two distant objects? Physicists have only recently (i.e. quite a while after Newton) begun to talk about the existence of gravitons, particles which are supposed to carry the gravitational force between two objects. Just like photons, which are assumed to carry light but which we cannot directly observe, gravitons cannot be observed; we just assume that they exist. Then how do we know that they exist? From their effects, of course. In other words, when two objects such as the Earth and the Moon come together, a force emerges that attracts them toward each other, proportional to their mass and inversely proportional to the distance in-between; and we speculate that this gravitational force is carried with the help of some particles, gravitons, which we cannot observe.

Turning back to our field, Krashen speculates that when an L2 learner and ample amount of comprehensible input come together, acquisition takes place, proportional to the comprehensibility and pleasurability of input and inversely proportional to the stress in the environment. How? Well, we don't know the details of how, just like we don't know the details of how gravitation takes place. No one has blamed Newton for not putting forward a theory; his theory has proved to be valid across a wide variety of circumstances. Similarly Krashen's theory emphasizing the importance of CI in SLA has also been supported by many studies showing the effectiveness of input-based methodologies (See Işık (2000), Krashen (2004) and the references cited therein). But Krashen's theory is the most frequently criticized theory in our field. It is true that there are some weak points in MM, but these present no major problem from a pedagogical point of view, just like Newton's theory of gravitation satisfies almost everybody except some physicists whose area of concern is deeper than the down-to-earth practical level.

Another point of contention concerning Krashen's theory is the degree of similarity/difference between L1 and L2 acquisition. One of the main proponents of

the fundamental difference hypothesis was Lenneberg who suggested that

[A]utomatic acquisition from mere exposure to a given language seems to disappear after puberty, and foreign languages have to be learned through a conscious and labored effort (1967, p.176).

A similar view is articulated by Dunlop who says, "I have doubts about Krashen because of his seeming insistence on adults having access to the same LAD as pre-pubescent children" (p.221 in BMM).

Only a Westerner can be brave enough to claim that 'in the large majority of cases, a grammar of a second language is not acquired' (Greg, p.40 in BMM). I'm saying a Westerner because in underdeveloped third world countries, where bilingualism or even multilingualism is the norm rather than exception, a second (or third) language is ACQUIRED without any reference to conscious learning or to written material. There are some tribes in Africa, for instance, where a 'post-pubescent' male can marry a girl from another tribe provided that he can speak that tribe's language. And the way to pick up that second language is not through formal classroom instruction but through real communication with the members of the target community. (See Krashen, 2007 and Brown, 2000, pp. 57-58 for a more detailed analysis of anthropological evidence.) Among such African people any critical period hypothesis will only be laughed off.

A fact that is so obvious to the uneducated seems so disputable to the sophisticated and well-educated theoreticians! Probably the main reason why some Westerners believe in such a hypothesis is the failure of the majority of classroom L2 learners, the failure of imitating the child in his amazing success to acquire a new language, either mother or other. Nonetheless, there are a sizable number of successful learners even in educated societies, which renders a strong Critical Period Hypothesis (CPH) disputable at best. This is acknowledged by one of the authors in the book, where "In a natural environment, people do learn second languages without being presented with explicit rules of grammar. At least, some people do." (Trampe, p.165 in BMM)

Turning back to our field, Krashen speculates that when an L2 learner and ample amount of comprehensible input come together, acquisition takes place, proportional to the comprehensibility and pleasurability of input and inversely proportional to the stress in the environment. How? Well, we don't know the details of how, just like we don't know the details of how gravitation takes place. No one has blamed Newton for not putting forward a theory; his theory has proved to be valid across a wide variety of circumstances.

The existence of successful language acquisition after puberty is concrete evidence in favor of LAD's active presence in the brind (brain+mind) of adults:

The truth of the matter is that in classroom language research, the same processes involved in naturalistic SLA... are observed in the verbal behavior of formal learners in spite of attention to grammar and grammar practice (Van Patten, (p.225 in BMM).

If there were only one adult capable of acquiring an L2 using the very same processes that a child uses, it would be sufficient to negate the CPH, provided that the operation of the human brind is universal enough to make such a generalization. If not, a doctor in America should not take care of patients in Africa because of the culture-specificity of human biology (or psychology)! This is not the way that scientific philosophizing should be done. As to the number of such successful acquirers, we have quite a number in

educated societies, probably millions in third world countries, and billions throughout the history of mankind.

At a telepress conference with D. Brown, we asked him if the (CPH) is still valid. He stated that the CPH applies only to the field of phonology. This means in all other areas of language – morphology, syntax, lexicon, etc -- the LAD is still active. Why not phonology, then? Probably because pronunciation has to do with muscle plasticity rather than the brain's elasticity. Even after puberty, the brain is elastic enough to internalize a second (or third) language basically in the same manner it picks up the first. However, since muscles regulating the articulators are somewhat fixed after a certain age, attaining a native-like accent may not be possible for some adults. The inefficiency in phonology is, therefore, due to a physical problem rather than a mental one. [1] Somewhat related to the phonology problem, Trampe asks, "The Monitor Theory is indifferent to two important areas of language learning – pronunciationand vocabulary. What aspects of the sound system and lexicon are, respectively learned or acquired?

As noted in footnote 1, Krashen is not indifferent to the issue of pronunication. Krashen has also presented evidence, in detail, that the Comprehension hypothesis applies to vocabulary, spelling, and writing style (Krashen, 1989, 2004).

It is, however, fair to say that there has been, in general, more concern with morpho-syntax than other areas. Almost every theory put forward by L2 learning theorists has been based on grammar more than anything else. It is the duty of future researchers/ theorists to bridge that gap to reach a fuller picture of SLA.

The criticisms raised against the Acquisition-Learning Hypothesis:

Having mentioned the comments on the MM in a general sense, we now turn to more minute issues about specific hypotheses. Probably Krashen's claim that "learning does not become acquisition" is the most frequently criticized statement:

> The basic tenet of Krashen's Monitor Theory is that consciously learned rules are available only for monitoring. The theory predicts that such rules never become subconscious (Trampe, 159 in BMM).

Krashen's intention in his oft-criticized statement is "NOT" that once a rule is consciously learned, it can never be acquired. This is often misunderstood. "Learning does not become acquisition" means that rules cannot be acquired through conscious learning and subsequent practice but through exposure to input bearing the rules. That is, it is the exposure to such input which leads to acquisition irrespective of whether one has learned the rules or not. Suppose that a learner/acquirer A has consciously learned a rule X, whereas B has not. Provided that A and B are exposed to the same amount of CI having X, they will both acquire the structure, the theory predicts. But A cannot acquire X without being exposed to the input bearing X, even if he practices a lot. That is what is meant by "learning does not become acquisition," not that learned rules can never be acquired.

Another criticism of the distinction between acquisition and learning is that it cannot be falsified:

> [T]he theory is formulated in such a way that it is unfalsifiable; no real attempt is made to explain the mechanism of language acquisition, or, particularly, of language learning (p. 23 in BMM).

1   Krashen (1997) attributes the difficulty that adults/ adolescent experience in pronunciation to social-affective factors and, on the basis of some anecdotal evidence, conjectures that L2 learners perform better to the degree that they feel secure among their peers. The evidence he cites is of intuitive appeal as it corresponds with what really happens in L2 performance. However, it cannot account for the phonological difficulty experienced in self-talk, something which I, as an L2 learner, experience myself. If a learner cannot sound like a native in his L2 even when all socio-psychological barriers are removed (as in the case of talking to a mirror), this necessitates the presence of some physical problems involved in phonological performance apart from socio-psychological factors.

Two major criticisms of the distinction between learning and acquisition are that it cannot be tested … and that learning and acquisition are poorly defined (Shannon, p.10 in BMM).

It is true that neither of the two processes have been operationally defined in terms of psycholinguistic processes taking place in the brind. Nonetheless, it is always possible to provide an operational definition on acquisition; Here is a tentative one: "Any type of systematic behavior whose underlying rules cannot be articulated by the performer is said to be based on subconscious knowledge."

As to the unfalsifiability issue, I'd like to quote Peter af Trampe's statement, who believes that the distinction is testable: [T]he theory makes one interesting and *falsifiable* prediction: formally acquired ("learned") rules can never become subconscious (p. 329 in BMM, italics added).

Thus, according to some critics acquisition/learning is not falsifiable, but according to at least one other, it is. Second, it has already been "falsified" for many opponents of the MM who believe that learning <u>does</u> become acquisition through practice, as "[W]hat has been consciously learned may be used without conscious attention once it has become very familiar, after, for instance, much practice in use (Rivers, p.74 in BMM).

Rather than viewing Acquired Competence and Learned Competence [AC and LC from now on] as two distinct knowledge systems, many applied linguists consider them as the end points along a continuum, between which seepage is possible through practice:

> The majority of the language teachers... view learning and acquisition as more interconnected (Shannon, p. 11 in BMM).

> Acquisition and learning are not... two separate, opposing forces. They are, rather, two ends of a continuum (Yosio, p. 135 in BMM)>

> We should recognize that "acquisition" and "learning" are aspects of highly complex processes that lead to knowledge, which

is differentiated continuously rather than dichotomously (Ellis, p. 156 in BMM).

[T]here is one idea that Mrs.Walters [an FL teacher] finds intuitively unconvincing. This is that "monitored" and "unmonitored activities constitute two separate categories, drawing on two separate knowledge systems, rather than being at two end of a continuum (Littlewood, p. 202 in BMM).

