

Appendix I

Selected Bibliography of Books on Language Learning Written for the Learners¹

Frederick H. Jackson, Foreign Service Institute

Coinciding with the recent focus among many researchers on individual differences among language learners, over roughly the last five years a number of books and other monographs have appeared which are actually written for the learners with the purpose of helping them to take greater control of their own language learning. Several of these works are truly excellent; all of them will offer insights to even experienced language learners. They will also be of interest to teachers, both for purposes of counseling students and to provide added perspectives on where their students are coming from. I believe these resources ought to be on the shelves of every library or reading room where languages are taught.

In the space below, I have written very brief descriptions of the learner guidebooks of this type of which I am aware. I have also not been able to resist adding, at the very end of the list of learner guidebooks, a book by Earl Stevick on different language learners and on the very different kinds of learning activities which worked for each of them.

Although Dr. Stevick's book was written for teachers rather than for learners, and is, thus, different in type from the other resources in the list, it does contain a wide range of intriguing ideas to help people learn languages. I also believe that it is one of the most stimulating and thought-provoking works available on the important subject of individual learning preferences. The books are listed by author, in alphabetical order.

Brown, H. Douglas. *A Practical Guide to Language Learning: A 15-week Program of Strategies for Success*. 1989. New York: McGraw-Hill. ISBN: 0-07-008208-1.

Professor H. Douglas Brown of San Francisco State University is a very well known researcher and writer about the different factors which influence foreign language learning. This 70-page booklet consists of several short well-written essays addressed to the learner, each followed by exercises which are designed to help readers gain insights into their own learning preferences and their motivations for language learning, and other exercises encouraging learners to expand their repertoire of learning strategies. The intended audience is college students.

Brown, H. Douglas. *Breaking the Language Barrier: Creating Your Own Pathway to Success*. 1991. Yarmouth, ME: Intercultural Press. ISBN 0-933662-91-2.

Like Dr. Brown's other book referenced above, this 170-page book is written to help students understand themselves better as language learners, and to use that understanding to expand the range of strategies and techniques which they are willing to use. Recent research into language acquisition is reported on in a clear and easily readable style, replete with amusing and relevant cartoons and anecdotes, and implications for adult

¹ Reprinted from the *Journal of Southeast Asian Language Learning*, 1993.

learners are clearly drawn. The last chapter is titled, "Creating Your Own Pathway," and is designed to help learners increase their understanding and control of their own learning process. The book includes a number of very useful diagnostic instruments to help readers become aware of and understand many of their own preferences (and weaknesses). The book also has a foreword by Senator Paul Simon of Illinois.

Brown-Azarowicz, Marjory, Charlotte Stannard, and Mark Goldin. *Yes! You Can Learn a Foreign Language: A Guide to Success for Anyone Interested in Learning Another Language*. 1992. Chicago: NTC Publishing Co. ISBN: 0-8442-9514-0.

This tiny 100-page pocketbook is a collection of hints and suggestions to help students manage their learning better. The authors try to get down to the nitty-gritty of being in a class, as exemplified by some of their chapter headings: "You Can Memorize;" "Using Your New Language: Listening and Speaking;" "Learning a New Writing System;" "Taking Tests Successfully." There is also some brief but useful advice to help learners control anxiety and generally 'keep their heads above water.'

Cohen, Andrew D. *Language Learning: Insights for Learners, Teachers, and Researchers*. 1990. New York: Heinle and Heinle. ISBN: 0-8384-2676-X.

As the title suggests, this book is written for teachers as well as learners, and it has a somewhat more academic orientation and tone than the others. Professor Cohen has published widely on such areas as language testing and classroom language learning. The first six chapters of the book focus on different areas of language learning; each includes both background discussion of learning goals and also a number of specific strategies which learners may wish to try out. The chapters on vocabulary learning, listening comprehension, and speaking for communication may strike readers as especially useful, but those on reading and writing are also informative. The last chapters of the book summarize conclusions of recent research, and are addressed more to professionals in the field. The style of this book is rather denser than other books cited, and there is an extensive list of bibliographical references.

Davidian, Richard D. *Learn a New Language: A Creative Guide*. 1988. Berrien Springs, MI: The Center for Intercultural Relations. ISBN: 0-9621040-0-0

This book is intended as a "guide for learning any language with the help of one or more fluent speakers of that language." Like the Marshall book cited below, it is designed to be used in the country where the language is spoken by learners who are not enrolled in a language class. It draws heavily on ideas developed by scholars in the Summer Institute of Linguistics, which has trained many linguists in the field methods of learning unfamiliar languages, and emphasizes the elicitation, practice, and ultimately creation of linguistic structures at the sentence and discourse levels. The author describes the book as based on "the notional-expressional" method. The book itself consists primarily of a workbook for elicitation of sample language, with brief helpful suggestions interspersed.

