

AN INVESTIGATION OF BELIEFS ABOUT HOW A SECOND
OR FOREIGN LANGUAGE IS ACQUIRED

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Contents

INTRODUCTION	3
1. DEFINITIONAL ISSUES.....	3
1.1 DEFINING 'ACQUISITION OF A FOREIGN LANGUAGE'	3
1.2 MEANS OF ACQUISITION INVESTIGATED	4
2. PRESENTATION OF EXISTING THEORIES AND RESEARCH FINDINGS	5
2.1 CONTROLLED ORAL REPETITION (COR)	5
2.2 ERROR CORRECTION (EC).....	6
2.3 EXTENSIVE READING (ER).....	7
3. PRESENTATION OF ORIGINAL RESEARCH.....	9
3.1 PARTICIPANTS	9
3.2 METHODOLOGY	9
3.3 RESULTS.....	10
3.4 COMPARISON OF BELIEFS ABOUT LANGUAGE ACQUISITION	11
3.4.1 <i>Agreement</i>	11
3.4.2 <i>Disagreement</i>	11
4. EXPLANATION OF DISCREPANCIES.....	12
4.1 CORRELATION WITH RESPONDENT CHARACTERISTICS.....	13
4.2 CORRELATION WITH LEARNER AND INSTITUTIONAL VARIABLES	13
5. IMPLICATIONS OF DISCREPANCIES IN WIDER CONTEXTS.....	14
REFERENCES	16

Introduction

In this paper I present an investigation of beliefs about how a second or foreign language is acquired.

In the first part I deal with definitional issues. I begin by defining, for the purposes of the current inquiry, what exactly is meant by ‘acquisition of a foreign language’ (1.1). Next, I specify the particular means of acquisition in relation to which beliefs were investigated (1.2).

In the second part I present a summary of theories and research findings relating to those means of acquisition, which have been reported in the literature, including controlled oral repetition (COR) (2.1), error correction (EC) (2.2) and extensive reading (ER) (2.3)

In the third part I present the original research conducted for this assignment. I begin by discussing the details of the participants (3.1) whose beliefs were surveyed; followed by a discussion of the survey methodology (3.2). Next, I present the results of the survey (3.3), and a comparison of beliefs about language acquisition between respondents themselves and between respondents and existing research findings and theories (3.4), detailing agreement (3.4.1) and disagreement (3.4.2) about the different means of acquisition investigated.

In the fourth part I offer two explanations for the existence of the discrepancies identified in part three, one relating to respondent characteristics (4.1) and one relating to learner and institutional variables (4.2).

In the fifth and final part, I conclude with a discussion of the implications of these explanations in a wider context.

1. Definitional issues

1.1 Defining ‘acquisition of a foreign language’

It is now widely acknowledged that acquiring a foreign language entails acquiring ‘communicative competence’ (Canale and Swain, 1980) in that language. Since the term’s inception, it has been the subject of much research and development, and was

recently defined by Hedge (2000, p.44) as including: linguistic competence; pragmatic competence; discourse competence; strategic competence; and fluency.

For the purposes of the current inquiry, I have focused on beliefs relating to how fluency and elements of linguistic competence are acquired. Hedge (2000, p.47) defines linguistic competence as, among other things “a knowledge of spelling, pronunciation, vocabulary, word formation, [and] grammatical structure”. She defines fluency as “the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation” (p.54)

1.2 Means of acquisition investigated

I investigated whether and to what extent the following means of foreign language acquisition are believed to be effective in causing the acquisition of relevant elements of linguistic competence and fluency.

- Controlled oral repetition (COR), such as in drills, scripted role-plays, or Listen and Repeat exercises
 - As a means to acquire pronunciation, vocabulary, grammar and fluency;
- Error correction (EC), and feedback on errors, including delayed or immediate correction
 - As a means to acquire pronunciation, vocabulary, grammar, fluency, and spelling;
- Extensive reading (ER), i.e. the silent reading of large amounts of level-appropriate foreign language literature, without additional guidance or instruction.
 - As a means to acquire vocabulary, spelling and grammar.