The reason why I allocated so much space for so many quotations, all expressing the same point of view, is to show how common this view is, and has always been, among the language teachers. This is such a deeply-rooted idea that it prevails in the minds of applied linguists, language teachers –and most importantly- textbook writers:

If learning cannot 'become' acquisition, for example, then either most language teaching in the last past two thousand years has been mistaken or Krashen's formulation of the nature of learning is far away from what most teachers understand by the term practice. (Brumfit, p. 269 in BMM)

Krashen's reply to such a comment would probably be that SLA history is not 2,000 years old but almost as old as human history and that throughout this long period, people have acquired rather than learned L2s, considering the rather short history of linguistic sciences:

> Even today with the vast amount of linguistic knowledge available about the languages of the world, it is likely that most ability to communicate in another language is acquired in what we will call "traditional" ways... This is as true in the marketplace of underdeveloped regions of Africa as it is in the case of the so-called guest workers in various industrialized countries of the world (Krashen and Terrell, 1983, p. 7).

So what looks counter-intuitive for modern EFL teachers does not necessarily run counter to the intuitions of millions of L2 learners throughout the history of mankind. But then what forces modern

teachers to believe in the Interface Position (henceforth IP) that allows the seepage of learned items into Acquired Competence? Let's examine the basis of this belief.

> There seems to be no reason or evidence for seeing them [AC and LC] as so distinct. Her (a language teacher) experience makes her believe, too, that there is more interflow between the systems than this- for example, that items which have first been learned consciously have eventually become available for spontaneous use.

In other words, intuitively it looks as if we first learn certain rules and after a while [we] tend to use them automatically (or subconsciously). The question which needs to be asked at this point is whether there is a casual or temporal link between our learning and subsequent acquisition. It may well be the case that acquisition takes place not because of our previous learning but because of CI that we have been exposed to in the meantime. Krashen suggests that "learning-and-then-acquisition experience" is a temporal rather than a casual one and that the underlying causal factor is the CI which comes between.

Non-Interface Position versus Interface Position:

One way to test Krashen's Non-Interface Position (Non-IP from now on) is to observe the effect of formal (grammar) instruction upon the process of acquisition. If one can show, for instance, that consciously learned rules can be acquired in the order they are presented in class, then the acquisition-learning distinction might be falsified. Before analyzing the research results in this regard, it should be pointed out that IP does not deny CI's causal role in SLA. It differs from Non-IP in that it allows the existence of an alternative path to AC, through conscious learning and practice. In other words, according to IP one can acquire a rule either through exposure to input or through conscious learning and practice. However, Krashen as a Non-IP advocate relying on the principle of Occam's Razor, hypothesizes that there is only one path to AC:

If learning should become acquisition, any rule can be acquired at any time via the alternative route. Thus the evidence for the natural order, and evidence the natural order is independent of the teaching order is evidence against the interface position (Krashen, 1985, p. 41).

Now let's see what research tells us about the alterability (or inalterability) of the Natural Order through formal instruction:

> This result showed that exclusive exposure to the linguistic environment of the classroom did not alter the overall course of SLA among the instructed subjects. So powerful were their own contributions to the language learning process that classroom conditions could not suppress or reroute their path of morpheme acquisition with any degree of significance (Pica, p. 178 in BMM).

> The review of research on the effect of instruction on SL [L2] development suggests... [that] formal SL instruction does not seem able to alter acquisition sequences (Larsen-Freeman and Long, 1991, p. 321).

Even Ellis, who harshly criticizes Krashen's Non-IP in this book (p. 156 in BMM) seems to have accepted the inalterability of the Natural Order (NO from now on) in his earlier writings:

> [I]nstruction does not appear to influence the order of development. No matter what order grammatical structures are presented and practiced in the classroom, learners will follow their own "built-in" syllabus (Ellis, 1984, p.150).

Ellis is contradicting himself by supporting opposing views. On the one hand, there is the irrefutable fact that the NO is inalterable through conscious learning, on the other hand, there is the idea that learning *becomes* acquisition. If we, as teachers, methodologists, or textbook writers, close our ears to decades of research findings, then it is not surprising to read conclusions such as

Thirty years of concentrated SLA research has produced very little that is both conclusive and directly and positively relevant to classroom language teaching and learning (Lightbown, 1985; Ellis 1990). Although many, myself included, had high hopes for direction from research, most fundamental pedagogical questions remain unresolved by evidence from research (Krahnke, p. 242 in BMM).

Such a disappointment is unavoidable when one is the slave of his/her unsound intuitions—such as "learning does become acquisition." So long as we resist challenging our intuitions even after they are negated by dozens of studies (cited in Ellis, 1984), we should not accuse others but rather accuse ourselves. Krashen has been one of the first theoreticians in applied linguistics who was brave enough to challenge these entrenched dogmas and who built up a methodology which minimizes the role of form-focused grammar instruction and emphasizes the role of "input," whose crucial role is accepted almost by everyone:

All cases of successful first and second language acquisition are characterized by the availability of Comprehensible Input (Larsen-Freeman & Long, 1991, p. 142).

For the knowledge system of a particular language to grow, the acquirer must have exposure to instances or exemplars of that particular language. Without such exposure language development will not take place (Schwartz, 1993, p. 148).

"(T)here is a consensus among second language researchers that input is an essential component of second language acquisition" (VanPatten, 1996, p. 13).

Krashen has been "the key figure" who has effectively drawn our attention to the importance of input in our field. There might be some weak points in his theory, but undervaluing his theory because of these minor weaknesses is nothing but throwing the baby with the bathwater. In other words, these weaknesses should not take our attention away from this crucial causal factor in SLA:

[T]eachers and researchers alike may lose sight of very important role that input plays in language development as the push to challenge Krashen's monitor theory becomes fashionable in foreign language teaching circles. (VanPatten, p. 226 in BMM)

How many textbooks do we have in the ELT market, accompanied by a set of, say, fifty or more listening cassettes? How many teachers of English encourage their students to read extensively rather than intensively? Isn't it true that the total amount of listening and reading input in or outside class is kept at a minimum either to secure more time for intensive reading or inductive/deductive teaching of grammar? The amount of input necessary for L1 acquisition to take place is expressed in thousands of hours of auditory input. We shouldn't blame our students for not being able to speak when we provide them with so little comprehensible input. Without exposing them to an ample input, we cannot expect them to produce output, no matter which grammar teaching technique we use:

Teaching grammar is often so ineffectual precisely because teachers assume that the transfer of knowledge and skills gained in grammar class to more or less spontaneous production tasks will occur automatically. Yet more often it does not, and it is precisely in this area that the learner should be helped by some pedagogical devices. Thus the Monitor Model, by questioning the validity of explicit teaching, can make us rethink the problem of transfer and look for more satisfying solutions (Marton, p.69).

The solution offered in MM is to abandon the IP position and seek success by separating meaning-based acquisition activities from form-focused learning tasks and by giving much more emphasis to the former than the latter.

The criticisms raised against the Natural Order Hypothesis:

Having handled the criticisms raised against the acquisition-learning distinction hypothesis, let's have a look at the Natural Order (NO) hypothesis. One

common objection concerns variability observed in the performance of L2 speakers/writers.

> The presence of variability in the learner's output is potentially problematic for the Natural Order Hypothesis [which] states that the rules of the target language are acquired in a predictable order (Ellis, p. 151 in BMM).

First of all, Krashen does not deny variability. What is more, he acknowledges the existence of such flexibility in his statement that the NO hypothesis "allows the possibility that structures may be acquired in groups, several at about the same time" (Krashen and Terrell, 1983, p. 28). The claim that variability poses a problem for the NO hypothesis is indicative of Ellis' misinterpretation of the role that the NO hypothesis plays in the MM.

The major function of the NO hypothesis is to demonstrate the impermeability of the LAD, its resistance to conscious learning/teaching. It "does not state that every acquirer will acquire grammatical structures in the exact the same order" (*ibid*, p.28) nor does it aims to account for the acquisition order of all structures in a second language. To achieve its main function –showing the independence of the acquisition process from learning- it is enough to show the inalterability of the acquisition order of even two structures. If a structure X is acquired after Y, even though the teaching/learning order is the reverse – that is YX -- then the inalterability of NO and thus the impermeability of LAD is supported. Pienemann, who deliberately tried to beat the natural order through experimental manipulation, carried a critical study supporting such a suggestion[2]. Despite conscious teaching/learning efforts in which late- acquired items were presented first and emphasized most, however,

Pienemann found that classroom learners still followed the footsteps of naturalistic "acquirers" in picking up the L2 grammar rules:

> [T]here are two general findings which are important in the present context: (1) formal [classroom] learners develop their language stepwise, despite the scheduling of the teaching, and (2) –more importantly- in the same order as has been reported for the natural acquisition of German (Pienemann, 1989, p. 71-2).

Interestingly, Ellis is one of those researchers who tried to change the NO with no success. In a study of German L2 acquisition, he tried to elicit a different order of three German rules by reversing the natural order of these rules in a classroom context. At the end, he compared his subjects' acquisition order with naturalistic acquirers:

A comparison of this sequence with that reported for naturalistic learners of German revealed no difference, despite the fact that the order in which the rules were introduced and the degree of emphasis given to the rules in the instruction differed from the naturalistic order. The results of this study support the claim that the classroom and naturalistic L2 acquisition… follow similar routes (Ellis, 1989, 305).

To sum up, as long as the inalterability of NO is shown, the natural order distinction hypothesis fulfills its function; it does not have to account for variability nor does it have to deny it.

In fact, inalterability of the NO is just one way of demonstrating the existence of the Acquisition-Learning distinction. Another is the difficulty experienced in removing fossils. Although one may consciously know the correct usage, L2 users still resort to their fossilized forms. This is basically because of "encapsulation" of the language module, or language acquisition device (Fodor, 1983). If someone cannot properly perform a rule that he consciously knows, his performance must be based on a non-conscious knowledge system.[3]

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2   Although both Pienemann and Krashen concur on the inalterability of the Natural Order, the motive behind Pienemann's research is totally different from Krashen's approach to the issue. While the former recommends an L2 teaching program whose syllabus is designed in line with the Natural Order, the latter categorically opposes such an L2 teaching approach. Apart from many other risks involved, the main problem with any structural syllabus (including a NO-based one) is that it is boring, according to Krashen. For more detail on the difference between the two views, the curious reader can refer to Krashen (1992), Lightbown & Pienemann (1993) and Krashen (1993).