Fuller, Graham E. *How to Learn a Foreign Language*. 1987. Washington, DC: Storm King Press. ISBN: 0-394-75689-4

The author is a former United States Foreign Service Officer who served in Europe, the Middle East, and the Far East. The book's style is chatty and informal, as if the author were sitting down with you to talk about some of the observations he has made through

learning a number of very different languages. There are almost no academic references or jargon in this book, and it is clear that the author is drawing almost completely on his own experiences. Chapter titles include: “Teaching Your Mouth New Tricks;” “In Other Words, Learning to Think All Over Again;” “Words, Words, Words;” “Grammar (Ugh);” “No End to Endings (More Ugh);” “How Far Can You Really Get?”

Gleason, Jean Berko (Editor). *You CAN Take It with You: Helping Students Maintain Foreign Language Skills Beyond the Classroom*. 1988. Englewood Cliffs, NJ: Prentice-Hall. ISBN: 0-13-972688-8.

This book is a collection of six short articles designed to help a learner “develop a plan to maintain language skills [which is] uniquely suited to his or her own interests, learning styles, and circumstances.” The first chapter is a general introduction; it is followed by chapters on using individual learning strategies, self-instructional materials and techniques, computer-assisted instruction (though this chapter is now pretty dated), study and travel abroad, and the local community as a cultural learning resource. The style of the book is direct and without frills. Articles also include useful references for the reader.

Marshall, Terry. *The Whole World Guide to Language Learning*. 1989. Yarmouth, ME: Intercultural Press. ISBN 0-933662-75-0.

This book is not aimed at the student in a traditional classroom, but rather at someone who will be learning a language in a community in a country where it is spoken. The Peace Corps now uses this book as one of the references which it makes available to volunteers in-country. There is very useful advice on selecting and working with a language “mentor” (not “teacher”); creating and using a daily “learning cycle” which includes opportunities for practice, communication and evaluation; techniques to increase opportunities for interaction with native speakers; and techniques to help improve one’s language learning skills. Many of the suggestions in this book will be of use to students who want to make use of language communities around their campus, or who want good suggestions for how to get productively involved in the community when they are overseas.

Rubin, Joan, and Irene Thompson. *How to Be a More Successful Language Learner*. 2nd Edition. 1994. New York: Heinle and Heinle. ISBN: 0-8384-4734-1.

Dr. Joan Rubin has been for almost twenty years one of the leaders in studying what good language learners do (cf. Rubin 1975), and Dr. Irene Thompson teaches Russian at George Washington University and is a former supervisor of that language at the Foreign Service Institute. This book is an update and revision of a 1982 book of the same title, which was for several years the only useful resource on this topic for students. The book is divided into two parts: Part One, titled “Before You Begin,” deals with understanding the language learning process and with the importance of setting clear and achievable objectives for learning. Also included in this part is a very useful discussion on resources available to language learners. Part Two, “Once You Begin,” deals directly and practically with techniques and strategies learners can use to learn vocabulary and grammar, listening skills, reading, speaking, and writing. The style of this extremely useful book is improved over the first edition, but is still relatively dry.

Schleppegrell, Mary, and Rebecca Oxford. "Language Learning Strategies for Peace Corps Volunteers." 1989. Washington, D.C.: Peace Corps Information Collection and Exchange. Public domain.

All Peace Corps training is now done in-country, and this brief but very rich 29-page manual was written to provide Volunteers with specific suggestions to help them make sense of the linguistically almost overwhelming environment in which they find themselves. It is designed to help them both during training and once formal training has ended. The authors are among the leaders in the relatively new field of learning strategies (see Oxford's highly regarded book *Language Learning Strategies: What Every Teacher Should Know*. 1990. Newbury House), and the manual, while written in an informal chatty style, clearly reflects a thorough research base. The six chapter headings are: "Common Questions About Language Learning;" "Management Strategies for Learning a Foreign Language;" "Organizing to Learn;" "Building Your Memory;" "Learning with an Instructor and on Your Own;" "Learning at Work." This manual has been handed out to language students at SEASSI during recent summers.

Stevick, Earl W. *Success with Foreign Languages: Seven who achieved it and what worked for them*. 1989. Cambridge, UK: Prentice-Hall International, Ltd. ISBN: 0-13-860289-1.