2. Presentation of existing theories and research findings

2.1 Controlled oral repetition (COR)

Lightbown and Spada (2006) acknowledge that COR does have a role to play in language learning. They imply that the virtues of imitation for developing pronunciation and intonation are self-evident; but they reiterate that rote-memorization of language chunks will, for most second language learners, “lead to a dead end” (Lightbown and Spada, 2006, p.184).

Jones (2002) acknowledges that, “the ‘listen and repeat’ approach has persisted in the teaching of pronunciation” and states part of the reason for this as being that “pronunciation, unlike other language skills, involves both cognitive and motor functions: few would deny that repeated practice of motor functions results in increased dexterity” (Jones, 2002, p.180).

However, he proceeds to cite research (Cohen et al, 1991), which plays down the effectiveness of such approaches and indicates that students who appear to demonstrate accurate pronunciation in controlled practice quickly regress during more communicative activities (Jones 2002, p.180)

Willis (1996) contends that controlled repetition serves a few limited functions in the language classroom. These are: the development of motor skills required for pronunciation; the identification and consolidation of lexicalized phrases which make up a large part of language; and the motivation of learners through the creation of specific learning goals and the “comforting illusion that learning has actually taken place.” (Willis, 1996, p.48)

Despite Willis’s (1996) rather negative overall stance on drilling, Saito (2008) relies on him as a persuasive influence in support of his goal-driven pair (GDP) drills. He explains that, in contrast to traditional drills, GDP drills “have distinctive features that include goals, outcomes, communicativeness, and authenticity” (Saito, 2008, p.57)

Saito (2008) refers to Anderson (1995) whose work he claims supports the idea of repetitive practice developing the memory and resultant automaticity of language; and Skehan (1998) who he marshals in favor of the theory that fluent speakers make regular use of lexicalized phrases.

Krashen (2009, p.83) contends that although it may seem ‘intuitively obvious’ that “we first learn a new rule, and eventually, through practice, acquire it” this is not the case, except perhaps in a ‘trivial way’.

Gregg (1984, p.81) however, asserts that the onus is on Krashen to “disprove the intuitively obvious proposition that ‘learning’ can become ‘acquisition’”, but that he does not achieve this. Gregg himself, however, fails to offer much more than personal anecdote to show that learning *can* become acquisition, referring only to his own rote-memorization and subsequent ‘error free, rapid production’ of Japanese verb forms in order to press his point.

2.2 Error correction (EC)

Error correction can be classified into two types: correction on content and correction on form. The research discussed in this section focuses on the latter type of correction, specifically as a means to acquire grammar.

Richards and Lockhart (1996, p.189) identify three major areas of concern relating to EC: whether learner errors should be corrected; which kind of errors should be corrected; and how learner errors should be corrected. They seem to side with research by Allwright and Bailey (1991), which suggests that “mistimed error treatment may fail to help, it may even be harmful if it is aimed at structures which are beyond the learners’ stage in interlanguage development” (Richards and Lockhart, 1996, p.192)

Lightbown and Spada (2006, p.190) also acknowledge that errors reflect the development of a learners interlanguage system, and as such errors that are part of a developmental pattern can only effectively be corrected when the learner is ready.

Lightbown (2000, p.442) asserts that “many linguistic features are acquired according to a ‘developmental sequence’ and that, although learners’ progress *through* a sequence may be speeded up by form-focused instruction, the sequence which they follow is not substantially altered by instruction”.

As the basis for this assertion she refers to Pienemann’s (1985) ‘teachability hypothesis’, which dictates that learners can only be taught what they are ready to learn, and therefore instruction is most effective when it matches the stage just

beyond the learners' current level of interlanguage. She references her own research (Spada and Lightbown 1993, 1999) which appears to belie his claims about the effectiveness of correctly timed instruction, but nevertheless affirm his general theory about the existence of a set developmental sequence in language acquisition.

She submits that "isolated explicit error correction is usually ineffective in changing language behavior" (Lightbown, 2000, p.446) but that, notwithstanding this, feedback on error can be beneficial. She contends that correction needs to be sustained over a period of time; focused on something learners are capable of learning; and include explicit indication that the correction is in related to form as opposed to meaning.