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3   I just committed such a mistake a sentence ago in the use of the third person singular. This error has become a fossil that I cannot eradicate even though I have known the rule consciously for more than two decades. In the unedited version

The criticisms raised against the Input Hypothesis:

The most important hypothesis in the MM, which became the title of one of Krashen's books, is the Input Hypothesis. In fact no one denies the importance of input as "it is clearly the case that one cannot learn a second language without any input" (Hatch, 1983, p. 84). Some critics therefore tend to imply that the Input Hypothesis is no innovation, noting, "Plenty of comprehensible input is, and always has been, important" (Rivers, p.86 in BMM).

I really wish that CI had always been given the emphasis it deserves. Unfortunately, it has not. Let's consider the most popular three methods of L2 teaching: The Grammar Translation Method (GTM), The Audiolingual Method (ALM) and The Communicative Approach (CA)[4] In GTM, the focus is on the conscious teaching of grammar and on intensive reading. Is there any input? Of course there are scraps of input even in the Silent Way. The point, however, is that GTM is input-poor. How about ALM? After all, listening is an important skill, but it is sentence-level listening (largely) and the focus is not very much on comprehension but on imitation and reinforcement through repetition thus on production. Also, there is a "hidden" structure in ALM input which are supposed to be instilled in the minds of the learners, a feature which makes input nonsensical and boring. CA is not much different considering the popularity of its PPP (Presentation, Practice and Production) version (rather than task-based CA). The main aim in PPP is to instill a specific structure and to expect learners to produce output bearing that structure. Again, we're confronted with inductive grammar teaching plus production-based activities in place of input-based (meaning-focused) receptive/acquisition activities. In short, paradigm shifts from GTM to ALM and from ALM to CA have not focused our attention on input but on other things:

of my doctoral dissertation there were about 70 such mistakes! If you ask me why I have not acquired it even after 20 plus years of exposure to input, I would say "because of the misleading input full of –s mistakes that I have received from my peers and students."

4   Other methods like CLL, Silent Way, Suggestopedia, TPR, and even Natural Approach might be considered marginal.

Krashen's theory does contain some elements that make it worthy of consideration… One is, after all, the emphasis put on the role of meaningful input in the process of language acquisition. Although this role is in fact obvious, it has sometimes been disregarded. Krashen's theorizing has made certain contemporary educators and teachers aware of the principle that input must come first (Marton, p. 68 in BMM).

I am hopeful that one day L2 methodologists will not only "understand or acknowledge" the importance of CI but also put this "understanding" into practice. Unless a due emphasis is placed on a comprehension, it seems that we will waste more decades trying to "pound water in a mortar"[5] (to use a Turkish phrase) by focusing on production and grammar teaching.

The criticisms raised against the Monitor Hypothesis:

The hypothesis that has given its name to the MM is the Monitor Hypothesis. The main criticism raised against the monitor is the lack of operational definition:

> There are problems associated with the Monitor. First, it is impossible to observe. And if observable, how does one determine if a learner were "Monitoring" (editing by rule) or "monitoring" (editing by "feel") (Shannon, p.13 in BMM).

Krashen seems to accept this weakness of lack of operational definitions prevalent in other parts of the MM.

> I agree that it would certainly be desirable to pinpoint precisely individual acquirer's level, and be able to operationalize all the hypothetical constructs utilized in current SLA theory. (Krashen, 1985, p. 68)

However this deficiency does not negate the existence

5   A Turkish expression used for "vain attempts leading nowhere".

of monitoring with small "m" or with capital "M." The former is the subconscious editing valid in L1 production whereas the latter is typical of L2 performance, where one can articulate the rules he is using during the Monitoring process. So one way of distinguishing the two is to ask the performer if s-he edits by consulting the rules s-he consciously knows, or some kind of feel which s-he cannot describe. One may question the validity of such an introspective research technique if s-he wishes to limit the scope of psychological research to the observable and the measurable, a positivist obsession which delayed the development of social science for decades.

> Another criticism is that

> [A]dolescents are more successful learners than children. This runs counter to Krashen's claim that children are more successful because they are not burdened by the Monitor (Shannon, p.13 in BMM).

Just the opposite. Krashen, while reflecting upon age differences, suggests that older learners are superior in terms of rate of acquisition because "they are able to get more comprehensible input" (Krashen and Terrell, 1983, p.45).

The criticisms raised against the Affective Filter Hypothesis:

The last hypothesis in the MM is the Affective Filter (AF) hypothesis, and one of the major criticisms raised against it is

> There is nothing contained in the hypothesis that can assist teachers in lowering the Filters of their students, other than the identification of the major types of affect that may be involved (Krahnke, p.245 in BMM).

One really wonders if Krahnke has read any of Krashen's writings. Krashen explains how to lower the filter by saying that

> This is done in several ways. First, the fact that there is no demand for early speech

production reduces the anxiety of the students considerably.... [Second], errors of any form are not corrected directly.... Finally, the requirement that the input be interesting to the students will contribute to a more relaxed classroom (Krashen and Terrell) (pp. 59-60).

Criticisms on pedagogical aspects of the Monitor Model:

Having handled some of the criticism raised against the MM from a theoretical point of view, we may examine some of the practical objections.

> Krashen believes that ... where language learning in an informal environment.[that is "acquisition"] is available, the value of instruction is actually nil. (Marton, p. 57 in BMM)

Again, just the opposite. Krashen prefers a classroom setting to a natural one, especially for the initial stages of SLA. His justification is that outside is full of noise (incomprehensible input) for the beginner whereas inside the classroom he can collect CI much more easily. Thus, the main role of classroom, according to Krashen, is to provide more CI, an input-rich setting, which is hard for beginners to get outside the classroom.

Another criticism concerns the emphasized role of teacher-talk as an important source of input:

> [T]eacher-talk exercises a la Krashen have become increasingly unpopular are no longer so extensively used in newer language learning materials. They are referred to as being old-fashioned, mechanistic and therefore out-of-date.

If we are to judge the effectiveness of a technique in the light of the bandwagonist principle of popularity, then yes, teacher-talk is old-fashioned. Fortunately, there are some new methods (even newer then Communicative Approach) like the Lexical Approach, that value teacher-generated input:

> Many initial teacher training courses present the slogan *Reduce teacher talking time (TTT),*

increase student talking time (STT). This is an over-simplification. ... [T]here is clear evidence from work done by Krashen, Prabhu (who based a whole programme in India on students responding to controlled teacher input), Asher's TPR, and others, that students' general abilities develop most rapidly in the early stages if the approach largely based on controlled listening (Lewis, 1993, p. 10).

Similarly, O'Neil, in his "Confession of an Embarrassed Eclectic" says

> I think of all the informal, brief "spoken paragraphs" which teachers use as models for their students' own production as essential to language teaching, And I am constantly astounded when I see teachers refusing to do this because they associate it with being "teacher centered."

We are likely to suffer more if we keep borrowing the ideas of general education and directly implement such concepts as "learner-centeredness", "individual variation" etc. in our language teaching methodology. Language acquisition is unique and is different from other types of learning. Unless we accept this fact and design L2 teaching methods based on domain-specific theories of SLA, we will be trying to teach linguistics, not the language.

I'd like to finish the practical part of my paper, with a comment which really bothers me:

> As far as methodology goes, what is gathered together in *the The Natural Approach* is a cross-section of communicative techniques (Yalden, p. 259 in BMM).

Many people place the Natural Approach (NA) under the umbrella of the Communicative Approach (CA). I do not. I consider the PPP version of CA (the most common interpretation) to be almost as distant from the NA as GTM or ALM. The most drastic difference between CA and NA is that the former rests on a language theory-i.e. communicative competence, while the latter is structured in line with a language acquisition theory, i.e. MM. CA (or PPP) has, in fact, no

clearly articulated theory of language learning. Second, NA is mostly comprehension-oriented, whereas CA is production-based. Third, there is no structural grading in NA, whereas there is a hybrid syllabus of structures and functions in PPP (Task-based CA is similar to NA in that respect but is still production-oriented). There are many other minute differences which need not to be mentioned here. It is enough to scan the names of the critics of NA to see if NA and CA are similar. Many of these are CA-oriented theorists like Brumfit, Littlewood and Yalden, just to name a few. So how can one claim that there is a fundamental similarity between the two methods? Then what is the point in saying:

> *The Natural Approach* is in fact an attempt to work out a retroactive theory of second language teaching that runs counter to newer developments in second language teaching theory (Yalden, p.260 in BMM).

If what is meant by "second language teaching theory" is PPP, yes! It is better that NA runs counter to it. But one should also acknowledge that task-based CA and NA are more similar than different as both divorce "form-on-form" from "meaning-based tasks." If task-based CA is supported by more comprehension tasks more than is the case now, then there would be no difference between the two. Only then could one view NA as a communicative method.

Some miscellaneous issues in BMM:

I'd like to finish my paper touching upon miscellaneous comments made by the authors in the BMM.

In fact, one wonders why so many theorists and practicing language teachers   seem to have jumped so readily on the newest anti-pedagogical bandwagon [of Krashen] in total disregard of the long tradition of solid scholarship and highly effective teaching (Marton, 60 in BMM).

I really wish that there were such a bandwagon by which we could propagate the importance of input in L2 classes. Unfortunately, it doesn't exist. There is hot debate over the validity of the MM among second language theorists, but it is just academic

warfare. The MM has almost no manifestation in the ELT market. It is as marginal and silent as the Silent Way. To give a concrete example of this silence, there is no single course-book of NA written in English (though a Spanish Natural Approach text, Dos Mundos, is commonly used in the USA). Under these circumstances the mere survival of NA (or the MM), even in the professional literature, is concrete evidence of its strength.