As the title suggests, this book by Earl Stevick, one of the major figures in foreign language teaching of the last twenty years, presents an analysis of seven skilled language learners. Each of the first seven chapters of the book presents data collected through interview and observation of what each of those learners did in order to succeed. As those who are familiar with Dr. Stevick's other work might expect, the seven learners on the surface are quite different from each other in preferred manners of learning. Chapter One describes Ann, an "Intuitive Learner," while Chapter Two features Bert, a "Formal Learner." The juxtaposition of the two emphasizes that what works for Ann is very different from what works for Bert, and vice-versa. The other learners described are Carla, an "Informal Learner;" Derek, an "Imaginative Learner;" Ed, an "Active Learner;" Frieda, a "Deliberate Learner;" and Gwen, a "Self-Aware Learner." Each of the learners is distinctively different from the others. In addition to describing the overall approach taken by each learner (and some specific learning techniques including some wonderful ideas on the communicative use of flash cards), each chapter also includes anecdotal descriptions of other learners who seem to fit the pattern of the chapter's main character. The book closes with a summary chapter in which Stevick steps back from the seven different individuals described in the earlier chapters and searches for what he terms "an overall pattern" among the learners. The last three pages of this beautifully-written book present six generalizations under the heading, "What this means to me as a teacher." The last of these generalizations, not surprisingly, is to "beware of building a system of teaching around one type of learner." I recommend this book highly to anyone interested in the profession of language teaching or in language learning.

Appendix II

Selected Bibliography on Language Learning Strategies

- Chamot, Anna Uhl, et al. 1999. *The Learning Strategies Handbook*. White Plains, NY: Longman.
- Cohen, Andrew D. 1990. *Language Learning: Insights for Learners, Teachers, and Researchers*. Boston: Heinle & Heinle.
- Cohen, Andrew D. 1998. *Strategies in Learning and Using a Second Language*. London: Longman.
- Ely, Christopher and Lucinda Pease-Alvarez, editors. 1996. *Learning Styles and Strategies. Special Issue of the TESOL Journal*, Vol. 6, No. 1 (Autumn).
- Fuchs, D. 1997. "Peer Assisted Learning Strategies: Making Classrooms More Responsive to Diversity." *American Educational Research Journal*, Vol. 34, No. 1: 174-206.
- Hismanoglu, Murat. 2000. "Language Learning Strategies in Foreign Language Learning and Teaching." *The Internet TESL Journal*, Vol. VI., No. 8 (August). <http://iteslj.org/Articles/Hismanoglu-Strategies.html>
- Lessard-Clouston, Michael. 1997. "Language Learning Strategies: An Overview for L2 Teachers." *The Internet TESL Journal*, Vol. III, No. 12 (December). <http://iteslj.org/Articles/Lessard-Clouston-Strategy.html>
- Nunan, David. 1996. "Learner Strategy Training in the Classroom: An Action Research Study." *TESOL Journal*, Vol. 6, No. 1: 35-41.
- Okada, Mayumi, Rebecca Oxford, and Suzuna Abo. 1996. "Not All Alike: Motivation and Learning Strategies Among Students of Japanese and Spanish in an Exploratory Study." In *Language Learning Motivation: Pathways to the New Century*, edited by Rebecca L. Oxford, pp. 106-119. Honolulu: University of Hawaii at Manoa.
- O'Malley, J. Michael and Anna Chamot. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Oxford, Rebecca L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.

- Oxford, Rebecca L. 1990b "Styles, Strategies and Aptitudes: Important Connections for Language Learners." In *Language Aptitude Reconsidered*, edited by T. S. Parry And C. W. Stanfield, pp. 67-125. Englewood Cliffs, NJ: Prentice Hall.
- Oxford, Rebecca, editor. 1996. *Language Learning Strategies around the World: Cross-Cultural Perspectives*. Honolulu: Second Language Teaching & Curriculum Center, University of Hawaii at Manoa.
- Oxford, Rebecca and John M. Green. 1996. "Language Learning Histories: Learners and Teachers Helping Each Other Understand Learning Styles and Strategies." *TESOL Journal*, Vol. 6, No. 1: 20-23.
- Reid, Joy M. 1998. *Understanding Learning Styles in the Second Language Classroom*. Upper Saddle River, NJ: Prentice Hall Regents.
- Weaver, Susan J. and Andrew D. Cohen. 1994. "Making Learning Strategy Training a Reality in the Foreign Language Curriculum." In *Faces in a Crowd: The Individual Learner in Multisection Courses*, edited by C. Klee. Boston: Heinle & Heinle.
- Weaver, Susan J. and Andrew D. Cohen. 1997. *Strategies-Based Instruction: A Teacher Training Manual. Carla Working Paper Series #7*. Minneapolis: University of Minnesota Center for Advanced Research on Language Acquisition.
- Wenden, Anita. 1991. *Learner Strategies for Learner Autonomy: Planning and Implementing Learner Training for Language Learners*. Englewood Cliffs, NJ: Prentice Hall.
- Wenden, Anita and Joan Rubin, editors. 1987. *Learner Strategies in Language Learning*. Englewood Cliffs, NJ: Prentice Hall International.