Spada (1997) refers to research (White, 1991) in which it was shown that students who received feedback on error in adverb placement demonstrated improvement on post-tests, although improvements were not retained. Conversely, in a similar investigation, White et al (1991) showed that improvements on question formation were retained in delayed post-tests.

She states ambivalently "Given these conflicting results, the answer to the question: *Is form-focused instruction beneficial to SLA*, is 'yes' and 'no'" (Spada, 1997, p.76). She goes on to clarify "learners who benefitted most in these studies were those who received FFI which was operationalised as a combination of metalinguistic teaching and corrective feedback provided within an overall context of communicative practice" (Spada, 1997, p.77)

2.3 Extensive reading (ER)

Renandya and Jacobs (2002) offer a strong case for the inclusion of extensive reading in any program of foreign language acquisition, defining the term as when "learners read large quantities of books and other materials in an environment that nurtures a lifelong reading habit" (Renandya and Jacobs, 2002, p.296) with an "emphasis on encouraging learners to read self-selected, large amounts of meaningful language" (Renandya and Jacobs, 2002, p.295)

They contend that ER activates the Language Acquisition Device (Chomsky, 1968) and thereby fosters language acquisition by allowing learners to "induce the rules of grammar and other language elements, such as spelling" (Renandya and Jacobs, 2002, p.299)

Lightbown and Spada (2006) also appear highly supportive of reading as a method to acquire a second language, particularly in terms of vocabulary. They cite research (Horst, 2005), which shows how students' vocabulary increased measurably over six weeks, although they had to read 'a great deal', i.e. extensively, in order to gain the benefits.

They contend that the theory that the best way to learn new vocabulary is through reading is 'absolutely true' (Lightbown and Spada, 2006, p.188), but that further guidance and instruction are necessary to make the most of it.

Hedge (2000) suggests there is a role for ER in second language acquisition, notably with regard to developing vocabulary. She acknowledges, however, that it depends on the student as to how, or whether, intake is actually facilitated.

One of the strongest cases for reading as a means of foreign language acquisition is put forth by Krashen (1989) who contends, "Both first and second language acquisition results [of research], in my opinion, support the view that comprehensible input is the major source of vocabulary and spelling competence." (Krashen, 1989, p.441) This comprehensible input, he claims, comes in the form of reading.

He refers to studies involving sustained silent reading (SSR), which, when used as a supplement to regular language instruction "typically results in superior vocabulary development" (Krashen, 1989, p.442). SSR is similar to ER in the respect that learners select their own materials, focus on meaning rather than form, and a test is not administered.

He cites a study by Miller (1941) in which the latter contends, "extensive reading by pupils having definite information goals ahead is most conducive to vocabulary growth". In addition to this, Krashen (1989, p.449) presents a review of research where SSR is shown in every case (6 in total) to be equivalent or superior to alternative means of vocabulary acquisition.

He also attempts to persuade us that reading is the only, or main source, of spelling ability, relying on studies such as that Hammill et al (1977) where a group of students who received no spelling instruction eventually caught up in terms of spelling ability with those did. Krashen (1989, p.451) surmises, "Spelling instruction, for these

words, was a wasted effort; it only succeeded in helping children learn to spell words that they would have learned to spell anyway on their own!”

3. Presentation of original research

3.1 Participants

In the interest of streamlining the investigation, the survey was directed toward teachers, as opposed to students. This was also due to issues relating to informed consent, translation requirements, time and space constraints, and accessibility.

I am currently employed through an agency to teach at a university in Japan. Three other teachers work at the same institution. In order to increase the quantity and diversity of respondents, I expanded the survey population to include current and former colleagues and professional acquaintances who have experience working in a similar context to my own, i.e. teaching English as a foreign language in Japan.