If MM or NA is so strong, why doesn't it have any influence on the ELT market? The answer can be found in the article titled "The Secret Life of Methods," written by Jack Richards who claims that

Although differences between methods often reflect opposing views of the nature of language and of language-learning processes, the reasons for the rise and fall of methods are often independent of either the theories behind those methods or their effectiveness in practice (p.32).

It is somewhat difficult to believe that one of the main reasons why NA is devoid of popularity is attributable to its being American or to its non-British nature:

> The British Council has for many years served the interests of British methodologists by providing an instant and international outlet for their ideas, as well as funds to present their latest speculations at international forums and conferences. It is doubtful if Communicative Language Teaching or the British approach to syllabus and program design could have been established so rapidly without the council's help. John Munby, for example, is a British Council employee. Even before the publication of his book *Communicative Syllabus Design* (1978), in which a model for the design of ESL courses is proposed, the Munby model had been presented in British Council-sponsored workshops and used as the basis for several council consultancy projects in different parts of the world. No one can blame the British for selling things British, but one wonders what the consequences might have been if, in the early 1970s, the council had adopted Curran's or Gattegno's methods as a basis for its global language teaching operations (ibid, p.40).

Another interesting criticism is

Many of Krashen's statements concern matters that have been taken for granted in Europe (Freudenstein, p. 213 in BMM).

It is as if the discussions of the last fifteen years or so in Europe had never happened, although many of the techniques he suggests in the Natural Approach have been practiced all over the Europe for many years (Ibid, p. 219 in BMM).

Krashen is hardly uninformed about research done anywhere in the world, as the citations in his publications show. It must also be pointed out that many Europeans, such as Freudenstein himself, are not aware of what is happening in the New World. This ignorance is apparent in his statement that

> Research is necessary to support or reject his hypotheses, and until it has been conducted, his [Krashen's] theory remains a mixture of facts, experience, hopes, and speculations (ibid, p.212 in BMM).

and it is contradicted by statements of other authors in the same volume:

> In fact, Krashen does refer to a lot of recent research on language learning (Trampe, p.32 in BMM).

> Krashen's early work was focused on a number of areas related to second language acquisition, including lateralization of the brain, the critical period, adult-children differences, acquisition sequences, and the effect of formal learning environments. These explorations, in addition to a consideration of current research, ultimately contributed to his theoretical formulations (Shannon, p.8 in BMM).

I leave it to the reader to assess these contradictory remarks on the empirical basis of MM. Again let me finish the paper using a quotation from one of Krashen's harshest critics:

Krashen's "theory" currently has no rival in terms of comprehensiveness or of popularity. Thus if Krashen has not produced a theory of L2A, presumably no one has (Gregg, p. 37 in BMM).

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Anxiety is good for you

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The point of this short note is to suggest that foreign language anxiety is not something to struggle to overcome, but something to respect. When we feel foreign language anxiety, our minds are trying to tell us something important.

I will limit my discussion here to two kinds of foreign language anxiety:
1. fear of speaking (and making mistakes)
2. fear of not understanding

Various ways of "overcoming" anxiety have been recommended. For production (fear of speaking), rehearsal and forcing oneself to talk more are the usual prescriptions. For comprehension, it is recommended that students learn ways of negotiating conversations, e.g. of asking for help, getting people to modify their speech, etc..

Here is a different interpretation: While some people may have unusually high levels of foreign language anxiety, in many cases anxiety is simply a warning that we are violating, or about to violate, the principles of language acquisition and performance.

Fear of speaking means that we are about to try to say something that we don't yet have the ability to say. We call this forced output, output using language we have not yet acquired (but may have learned).

Fear of not understanding means we think we are about to get incomprehensible input, which won't help us acquire the language.

The anxiety that accompanies these situations is a warning, just as physical pain tells us there is something wrong with our bodies and we should stop what we are doing (Ward, 1977). In other words, anxiety is useful.

The usual interventions or "cures" for anxiety can make things worse and make people think they are no good at acquiring languages. Forcing oneself to talk to people when we are not ready often results in incomprehensible input. If we rehearse our lines, this can make things worse: It will make us sound better than we really are, and will invite even more incomprehensible input. Negotiating conversations, constantly telling people we don't understand, asking them to repeat, etc. is very hard work if we have to do too much of it, and requires an assertive personality few people have.

Of course, sometimes we have to do these things, but when we don't have to, there is no reason to force ourselves to do them. They won't help us acquire the language and will lead to frustration and discouragement. According to the Comprehension Hypothesis, the only way to increase competence in speaking is through comprehensible input, by understanding what we hear and read. We do not learn to speak by speaking: Rather, the ability to speak is a result of language acquisition.

This means that we can build our speaking fluency and competence by conversing with people we can understand with the use of minimal conversational management (Some people are very good at making themselves understood to second language acquirers, some are not) and from other low-anxiety producing sources (such as reading). This is the best way to prepare for challenging conversations.

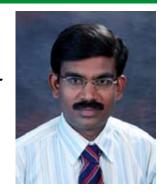We need to respect anxiety, and listen to what it is telling us.

Ward, M. 1977. *The Brilliant Function of Pain*. New York: Optimus Books.

Free Voluntary Reading and the Acquisition of Grammar by Adult ESL Students

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A number of studies have confirmed that those who read more do better on tests of grammar. Children participating in sustained silent reading programs (Elley and Mangubhai, 1983, Elley, 1991) outperformed comparison subjects on tests of grammar. Correlational studies of adults studying foreign languages show that more free reading is associated with higher competence in grammar (Lee, Krashen and Gribbons, 1996; Stokes, Krashen, and Kartchner, 1998).

The Comprehension Hypothesis (Krashen, 2003) tells us why free reading impacts performance on tests of grammar: Free reading results in the acquisition of grammar; those who read more develop a subconscious feel for correctness. If this prediction is correct, readers will do well on grammar tests, without appealing to consciously learned rules.

The goal of this study is to determine the effects of reading on grammatical proficiency by comparing performance between readers and non-readers on a test of grammar, as well as on a test of reading and writing, and to determine to what extent readers and non-readers appeal to consciously learned grammatical rules when taking the tests.

This is an important issue: the presence of form-focused tests encourages teachers and curriculum designers to include more grammar study. If reading, however, results in adequate performance on grammar tests, more reading may be more desirable than more grammar study.

Participants

Data was collected from 44 first year undergraduate students in an engineering college affiliated with Anna University, India. Subjects had studied English for 14 years, with a focus on learning rules of grammar. Discussion with the students indicated that all believed that consciously learned grammar rules were the path to competence in a second language, even though students were clearly not enthusiastic about grammar study, and said that they found grammar exercises boring.

Procedure

The 44 students were categorized as "readers" and "non-readers" on the basis of a questionnaire regarding their reading habits in English containing only two questions: Do you have a reading habit? If yes, how often do you read?

Subjects were also asked to take two tests. The grammar test contained thirty items, such as the following:

1. We use a computer for performing complex calculations. (Change to impersonal passive)
2. A Korean sailor has been arrested by the Chennai police. (Change into active voice)
3. He went to Harvard University. He got his M.S. Degree. (Combine the sentences to indicate purpose)
4. In order for people to work together effectively,

they need _____ each other's needs. (Choose one of the following to complete the sentence)   a) to be sensitive to b) is sensitive for   c) sensitively
d) sensitive
5. When I was reading, a bird _____ [fly] into the room. (Fill in the blank with the appropriate form of the word given in the bracket)

The reading and writing test asked students to read two passages and answer questions that required comprehension of the passage and some interpretation. For example, one passage was about the creative process; questions included:

1. What is the passage about?
2. Is creative activity unusual? Explain.

In addition, subjects were asked to write a paragraph based on information given in a table. The maximum score for the reading and writing test was 29.

Both tests were evaluated by the author.

After students had taken the tests, they were asked how often they applied conscious rules of grammar when taking the tests (always, often, rarely or did not apply).

Results

Eleven of the 44 students were obviously readers. All answered that they did indeed have a reading habit and their answers to the second question confirmed this:

Responses to "How often do you read?"
1. a novel a week
2. thirty minutes a day
3. 8 to 10 hours a week
4. … about 20 to 25 minutes a day
5. five times a day
6. 8 to 10 hours a week
7. whenever I get time
8. two hours a day
9. thirty minutes a day
10. developing (Discussion with this student revealed that he currently spends 20 to 30 minutes a day reading the newspaper.)
11. about 3-4 hours a week

Discussion with the students revealed that they did not know that the kind of reading they were doing was helpful for language acquisition. None were aware of the Comprehension Hypothesis and assumed that grammar and skill-building were the paths to second language competence. The readers had a habit of reading short story collections, series books and novels in English such as *Twelve Red Herrings*, *Quiver Full of Arrows*, *Harry Potter* and *Angels and Demons*.

Table 1 presents mean scores for students on both tests.

Table 1: Results of Grammar and Reading/Writing Tests

Test	readers	non-readers
grammar	24.32 (1.76)	17.6 (3.05)
reading/writing	23.73 (2.04)	16.42 (2.75)

Readers: n = 11
Non-readers: n = 33
Standard deviations in parentheses

The readers clearly did better on both tests, and the differences were statistically significant (for grammar, $t = 7.85$, $df = 42$, $p < 0001$; for reading/writing, $t = 6.77$, $df = 42$, $p < .0001$).

Tables 2 and 3 present the frequency of grammar use while taking the grammar test and the reading/writing test.

Table 2: Grammar use while taking grammar test

	always	often	rarely	did not apply
Readers	0	1	6	4
Non-readers	6	10	14	3

Table 3: Grammar use while taking reading/writing test

	always	often	rarely	did not apply
Readers	0	0	4	7
Non-readers	0	2	25	6

To allow the use of statistical tests, the always/often and rarely/did not apply categories were combined.

The difference between the readers and non-readers for the grammar test was statistically significant (chi square = 3.866, Yates correction, df = 1, p = .05), but the difference for the reading/writing test was not (chi square = .698).