APPENDIX III

RESOURCES

Journals and Proceedings

The materials listed in this section have articles, reviews and bibliographies which can provide you with more information about the specific language you are studying or about technologies, methods, materials and strategies that can be helpful in your language learning.

Calico Journal. This is a publication of the Computer Assisted Language Instruction Consortium (CALICO). CALICO is a professional organization dedicated to excellence in computer-assisted language learning and teaching. For more information email exdir@calico.org

Foreign Language Annals: Journal of the American Council on the Teaching of Foreign Languages. This is a publication of ACTFL and is available to the membership. For subscription information email: actflhq@aol.com

IALLT Journal of Language Learning Technologies. This is a publication of the International Association for Language Learning Technology. You may subscribe online at www.iallt.org

Journal of Southeast Asian Language Teaching. This is a publication of the Council of Teachers of Southeast Asian Languages (COTSEAL) It includes articles, review articles, books reviews and bibliographies on any aspects of language teaching of general interest and on topics in Southeast Asian languages, literatures, and cultures of particular interest to teachers of these languages. Subscription information is available at www.cotseal.org

Manuscripts of articles you wish to have considered for publication should be sent in three hard copies to the editor of the *Journal*, Thomas W. Gething, Asian L & L, Box 353521, University of Washington, Seattle, WA 98195.

The Modern Language Journal is a publication of the National Federation of Modern Language Teachers Associations. Published four times a year; the address is University of Wisconsin Press, Journal Division, 2537 Daniels Street, Madison, WI 53718. Email: mlj@lss.wisc.edu.

The NASILP Journal is a publication of the National Association of Self-Instructional Language Programs; it is published yearly. Elizabeth H. D. Mazzocco, Editor, Department of French and Italian, 323 Herter Hall, University of Massachusetts, Amherst, MA 01003. Phone: 413 545-3453; email: mazzocco@frital.umass.edu

Papers from the Annual Meetings of the Southeast Asian Linguistics Society. The papers from the annual meetings of SEALS are published as a part of the monograph series of the Program for Southeast Asian Studies at Arizona State University, Tempe, AZ 85287-3502; the Program web site is: www.asu.edu/clas/asian/pseas.html

TESOL Quarterly is a scholarly publication of the organization Teachers of English to Speakers of Other Languages, and it appears four times a year. Email: tesolpubs@tascp1.com

Organization Addresses and Contact Information

American Association for Applied Linguistics (AAAL). 3416 Primm Lane, Birmingham, AL 35216. Phone: 952-953-0805. Email: aaaloffice@aaal.org

American Council for the Teaching of Foreign Languages (ACTFL). 6 Executive Plaza, Yonkers, NY 10701-6801. Email: actflhq@aol.com

Computer Assisted Language Instruction Consortium (CALICO). Southwest Texas State University, c/o Robert Fischer, Executive Director 317 Liberal Arts Building, San Marcos, TX 78666-4616. Email: exedir@calico.org

Consortium for the Advancement of Filipino in America (CAFA). University of Hawaii, c/o Prof. Teresita Ramos, Dept. of Hawaiian and Indo-Pacific Languages and Literatures, Spalding Hall 459, 2540 Maile Way, Honolulu, HI 96822. Email: Teresita@Hawaii.edu

Consortium for the Advanced Study of Thai (CAST), University of Washington, c/o Dr. Thomas W. Gething, Asian Languages and Literatures, Box 353521, University of Washington, Seattle, WA 98195. Email: gething@u.washington.edu

Consortium on the Teaching of Indonesian and Malay (COTIM), University of Wisconsin, c/o Prof. Dustin Cowell, Center for Southeast Asian Studies, 1155 Observatory Drive, Madison, Wisconsin 53706
Email: dccowell@facstaff.wisc.edu

Council of Teachers of Southeast Asian Languages (COTSEAL). c/o Dr. Prawet Jantharat, COTSEAL, P.O. Box 3798, Arlington, VA 22203
Email: PJantha@aol.com.