The survey was developed and deployed using an online web application. In total, 15 of my colleagues and professional acquaintances responded to the survey. *Appendix 1* provides full details of the sample demographics. The sample represents a ‘convenience or opportunity’ sample, which is defined by Dornyei (2007, p.98) as when “members of the target population are selected for the purpose of the study [because] they meet certain practical criteria” including “availability at a certain time, easy accessibility or the willingness to volunteer” (Dornyei, 2007, p.99)

3.2 Methodology

The full survey, which was issued to respondents, is presented in *Appendix 2*. In order to ascertain the beliefs of the respondents, a Likert scale was utilized, which required the ranking of agreement or disagreement with propositions about the effectiveness of the different means of foreign language acquisition on a scale consisting of ‘strongly agree’, ‘agree’, ‘no opinion’, ‘disagree’ and ‘strongly disagree’.

Each response was assigned a numerical value for scoring purposes, ranging from plus two, for strongly agree, to negative two, for strongly disagree. Responses indicating ‘no opinion’ were assigned a neutral score of zero. The scores were then added together to arrive at the final ‘agreement rating’ value.

The highest possible agreement rating was plus thirty, which would indicate that all respondents fostered a strong belief in the effectiveness of the means of acquisition in causing a particular element of linguistic competence to be acquired. The lowest possible agreement rating was negative thirty, which would indicate all respondents considered a particular means wholly ineffective in causing a particular element of linguistic competence to be acquired. Scores at zero, or close to zero, would indicate either a high amount of contrast of opinion or indifference in relation to the effectiveness of a particular means of acquisition.

3.3 Results

The full results of the survey are broken down in *Appendix 3*. As we can see, most means of acquisition received positive agreement ratings in relation to whether they are effective in causing relevant elements of linguistic competence to be acquired.

Strong overall positive agreement, as defined by an agreement rating of fifteen or over, was expressed in relation to ER as a means to acquire vocabulary and spelling; in relation to COR as a means to acquire pronunciation; and in relation to EC as a means to acquire spelling and grammar. EC as a means to acquire vocabulary and pronunciation, and ER as a means to acquire grammar, also received relatively strong agreement ratings.

Most disagreement was expressed in relation to the effectiveness of COR as a means to acquire vocabulary, grammar and fluency, with only a plus one rating for vocabulary, and neutral zero ratings in relation to grammar and fluency. It is important to note that these low scores were due more to conflict of opinion than lack thereof. As can be seen in *Appendix 4*, votes both for and against the proposition were approximately equal, indicating a rift in beliefs between one half of the respondents and the other.

The only proposition to receive a negative agreement rating was the effectiveness of EC as a means to acquire fluency. The score of negative two was also a result of conflict of agreement, with five respondents agreeing, six disagreeing or strongly disagreeing, and four expressing no opinion.

3.4 Comparison of beliefs about language acquisition

3.4.1 Agreement

The data from the survey shows some general trends of agreement between theorists, researchers and respondents. If we look at the strongest areas of agreement among the respondents, we will see that they include the acquisition of vocabulary and spelling through ER; the acquisition of pronunciation through COR; and the acquisition of grammar and spelling through EC.

Among researchers and theorists also, we can see there is considerable support for ER as a means to acquire vocabulary (Krashen, 1989; Hedge, 2000; Lightbown & Spada, 2006), and spelling (Renandya and Jacobs, 2002; Krashen, 1989); for COR as a means to acquire pronunciation (Jones, 2002 ; Lightbown and Spada, 2006; Willis, 1998); and for EC as a means to acquire grammar (Lightbown & Spada 1993, White, 1991)

3.4.2 Disagreement

If we look at the strongest areas of disagreement among the respondents, we can see they include the acquisition of vocabulary, grammar and fluency through COR; and the acquisition of fluency through EC. When we examine theorists or researchers beliefs as to the same issues, the support we can draw in favour of these means of acquisition also seems less conclusive.

Saito (2008) argues in favor of the efficacy of COR as a means to acquire vocabulary and grammar, in the form of lexicalized phrases. Gregg (1984) also suggests, albeit from his own experience, that certain aspects of language, such as verb forms, can be effectively acquired through rote-practice and repetition.

However Krashen (2009) maintains that no learning of the kind described by the likes of Anderson (1995), i.e. the controlled repetition of language as a route to automaticity, can ever become ‘acquisition’

In relation to the only area to receive a negative agreement rating, the acquisition of fluency through EC, the only researcher who seems to believe in its effectiveness is Saito (2008). He states that fluent speakers make frequent use of lexicalized phrases. If he is right, and if language learners are corrected on the formation of such phrases,

and if correction is effective, it stands to reason that they would become more fluent: hence support for the acquisition of fluency through EC. However, such a connection may be considered tenuous, and any acquisition of fluency not a direct result of EC.