Discussion

The main findings of this study are as follows:

Students who had a pleasure reading habit easily outperformed those who were not readers on a test of grammar and on a test of reading and writing.

The non-readers reported depending more on consciously learned grammatical rules when taking a grammar test: About half of the non-readers said they applied rules, but only one reader reported doing this more than rarely.

There was no difference between the groups in depending on rules on the reading and writing test, with few from either group reporting that they had used consciously learned rules while taking the test.

Those who did not use consciously learned rules on the tests were, apparently, using their subconsciously acquired grammatical competence. Evidence supporting this claim comes from their performance and comments related to the grammar test. On the grammar test, students were asked to change the sentence 'Josephine is not as tall as Joshua' into the comparative. Forty-two of the 44 subjects gave the correct answer, changing the adjective 'tall' to 'taller', even though they had not studied the rule for adding –er to mono-syllabic adjectives. When asked why they used 'taller' rather than 'more tall', several students responded that they had never come across the expression 'more tall' while reading and listening and when interacting with people, indicating that they had acquired the correct form.

A possible flaw in the design of this study is that the tests were rated only by the experimenter; thus, inter-rater reliability was not computed. The differences between the groups, however, were so clear that it is doubtful that this influenced the results.

Another possible flaw is the fact that the study actually compared additional, out-of-school reading with doing nothing at all. A more severe test of the hypothesis that reading is a superior way to acquire grammar is to have a comparison group that does additional grammar study instead of additional reading. Sustained silent reading studies so far have shown that reading is more effective than regular instruction in developing grammatical proficiency, but no study has compared pure grammar study to reading. Of course, it may be difficult to get subjects to participate in such a comparison group.

What we can conclude from this study is that reading has a positive impact on grammatical competence, confirming that knowledge of grammar can be acquired in addition to being learned, and that acquired competence can be put to use on grammar tests.

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RESEARCH PAPER
SUBMISSION GUIDELINES

The International Journal of Foreign Language Teaching is a peer-reviewed scholarly journal that advances theory and practice in foreign and second language teaching. IJFLT invites manuscripts on the topic of foreign and second language teaching. Manuscripts can deal with both children and adults in any first language and any target language.
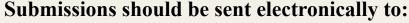
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(3) Whenever possible, authors of studies that include statistical analyses should include measures of effect sizes as well as statistical significance.
(4) References and tables can be done in any of the following styles: APA, Chicago, or MLA.
(5) Biographical information of approximately 25 words, including name, title, university or affiliation, location, and area of expertise. A photo is requested, but optional.

Submissions should be sent electronically to:
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TEACHER To TEACHER

Some Reactions to a TPRS™ Fluency Fast Mandarin class

Dr. Stephen Krashen

(From the 5th edition of Fluency Through TPR Storytelling®, by Blaine Ray and Contee Seely.)

Since 2000, when I starting visiting Taiwan to give lectures and go to conferences, I have probably spent a total of at least a month in Taipei. Despite my interest in languages, this exposure did me no good in acquiring Mandarin. Until last summer, all I could say (and understand) was "I like ice cream" and a few more phrases I learned from a wonderful tape that my former student Lucy Tse made for me many years ago.

This is, of course understandable: The outside world does not provide comprehensible input for adult beginners, or does so very reluctantly. That's why we have foreign language classrooms. The role of the class is to provide the comprehensible input that the output world does not.

This was confirmed for me: I got far more comprehensible input in the first 20 minutes in the first session of the TPRS™ Mandarin class than I had during the entire time I had been in Taiwan. It was dramatic confirmation of the value of the language class.

My description of the class is a list of the things Linda Li did right. I would include what she did wrong, but she didn't do anything wrong. Of course I define right and wrong as follows:
RIGHT: Consistent with my current view of how language is acquired.
WRONG: Inconsistent with my current view of how language is acquired.

Comprehensible input

Everything was comprehensible. Everything. Input was not always comprehensible the first time I heard it, but eventually everything was. Linda made sure of this. She was never afraid to use every tool available to her to make input comprehensible, motions, pictures, and generous use of translation on the board. [Why not? The translation was not there as orders to memorize the words but as a resource. No time was lost with elaborate non-verbal means when it would have been difficult, and the feeling of the class was very Mandarin.]

One of the most dramatic and important things Linda did was to tell the false beginners to calm down. This happened the first day, after about 30 minutes. The result was dramatic. I think this was because the real beginners stopped feeling that something was wrong with them. False beginners give real beginners the

impression that other students are progressing much more rapidly.

Linda ignored the false beginners when providing input. I noticed that she did not base her rephrasing and repetitions on the reactions of those who understood the best; these were, usually, the false beginners. Instead, she was incredibly sensitive to where the real beginners were.

No forced speech

Speaking was gently encouraged, but never required. No student was called on, except for a very few occasions near the end of the course. When this happened, Linda knew who she was calling on and how much they could say.

Affect

Providing comprehensible input and not forcing speech does a great deal to keep anxieties low, but in addition to doing this, Linda Li did more than that. It was obvious that she liked us! She was happy to

> **I got far more comprehensible input in the first 20 minutes in the first session of the TPRS™ Mandarin class than I had during the entire time I had been in Taiwan**

be there, and was "in the moment" at all times. She managed to make input interesting to students with no knowledge of a language that had no cognates with other languages they knew. This was amazing.

Back to Taiwan:

Of course eight hours of Mandarin wasn't enough to make me an intermediate, not enough to put me in a position where I could have conversations with native speakers, even very dedicated ones. It was just enough to get me in trouble, starting an exchange and understanding nothing of what the other person said in response. And sometimes, my attempts to communicate were met with a combination of astonishment and laughter. But it felt GOOD. My best conversational partners were my good friends Kwan and Sean, who treated my attempts to speak Mandarin with respect. (Kwan is seven years old, Sean is nine, the children of my colleague Syying Lee). My Mandarin is now good enough for me to start doing some narrow listening, making recordings of my friends and colleagues talking about topics of interest to me, and of course listening to Linda Li's CD, which seems to have been made just for me!

Interview with Jim Loewen

by Karen Rowan

Jim Loewen, the author of *Lies My Teacher Told Me: Everything Your High School History Textbook Got Wrong* and *Lies Across America: What Our Historic Sites Get Wrong*, has done groundbreaking work uncovering inaccurate historical information that is taught in schools all over the world.

His research has implications for language teachers who are teaching the cultures of other countries, so IJFLT asked Dr. Loewen for an interview. As teachers endeavor to communicate culturally relevant information through sheltered subject matter teaching, the realization that many of our secondary sources (textbooks and cultural sections in language materials) are inaccurate and, in many cases, communicate a biased viewpoint, may ultimately drive us to seek out primary sources. Jim Loewen helps to provide teachers with access to primary sources to teach our students to be critical thinkers in the area of historical and sociological research.

> I think that every American child as he or she grows up needs to become expert in one culture other than his or her own. Now more than one is fine, but at least one.

KR: What I would like to ask you about are your thoughts on the cultural exchange of information in foreign language programs and how that relates to your field, which is history.

JL: Yes, history and sociology. Yes, I have some thoughts on that.

KR: IJFLT publishes current research on how languages are acquired. Most of our teachers are also teaching culture. Now that I've read your book, it seems like one of the things that's getting in the way is how much our history has been turned into legends.

JL: When you are teaching language, you are, of course, teaching the culture. Pretty soon students get into the literature. Hopefully you're talking about the country or the countries that speak the language and what it or they are like. I think that every American child as he or she grows up needs to become expert in one culture other than his or her own. Now more than one is fine, but at least one. And it shouldn't be Canada. Canada is a suburb. (laughs) There -- that'll upset people! I'm talking about oh maybe the United Kingdom, but maybe better Indonesia or Kenya or Sweden or Japan or whatever country interests the little tyke.

And my thinking is that the United States is the most ethnocentric society on the face of the planet. Now every society is ethnocentric to some degree. Every society thinks "We're the best!" and judges other societies as wrong to the degree that they depart from our ideal version, at least, of our own culture.

But the United States is the only society in the world that can legitimately say to itself "We're the dominate economy on the planet!", "We're the dominate military on the planet!" and even "We're the dominate culture on the planet." I think we can say that third thing because, for instance, several Olympics ago and it's been happening every time since then, you see, oh, for example, the Chinese female divers who are among the best in the world, high-fiving each other after a really good dive. Now they did not learn that from Sinkiang Province. They learned that from American culture. In that case, African-American culture, and that's just one example. But countries like Sweden and Japan, regardless of how good their standards of living are, cannot tell themselves that people all around the world imitate them. So, my point is we, that is we Americans, we don't have to become more ethnocentric, and one way to make us a little less ethnocentric is to encourage every American to adopt another country, another culture, and another language and become expert in that so that we have at least two ways of viewing the world.

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KR: One of the historical differences that really hit me in *Lies My Teacher Told Me* that I wanted to ask you about was The Mexican American War, which is called the War of Northern Aggression in Mexican school textbooks. Do you see a lot of those differences from one culture to another? Do you see that our perspective on history actually interferes with our ability to communicate with other cultures?

JL: Ethnocentrism is, among other things, a learning disability. That is, it makes it hard to learn from another culture and almost every culture has something useful and maybe even something important to teach us.

> So, my point is we, that is we Americans, we don't have to become more ethnocentric, and one way to make us a little less ethnocentric is to encourage every American to adopt another country, another culture, and another language and become expert in that so that we have at least two ways of viewing the world.

And so long as we think that our culture is flatly the best, then we can't learn any of those things, and those may be ideas that may, in fact, save the planet, that will save our lives or that will, at the very least, improve our lives.

When I was working on my bestseller *Lies My Teacher Told Me*, which, incidentally, is going to pass one million copies in sales about the time that this interview hits the newsstands; in preparation for it I was reading a book in English published in the USSR back before, of course, the USSR split up, and it was before Glasnost, also. It was a history of the world and it was excellent, for example, on the United States Civil War. It was excellent on most of everything it said about American History.