Group of Universities for the Advancement of Vietnamese Abroad (GUAVA), University of Hawaii, c/o Prof. Stephen O'Harrow, Dept. of Hawaiian and Indo-Pacific Languages, 2540 Maile Way, Spalding Hall 459, Honolulu, HI 96822 Email: soh@Hawaii.edu

International Association for Language Learning Technology. This is a professional organization concerned with the development, integration, evaluation and management of instructional technology for the teaching and learning of language, literature and culture. Contact information is available at www.iallt.org

National Association of Self-Instructional Language Programs (NASILP) is a professional organization which supports self-accessed academic programs in the less commonly taught languages (LCTLs). NASILP “offers assistance with materials selection and utilization, standardization of assessment, curriculum design and operation” among other services. Executive Director, Alexander Dunkel: adunkel@u.arizona.edu

National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). Johns Hopkins University, National Foreign Language Center, c/o Dr. Richard Brecht, Fourth Floor, 1619 Massachusetts Avenue, N.W., Washington, DC 20036.

Southeast Asian Linguistics Society (SEALS). Contact Martha Ratliff, 802 S. 7th St., Ann Arbor, MI 48103. Email: martha_ratliff@wayne.edu

Teachers of English to Speakers of Other Languages (TESOL). 700 South Washington Street, Suite 200, Alexandria, VA 22314 Phone: 703-836-0774.

Websites, Homepages, and Listserves

<i>Location</i>	<i>Organization; Description</i>
www.aaal.org	American Association for Applied Linguistics (AAAL)
www.actfl.org	American Council on the Teaching of Foreign Languages (ACTFL).
www.calico.org	Computer Assisted Language Instruction Consortium (CALICO).
www.carla.acad.umn.edu	Center for Advanced Research on Language Acquisition (CARLA), Title VI National Language Resource Center at the University of Minnesota; Less Commonly Taught Languages lists and information.
www.cotseal.org	Council of Teachers of Southeast Asian Languages (COTSEAL) homepage . Membership form is available at this COTSEAL site
www.councilnet.org	National Council of Organizations of Less

	Commonly Taught Languages (NCOLCTL). This site has information on issues important to teachers of less commonly taught languages.
www.iallt.org Learning journal and	International Association for Language Technology. Information on their on instructional technology can be found here.
www.mla.org	Modern Language Association (MLA). This site has member and publication information.
www.nasilp.org	National Association of Self-Instructional Language Programs (NASILP) This site describes the organization and its members.
www.wisc.edu/seassi	Southeast Asian Studies Summer Institute (SEASSI). This is the site for information about Southeast Asian language classes taught at the University of Wisconsin in the summer.
www.seasite.niu.edu	This is the site at Northern Illinois that has language learning sections for Burmese, Khmer, Lao, Tagalog, Thai, and Vietnamese, and links.
sealtech@nectec.or.th	COTSEAL listserve . To subscribe, send a message to: majordomo@nectec.or.th In the body of the message type: subscribe SEALTEACH your email address. Example: subscribe SEALTEACH yui@ipied.tu.ac.th
www.tesol.org	Teachers of English to Speakers of Other Languages (TESOL). Web site for membership information.

National Language Resource Centers *(as of 2000)*

These federally funded national language centers provide support for language teaching and learning in a number of ways. Contact the centers below to find out about language learning materials, workshops and other resources which might be available to you.

- Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota www.carla.acad.umn.edu/
- Center for Language Education and Research (CLEAR), Michigan State University www.clear.msu.edu/

- Language Acquisition Resource Center (LARC), San Diego State University
www.larcdma.sdsu.edu/larcnet/home.html
- National Capital Language Resource Center (NCLRC), Washington, DC
www.cal.org/nclrc/
- National East Asian Language Resource Center, Ohio State University
www.flc.ohio-state.edu/nflrc/
- National Foreign Language Resource Center, University of Hawai'i
www.lll.hawaii.edu/nflrc/
- National K-12 Foreign Language Resource Center, Iowa State University
www.educ.iastate.edu/nflrc/
- Slavic and East European Language Resource Center (SEELRC), Duke University & University of North Carolina
<http://seelrc.org/>
- National African Languages Resource Center (NALRC), University of Wisconsin
<http://african.lss.wisc.edu/nalrc/home.html>