Finally we can note that, although there is relatively strong agreement amongst respondents about the effectiveness of EC as a means to acquire spelling, vocabulary and pronunciation, there seem to be few research findings or theories to offer support for such a belief, as many of them have focused solely on the effectiveness of EC as a means to acquire grammar. It has not been shown, in the research referenced here, whether or not such findings apply equally to other elements of linguistic competence.

4. Explanation of discrepancies

This investigation has revealed three different areas of discrepancies, namely: discrepancies between one theory of acquisition and another, or one set of research findings, and another; discrepancies of opinion between respondents themselves; and discrepancies between respondents' opinions and research findings and theories.

In relation to the first area of discrepancies, it seems clear that there is as yet no unifying theory of second language acquisition, and different research findings flow both into and out of the competing theories. Due to the enormity and complexity of the task, it is not possible here to address this area of discrepancies any further; we can only acknowledge its existence.

I will address, however, differences in opinion between respondents themselves and between respondents' opinions and research findings and theories. What we can understand from differences in opinion in these areas depends to a large extent on the causes of such differences. Therefore, I will present two possible explanations of such discrepancies.

The first explanation is based on correlations between beliefs and the differing characteristics of the respondents. The second explanation is based on correlations between beliefs and differing characteristics of the learners and learning environments respondents had envisaged when answering the survey questions.

4.1 Correlation with respondent characteristics

It was predicted that, in areas which respondents' beliefs differed significantly from each other or research theories and findings, there might be a correlation with the respondent's age, length of teaching experience, or relevant professional training, namely a CELTA or TESOL qualification (only one respondent had completed an MA in TEFL; and one respondent the DELTA, an insufficient number to examine any correlation with beliefs about language acquisition).

The areas examined for potential correlation were those in which, according to the agreement ratings, opinion had been split, and included the acquisition of vocabulary, grammar and fluency through COR and the acquisition of fluency through EC. Upon examination of the survey data, however, it was discovered that there was no correlation between these characteristics and whether respondents agreed or disagreed with beliefs about the effectiveness of the said means of language acquisition in such respects. The survey data referred to in order to establish this lack of correlation are presented in *Appendix 5* and *Appendix 6*.

4.2 Correlation with learner and institutional variables

The second explanation submits that learner characteristics, including age, ability, and gender; and institutional variables including class size, and accepted teaching approaches, may correlate with respondents' beliefs about the effectiveness of different means of language acquisition.

It became apparent, through informal feedback, that some respondents were envisaging individual learning environments and groups of learners when considering their beliefs as to the effectiveness of the different means of acquisition investigated. One respondent, for example, commented, "so much depends on the student, or kind of student" and another related "I had to imagine myself in the middle of my retired ladies group lesson."

It was not possible, however, to corroborate this informal feedback with findings from the survey. Although respondents had identified which kind of environments they had taught in, they were able to choose more than one, so was not possible to discern which environment they were envisaging (if any) when responding to the survey. Neither had they been required to provide details of individual groups of learners.

As such, correlations between beliefs about the effectiveness of certain means of acquisition and learner characteristics or learning environments, cannot be discussed here. It would require further research to determine the actual relevance of such factors.

5. Implications of discrepancies in wider contexts

Even though characteristics of respondents in the current inquiry, including age, length of teaching experience and relevant professional training, do not appear to have correlated with their beliefs about effective means of language acquisition, this does not mean that such factors never influence such beliefs. Lack of correlation could have been due to the survey sample being too small or the lack of representativeness of the participants.

In other words, the findings cannot be generalized to broader contexts, in which it seems likely that beliefs relating to effective means of language acquisition would be derived, at least in part, from such influences.

McDonough & McDonough (1997, p.28) cite research by Handal and Lauvås (1987) in which the latter state, “every teacher possesses a ‘practical theory’ of teaching which is subjectively *the* strongest factor in her educational practice”.