I'll give you just one example: Nigeria, in terms of health care, mental health care, and this may be because they're not a rich society, but when a family thinks that a family member has gone off the deep end, has gone crazy, needs to be institutionalized in Nigeria, that's fine. They take him to the authorities. They make the case.

But then they have to send a family member in with the patient to help take care of the patient. Maybe even just doing miscellaneous things in the hospital, I don't know.

Well guess what that does to hospitalization times. It makes them short! You don't have people vegetating on the back wards of mental hospitals in Nigeria because every day they're there, a family member has to be making an investment – and investment of time -- to keep them there. Well that's an idea. I don't know if it would work in the United States but that's an interesting idea. And there's just an infinite number of interesting ideas out there in German culture and Japanese culture and Indonesian culture and so on.

But it was terrible on the Hitler-Stalin pact. In fact 1937 to 1941 or so was not understandable. And I realized that history is maybe something that should be outsourced. That is, we could write a darn good history of the USSR and they could write a darn good history of the USA. A lot better than the biased textbooks that we inflict upon high school students today.

There's another example, then, of how learning what another culture has to say about our society may be instructive.

KR: Are there sources that can be used to teach American history accurately in language programs in other countries?

JL: Yes. In American history there is a disconnection between what the scholars know and write about in all the books that are in the college library and what

gets put into high school textbooks. *Lies My Teacher Told Me* explores this and some of the reasons for it. I point out that in many cases the high school history textbooks are not written by the names that are listed as authors. They are sometimes not even read by the names that are listed. They are reluctant to say anything bad about any American act. But in the historical literature we are quite self-critical and much more accurate. So there's plenty of material with which to teach United States history accurately.

I would suggest that any teacher, whether in Japan or teaching American history in the US should use a 200- to 300-page paperback. For instance, the little paperback that we use for readying prospective citizens, that is, somebody who wants to become a naturalized citizen of the United States has to pass an exam in American History. There's about a 300-page paperback that they commonly read to bone up on the subject. We could use that.

And then the teacher goes beyond that to supplement with historical sources that are all over the web, at the Library of Congress and hundreds and hundreds of websites all over the place that are accurate for their purposes. They are primary sources and so on. And get students reading those kinds of sources and maybe my book, *Lies My Teacher Told Me*. Other kinds of books that give varying perspectives on issues in American history. And then the student, whether Japanese or Japanese-American reading in Chicago, is getting a more thoughtful and a more interesting introduction to American history.

KR: Is this a common phenomenon internationally or is it unique to the United States?

Every country, I think, has ethnocentric history. The history that is taught in Japan has become a hot issue

> **Ethnocentrism is, among other things, a learning disability. That is, it makes it hard to learn from another culture, and almost every culture has something useful and maybe even something important to teach us.**

in Korea and China. Somehow, particularly from 1905 to 1945, that period of time is not covered accurately in Japanese history books, or at least that's how people in South Korea and China think. Probably North Korea, too. So it's not just the United States.

There's a really interesting book about this subject written about South Africa, and the title is *A New History for a New South Africa*. I think the authors are all history teachers and I think they're all women. And I'm not sure, but I think they are all white. It came out after the one person/one vote revolution that changed the government of South Africa more than a decade ago. And it begins with a statement of six myths that had been the backbone of the history as taught in South Africa. And it says none of these are appropriate for the New South Africa, and I'm reading these six myths and I'm saying, "We teach about four of those myths in the United States."
"So what should we teach?" is what they address and wrestle with for the rest of this 250- page book.
So, it's a problem everywhere. Russia indeed had the problem so bad that during the Glasnost period in the Soviet Union just before it broke up, people in Russia give an exam, a standardized national exam in every subject in the Spring every year, and one year they cancelled it in history because they said, "Look, we've been teaching such B.S." (that of course stands for Bad Sociology), "that how can we test on this stuff?" And so they cancelled the exam and went back to the drawing board and wrote new history textbooks. So, by no means is it just the United States.

KR: What do you think the impact is on a student who, for example, moves to the U.S. from Mexico and is taught a completely different perspective on the history that they may have learned in grade school while living in Mexico.

JL: Well, I'm sure that the American history that is taught to immigrants is off-putting. I'm sure of that because American history as taught to everybody is off-putting. When you give students across the United

States this quiz: "What is your favorite course in high school?" not in every high school, but in every single national poll, history comes in last. It's boring as usually taught. It's triumphalist. It's melodramatic, rather than really dramatic. That is, we all know it's going to turn out great because no serious critique of the United States is ever addressed, so I'm sure it off-puts them.

But there is an answer to that, and my answer again goes back to the idea of using a very small textbook and getting students doing history. And when you get students DOING history, you find that ESL students, instead of having a whole bunch of handicaps because they're not so good at English, not so good at having learned already the basics of American history and so they're behind, when you get to actually doing history, ESL students have the advantage of their family history. That is, if you get students saying "Okay, you have to do a project for this course and here are the kinds of projects you can do…" -- the students can do serious first-hand historical research. Well, one project would be just simply the history of their family.

Interview the oldest member of their family that they can reach. Perhaps the oldest person who is in the United States. Or maybe if they're making long-distance phone calls, a person back in Mexico or Vietnam or wherever, and get their story. Write it down verbatim in a good interview in Vietnamese or in Spanish or in whatever language and then translate. Write that in good English. In other words, this is a serious matter and you've got to work at it really well. Because when you finish, then you end up writing a paper based on it and all the other interviews you did, and you wind up with something that should be placed in the local community library, not just the

> **And so long as we think that our culture is flatly the best, then we can't learn any of those things [from other cultures], and those may be ideas that may, in fact, save the planet, that will save our lives or that will, at the very least, improve our lives.**

high school library. So that suddenly the little town in northern Wisconsin, that is now 20% Hmong, starts getting some history of its Hmong minority. How did those folks choose to get here? How did they, for that matter, choose to leave Laos and Southeast Asia? And then how did they go from Los Angeles to St. Paul to Menomonie, Wisconsin, or wherever we are.

And that's a tremendous resource, then, this twenty- page paper with maybe another thirty pages of appendices of these interviews, that's a tremendous resource that you as the teacher have created for a historian fifty years from now, who wants to learn about this minority that has now become such an important part of the United States. So that's an example of how to make a strength out of what might seem to be a weakness.

KR: So what are you working on now?

I'm writing a short book for teachers of American history. It will contain, for example, the idea I just gave you, and it will be called *Teaching What Happened*. I like the title because it's got a little edge to it, as opposed to what we sometimes teach. It will be coming out with Teacher's College Press hopefully in 2008, if I can get off the phone!

KR: Well, that's motivation for me because I want to read that book. What are you reading right now? Do you usually read more than one at a time?

JL: Oh, you would ask that. I do usually read one at a time. I'll tell you what I just finished. I just finished a book called *Deadline*, which is a teenage novel, a novel for high school students. I learned about it in a roundabout process, but it turns out that the hero of this book, who is a high school senior in rural Idaho, likes my book, *Lies My Teacher Told Me* and uses it to harass his high school history teacher. It's quite an interesting book on other fronts as well. I'm not still reading it because I was so interested in it that I had read the whole book in about twenty-four hours.

I am now reading a book that's about the history of the dog in North America. And that's an interesting history. I haven't gotten very far into it. Of course dogs played a big role in much of the Spanish Conquest of much of North America such as Mexico and Haiti and so on.

And I think we're going to find out lots more uses of dogs.

KR: Can you tell us about the other books you have written?

JL: I think people should know about my other two books that are more recent. *Lies Across America* has some special utility for students, including ESL students, because it has 100 short chapters. So it's kind of sound bytes. Some of the chapters are as short as a page and a half; others are as long as twelve pages. Each one of them chooses a specific historic site and shows what's wrong with it. Some of them might be near where the student is, where the teacher is, or they might not be near them but they might touch upon them in another way, such as related to the fact that a student is a female who might think that women never did anything in history.

And then the newest book is *Sundown Towns*. It isn't as directly related to what you folks are doing except that they are located all across the United States. They are towns that for decades were, and some of them still are, all white on purpose.

Manitowoc, Wisconsin had a sign until the mid 60s, "Nigger don't let the sun go down on you in Manitowoc." So did Hawthorne, California. So did Pana, Illinois. All across the United States, except they are uncommon in the traditional South….

It's not particularly relevant to students in other countries, except that often those people broke these towns, especially in the West. 80% of the suburbs in Los Angeles were sundown suburbs. But they didn't know quite for sure if they should keep out Mexicans because they might be white, you know? They weren't quite sure and what do you do about all those Chinese and stuff. Well, first they kept them out, but pretty

soon they let them in and that kind of broke it for African-Americans.

I have two recommendations to make for teachers. I'm going to recommend an obscure novel. It's the only historical novel that I would recommend without reservation: *Okla Hannali* by R.A. Lafferty. It is a historical novel that is the history of the 19th century from a Choctaw viewpoint, because Okla Hannali is an imaginary Choctaw leader who is born in 1801 and dies in 1899. As we read this rather fun novel about him, he goes from Mississippi, he gets deported to Oklahoma, of course, in 1830 when the Choctaws get removed, and he goes through the Civil War, which was particularly vicious in Indian Territory. He does all kinds of things, even the Alamo, and it's all from a Choctaw viewpoint. Even though the author is white, I still maintain he has assimilated somehow a Choctaw point of view and at least one Choctaw I know of agrees with me on that, so I'm going to recommend that book. You will learn more American history -- and every time I check him out, it's accurate. He didn't make it up. It's the only fictional novel that I actually recommend.

The other book I recommend is *Let Us Now Praise Famous Men*. This is an increasingly famous book by James Agee. It's an account of three white sharecropper families in Alabama in the middle of the Depression, but it is such a humane book that it encourages the reader to become more humane in thinking and dealing with people who are down and out only partly through their own fault.

Jim Loewen has been working since 1999 to learn about, write about, and cause social change in sundown towns. The Sundown Towns newsletter can be accessed at http://www.uvm.edu/~jloewen/ newsletters/sundownnewletter12-08wt.pdf .) More information about Jim Loewen can be found on his website, http://www.uvm.edu/~jloewen/. Loewen has won numerous book awards and testified in over 50 trials as an expert witness. He now lives in Washington D.C. and raises Labrador Retrievers to be guide dogs for the blind in his spare time.

How Not to Travel in Europe

by Karen Rowan

Karen Rowan is the co-owner and direc-tor of Fluency Fast Language Classes, Inc. She is a former high school Spanish teacher and is the author of the TPRS® ancillar-ies for Paso a paso and Realidades published by Prentice Hall. She holds an MA in Spanish and pedagogy from the University of Northern Colorado.

This will be the title of my new book. Many people have written books about HOW to travel in Europe. Who needs another one of those?

My daughter and I started traveling to Mexico when she was not quite three. We speak Spanish, but Mexico doesn't give us that intoxicating jolt of culture shock anymore. We don't struggle with the language barrier and we know how to negotiate Mexican cuisine without getting ill. We aren't sensitive anymore to the learning curves and struggles of travel, but we want to be. So this time we traveled to Germany and France for a month, where we spoke almost none of the language and knew nothing about the culture.

This experience was wrought with mistakes and mis-steps. I would love to say that I've never made this many mistakes in so short a period of time, but I am a fly-by-the-seat of my pants kind of traveler and usually have multiple "Gidget" moments. If I could perfect a prat fall, my true stories would be perfect for a sitcom.

So… so that you'll never have to purchase another book on how to travel in Europe… my possibly incorrect assumptions, tongue-in-cheek generalizations, self-deprecating, meant-to-be-funny but all true list of European vacation errors.

How NOT to Travel in Europe.

A diary of 35 mistakes that have already been made.

On Packing

1. Do not forget all the things you absolutely couldn't replace and realize it in 45 minutes from home, forcing you to turn around at 2:30am to retrieve them. Vitamins, shake mixes…

2. Do not pack every last possible resource you could possibly need for a month in Europe…. except socks.

3. Don't forget floss. They don't seem to have any at most grocery stores. They have toothpicks.

4. Do not pack tank tops when traveling to Germany in November. Pack sweaters. And snowsuits. And rain gear.

5. Don't forget a watch. Unless you know your numbers up to 23, you'll have trouble understanding the answer to the question, "What time is it?" "It's 18:00." Excellent…. That was so very helpful. What's the big hand pointing to?

Europe in general

Amsterdam, Agen, France, Paris, France

6. Do not travel when the dollar is so weak that $400 American dollars is $269 Euro. Yikes. Gas is about $1.48 in both France and Germany. Per liter.

7. Do not try to type on a French keyboard 2 days after having tried to type on a German keyboard. Both are very different from a U.S. keyboard and are also different from each other. Your messages will be indecipherable and will look a little like a secret code.

8. Don't buy a new camera in Europe. They come without a photo disk thingy, the photo disk thingys are impossible to find and the battery re-charger has a European plug, so the camera will ultimately be useable only as a stage prop.

9. Don't purchase DVDs in Europe. DVDs are coded by region and work only in the region where they were purchased. The U.S. is in region 1. European DVDs are in regions 2 or 3. Completely incompatible. Anyone want a DVD on Le Louvre that won't play on a U.S. DVD player?

10. Do not take your child to Amsterdam as your first stop in Europe. Walking down the street through clouds of funny smelling smoke and passing by stores with surprisingly revealing front window displays is not the best way to convince yourself that this is going to be a good family bonding experience.

11. Do not try to travel across Europe with a credit card. Credit cards are accepted almost no where. ATM cards work at some ATMs, but not all. Euros only. (And when you pay with a bill, you get back coins. Every single time. By the end of your journey you have pockets full of pennies, nickels, dimes, 50 cent pieces and 1 and 2 dollar coins. No paper.)

12. Don't worry about speaking the language. I studied German and French simultaneously, so both are jumbled together in my head. My sentences come out, "Haben zie eine (bad German) sección (Spanish) au anglais (bad French)" which did not get me to the English book section of the book store. However, Kassidy, in her frustration with her minimal German and French (she can say "I don't speak German / French" and "do you speak English?"and "Is that vegetarian?") said, and I quote "A-bud-adie-budadi?" with correct intonation for a question, while pointing at a carrot. The nonsense gibberish she uttered caused her to be given and not charged for a carrot. She said, "See? It worked!" I said... because that woman thinks you're mentally challenged and felt sorry for you." So... don't bother learning the language. Grunt, point and make up words. They'll think you're "slow" and give you carrots.

Agen, France
13. The little handle at the bottom of the toilet traditionally used in the U.S. to shut of annoyingly long-running, energy wasting toilets is not actually the handle to turn off the water on French toilets. It is the handle used to shut off the water to the entire house.

When traveling in France, do not turn the handle no matter how many hours the toilet runs. It will shut off the water to the household and cause a massive crisis.

14. Do not explore abandoned, dilapidated farm houses in southern France. They are protected by an evil I have only heard of in fairy tales called "nettles." Nettles are a weed that, when they touch bare skin (for example, the space between the pants and the socks), they sting. They feel an awful lot like a bee sting or an acid burn. It burns continuously for about 5 minutes and then is reactivated by contact with water, and burns all over again for the next 5 days. Apparently vinegar is supposed to alleviate the sting. Not that much, though. So... don't walk through nettles.

15. Don't eat dog food. We were eating dinner with our host and hostess in France when she took Kassidy's bread and said, "you don't want that." Her husband had found the bread and lain it on the table. But the evening before the dog had found the bread and she and I had chased it all over the house trying to get the loaf back. Whereas I might have thrown the loaf in the garbage... she hid it. She didn't want her husband to find it and know that the dog had stolen his third loaf of bread and get mad. So she hid it and didn't realize that he had uncovered it and served it until we had already eaten it. I don't think this is typical French behavior. She's from Indiana.

16. Don't eat oysters. When you are served something slippery, slimy and gag-inducing, think fast and quickly pretend to be allergic to it. Claim your mouth itches, causing your host to hurriedly wash your plate and bring you a new fork. Advantages: your host will not be offended, you will not have to eat slime, and you can tell your mom later that you aren't really allergic to oysters.

17. Don't go walking in southern France wearing tan clothing. Wear red. See that guy standing next to the apple orchard in front of you? He's a hunter. He's looking for deer. Or rabbits. Or boar. Seriously. Boar. Don't go walking in anything that might get you confused with a boar.

18. Do not recoil the first time a French woman tries to smell your neck. Do not recoil further the more she

tries to lean in to smell your neck. Do not raise your eyebrows, arch your back and back into the vase behind you. She is not trying to smell your neck. She is trying to kiss your cheek. Both of them. Do not behave as though she's a vampire about to suck your blood. If you do, it will make your mom laugh so hard her sides will hurt. And she will keep laughing. And she will keep telling people the story. And she will email it to all her friends.

Paris

19. Do not try to travel in Paris during a train strike. If it looks bad on the news, it's worse in the actual Paris. Bypass Paris, wave at the Eiffel Tower, buy some postcards of Paris and keep going. Paris is impassable during a strike. The trains are cancelled, the cabs audition passengers (if you aren't going far enough or somewhere that is easy to go they'll say "no" and keep driving, leaving you standing on the street corner), the traffic is preposterously heavy, and riding a bike is dangerous because there's so much traffic and there are so many motor scooters. "Bike lane" in Paris means bus, taxi, motor scooter and bike lane. When you call a taxi from a hotel, the taxi begins charging when it's called. When it arrives at your hotel it will already have charged you 7 Euro --- about 11 U.S. dollars.

20. Do not try to bring cheese home. No matter how blown away you are by the large quantities of really expensive cheese being sold for only 2 Euro. Particularly at the beginning of your trip. First, it will smell like sour milk. Like... if you were to spill a gallon of sour milk in the trunk of your car just before a heat spell. Then, it will start to smell like really moldy cheese. Even though the French will tell you that cheese is mold, so it's supposed to smell like mold and the moldier the better... that's not good mold. Even if you lock it in the bathroom of the hotel room overnight and put the cheese in four plastic bags. Your awareness that passersby are as stricken by the pungent odor of old socks, moldy cheese and sour milk coming from your suitcase will ultimately cause you to heave the cheese into a public trash can in Paris. By that time, all the clothes in the suitcase will also smell like dying, sweaty, moldy cheese.

21. Do not try to rent a bike during a bus and train strike in Paris. There are kiosks across Paris where bikes can be rented at any point and dropped off at any other station. Bikes are rented by credit card. (The only exception to the credit card rule). Only European credit cards, though, where information is loaded on the top and on the bottom. American credit cards have information only in the black strip. Those machines ONLY accept credit cards. The absolutely., unequivocally do not accept ANY American credit card. It's like their revenge on American tourists. No buses, no trains, no cabs, no bikes! Ha ha ha ha!!!!!!!

22. Don't ride a bike in Paris during a strike and get lost on the way back and have to stop to call the bike place that closes at 18:00 with your brand new calling card that you don't know how to use from a broken pay phone at 18:00 causing you to panic and say the only thing you should not say in your desperation to get help from someone who can get you back to the bike shop before it closes, locking your luggage inside and leaving you stranded with only rented bikes for clothing.... which is "Parlais vous anglais?" while holding out a bike shop pamphlet and a calling card. Because that's the thing that a peculiar group of immigrants says outside of the Eiffel Tower before handing you a postcard begging for money. Coincidentally, all of their fathers recently died and they are stranded in Paris and need money to get home. I was mistaken for one of them and bruskly pushed aside... which made me just a little even more frantic to get back to the bike shop. So... don't say "Parlais vous anglais" in Paris. Jason Fritze taught me to say, "Je parle francais comment un vasche espanol", which means "I speak French like a Spanish cow" and makes Parisians nice to you. Seriously.

23. Do not lose your credit card in Paris.

Germany
Braunschweig Puccheim Stuttgart Tüebingen

24. Do not come to Germany in November. It is days after Octoberfest. It is days before the opening of the Christmas markets -- the world famous, not to be missed, Christmas markets in every city in Germany... open about November 29th. It rains or snows most of the time. It's windy and cold and icky and cold symptom-inducing. You will be asked a dozen times by people all across Germany if you'll be staying long

enough to see the famous Christmas markets. You will be tsked at for having traveled to Germany when the tourist season is over, the tours are all cancelled for the off-season and the Christmas markets have not yet opened.

25. Do not get off the train when they say "Basnofewniongrwsoinschein" when you really meant to get off at "Bfvrnejngrenionigornwschweiss." All German cities sound the same if you don't speak much German.

26. Don't order "spaghetti with tomato sauce" from the children's menu. It means spaghetti noodles with ketchup. Cold, regular, from the American ketchup bottle ketchup.

27. Don't ask for "müll" when you mean "mulled" wine. "Müll" means "unrecyclable trash."

28. Don't pull on the shower curtain to get your balance when you slip on soap in the tub. Shower curtains are not attached to an extendable plastic rod. They are attached to a wire that is drilled into the wall. It will yank the wire out of the ceiling and send the curtain crashing down.

29. Don't order water in a restaurant. It's 3.50 Euro. They don't believe in serving tap water in restaurants, even though Germans brag about having the cleanest, best tap water in the world. You can explain and mime "tap water", but they'll look at you like you're really strange. Probably because of the miming. Also… they think ice is unhealthy. Don't order water without ice. You'll just look stupid. It's like ordering pizza without rice.

30. Don't try to go shopping on a Sunday. Germany is closed on Sundays. All of it. If you want to explore without having any authentic real-life Germans or any pesky open shops in the way, though, by all means.

31. Do not order anything with "Schinken" when you want chicken. Even with lots and lots of clarification through miming, complete with balking and flapping of wings, you will still not clearly communicate "chicken." Schinken is ham. Pork. It tastes like really, really bad, salty, chicken. If you have never before in

your life consumed a pig, it will make you ill. Even if it's wrapped in a really yummy crepe made by an Italian guy in a train station in Stuttgart.

32. Do not forget to bring bags with you everywhere you go in case you need to buy something. They'll charge you 50 cents. Depending on the day, that's somewhere around 75 U.S. cents. You will ultimately decide that it's more trouble to try to explain in German that you want to give the bag back and get your 50 cents back than to just let them add it to the grocery bill.

33. Do not get engrossed in a book while on a bus. The walk back from the stop where you looked up to the stop where you were supposed to get off might be pretty long.

34. "The train is running 15 minutes late" in Germany does not mean the same thing as "the train is running 15 minutes late" in France. In France it means it will arrive 15 minutes later than originally expected. In Germany it means that it was 15 minutes late at the last station and will pick up time between stations. Therefore, if you arrive at the platform 10 minutes after it was originally supposed to arrive you will have just missed your train.

35. Do not take a three hour train ride to Koblenz to take a boat cruise down the Rhine River to see the hundreds of castles that grace the river's shoreline on November 26th. The cruises run until October 29th.

Ironically, while going to the Rhine River to go on the boat tour, we took a train ride all the way up the river and saw all of the castles. When we arrived, a security guard was talked it to letting us on the ship. We were able to wander around and take pictures and meet the people running the naval school. All of the signs along the way listed the times for the cruises. None said that there were not cruises in November and December. When we walked away, trying to decide what to do, we saw an intriguing street full of lights and decided to go for a walk so that we wouldn't feel like we had entirely wasted our trip. We rounded the corner and gasped and kept on gasping in sheer delight. We were at a Christmas market. (You had to wait a minute to get to the ironic part.) Rows upon rows of wooden

booths housed a Territory Days / Springspree kind of celebration. Gluewein, hot apple cider, cakes and breads and sweets and clothes and artsy craftsy things and dolls and rides for small children and John Denver... no joke... John Denver singing Silver Bells over the PA. We returned on the train full of hot apple cider and loaded down with inexpensive, beautiful things we had bought along the way. Instead of getting the $1.50 pfand back on the mug, we very un-germanically went home with our mug, washed it and packed it. On the train ride home, as the sun was just about to set, we stared at the castles along the Rhine and imagined little girls who grow up in Germany dreaming of growing up to be princesses that live in those castles. I devoured The Kite Runner on the ride and Kassidy continued working on her novel... a book about a little girl, written entirely in Spanish. And such was the entire trip... rarely what we planned... almost always an enchanting, unplanned side trip.

Our missed train in Mannheim resulted in meeting a 3 fellow travelers and passing the time on our way to Agen chatting and getting great advice on places to stay and things to see.

The majority of our half-hour sitcom gaffs actually took place in a house way out in the country about 30 minutes outside of Agen about halfway between Toulousse and Bourdeaux. The house was between a kiwi orchard and an apple orchard. Those who pick the fruit after it has already been harvested by the owner are called "gleaners" and they do so with the knowledge and tacit approval of the owners. It was a paradise of corn fields, starry nights and dead silence surrounded by old farm houses and rolling hills.

A side-journey into a pathetic little store in Tüebingen resulted in Kassidy finding 10 Euro and being unable to find the owner. She re-distributed the wealth to street performers over the next few hours.

Every miscommunication, every bumbled conversation, every mis-step made me realize just how important our language program is. The perspective of the "taught" versus the "teacher" helps us to be better every day. Only through experiences that remind teachers of what it was like to learn another language do we remember the importance of teaching words like "Schinken."

by Martin R. A. Duguay

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Facilitating Professional Development in South Korea

Professional development in the field of TESOL (Teaching English to Speakers of Other Languages) is advocated by English language teaching experts. Although it might be difficult to find anyone opposed to the concept of professional development, one could argue the best course of action. Following are a few guidelines that program administrators might wish to consider when developing a professional development program for native English-speaking teachers (NESTs) at English language centers in South Korea.

The program administrator's task may seem somewhat daunting at first considering that NESTs at South Korean English language centers are likely to differ in terms of educational background, teaching qualifications and experience. The key to designing an effective professional development program may reside in the concept of granting teachers the freedom to make decisions regarding their own learning. Empowerment of faculty (Soppelsa, 1997), andragogy (Schaetzel and England, 2001) and the implementation of an organic model (Davidson and Tesh, 1997) of administration support the notion that teachers are more likely to pursue professional development if the process is facilitated by program directors as opposed to dictated. The latter entails that program administrators provide teachers with various options and permit individual teachers to select professional development activities that best suit their needs. Hence, program administrators should cooperate with NESTs in order to foster reflection on teaching (Goker, 2005).

This leads us to address the issue of providing NESTs with an actual professional development program.

Although a multitude of activities could be considered when designing a program, it may be helpful to offer teachers a list of options in order to facilitate the decision making process. Following is a list of professional development activities deemed beneficial by a group of ten NESTs of EFL at a South Korean university. The teachers in question volunteered to perform various professional development activities and assessed the effectiveness of a professional development program designed by the author. The numbers in parentheses indicate the number of NESTs interested in performing each activity in the future.

1. Participating in workshops (10)
2. Performing occasional self-assessments (10)
3. Developing course curriculum and materials (10)
4. Performing occasional peer observations (9)
5. Joining a peer discussion group (8)
6. Attending conferences. (7)

One should keep in mind that the list of activities presented is in no way finite but is rather a reflection of the needs and preferences of a specific group of teachers. Nonetheless, this list highlights the importance of including NESTs in the process of selecting professional development activities. Here are a few basic suggestions for program administrators wishing to implement the activities above:
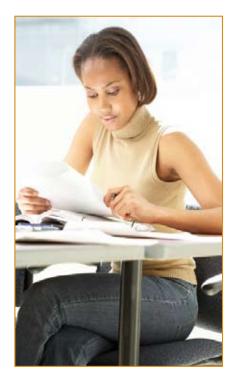Invite guest speakers to put on workshops that support the classroom needs of the teachers, or create your own workshops which reflect the needs of your teachers.

- Provide guidelines to maximize the benefits of self-assessments and peer- observations, and to ensure that peer observations are performed in a respectful and non-judgmental manner (Richards, n.d.).
- Whenever possible, allow teachers to develop their own curriculum and teaching materials. In addition, provide NESTs with resource materials such as reference books and a list of professional websites (Brown, 1995; Al-Hazmi, 2003).
- Encourage volunteers to form discussion groups by providing them with a room to hold private meetings, and allow the teachers to set the agenda based on the needs of the participants. Upon request, select reading materials to support the discussions and join

the meetings only when invited. Respecting the participants' confidentiality as well as setting an agenda for each meeting is believed to promote more meaningful reflection (Freeman and Hawkins, 2004).

- Inform your teachers of upcoming conferences, and include contact information for professional organizations such as the TESOL chapter in your region.
- Be realistic when setting goals. Professional development requires time and effort. Hence, the teacher's workload should be taken into consideration and one's expectations should be adjusted accordingly. After all, the main role of the program administrator should be to encourage and support professional development rather than to discourage teachers from participating in reflective teaching.

I would like to end by inviting program administrators to meet with their NESTs in order to identify the individual professional development needs and preferences of the teachers. If this suggestion is implemented, NESTs will likely be empowered and motivated to participate in professional development activities.

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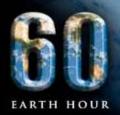Goker, S. D. (2005). A school based management and supervision model in EFL schools. The Internet TESL Journal, 9(1). Retrieved from http://iteslj.org

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