Such a ‘practical theory’ is derived from individual experience, not an application of established research findings. If this assertion is true, it would seem that age, length and type of teaching experience are relevant influences on beliefs relating to how a foreign language is acquired.

Ellis (1989, p.41) acknowledges this difference between practical and technical knowledge, but states that teachers also “make use of technical knowledge in planning lessons, choosing and writing teaching materials and tests, and deciding what methodological procedures to utilize.” If this is the case it seems that professional training or study, from which technical knowledge is derived, is relevant in determining beliefs about effective means of language acquisition.

It may be, however, that a more influential area determining teachers’ beliefs as to effective means of language acquisition is that of learner characteristics. It could be

surmised that there are no means of language acquisition considered to be generally effective; but rather effectiveness of such means is considered to vary according to the context defined by learner and institutional variables.

In relation to the acquisition of grammar, for example, Ellis (1989, p.54) notes that: “It does not follow that the results obtained for a specific group of learners being taught a specific grammatical structure apply to all the individuals in a group, to other groups, or to other grammatical structures.”

However, in the current inquiry at least, there has been a strong convergence of opinion as to the effectiveness of certain means of acquisition in relation to certain elements of linguistic competence, i.e. those which either received unanimous or very high agreement ratings. Such beliefs seemed to be held regardless of context, and with regard to a variety of elements of linguistic competence.

Finally, even if we can determine how teachers derive their beliefs – and from the results of the current investigation we cannot – we must remember that they are only *beliefs* about which means are effective. Further research would be required to determine whether actual teaching practices reflect the beliefs.

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Appendix 1
Sample demographics

Characteristics of respondents			
Sex			
Male	13		
Female	2		
Teaching experience in Japan (respondents could choose more than one option)			
Conversation school	15		
Kindergarten	3		
Elementary, Junior High or High school	4		
University or College	3		
Private Lesson	10		
Nationality			
British	12		
Australian	2		
Japanese	1		
		Educational qualifications relevant to teaching English (respondents could choose more than one option)	
		Bachelor's degree in any discipline	13
		CELTA or CertTESOL	10
		DELTA	1
		MA TEFL/TESOL/ Applied Linguistics	1
		Age	
		25-29	8
		30-34	6
		35-39	1
		Years teaching experience	
		1 to 3	7
		3 to 5	6
		More than 5	2

Beliefs about foreign language acquisition

Survey of teachers with English language teaching experience in Japan

Controlled oral repetition*

Please rate the extent of your agreement with the view that:

'Controlled oral repetition, such as in drills, scripted role-plays, or Listen and Repeat exercises, results in the acquisition of various aspects of a foreign language.'

For example, a selection of 'strongly agree' in relation to 'pronunciation' would mean:

'I strongly agree that foreign language pronunciation is acquired through controlled oral repetition exercises'.

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Error correction*

Please rate the extent of your agreement with the view that:

'Error correction, and feedback on errors, (including delayed or immediate correction) results in the acquisition of various aspects of a foreign language.'

For example, a selection of 'disagree' in relation to 'vocabulary' would mean:

'I disagree that foreign language vocabulary is acquired when a learner receives feedback on errors made relating to it'.

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extensive reading*

Please rate the extent of your agreement with the view that:

'Extensive reading, i.e. the silent reading of large amounts of level-appropriate foreign language literature, without additional guidance or instruction, results in the acquisition of various aspects of

a foreign language.'

For example, a selection of 'no opinion' in relation to 'grammar' would mean:

'I have no opinion as to whether foreign language grammar is acquired when a learner engages in extensive reading'.

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About you*

Thank you for your cooperation. Please answer a few more questions about you.

- Male
- Female

Please select the type(s) of institution in Japan where you have experience teaching English:

- English conversation school (Eikaiwa)
- Kindergarten
- Elementary, junior high or high school
- University or college
- Business environment
- Private lesson
- other:

Country of nationality, for example if you are British, select 'United Kingdom'.

Educational or professional qualifications relevant to foreign language teaching (please select all that apply):

- Bachelor's degree in any discipline
- CELTA or TESOL certificate
- DELTA
- MA TEFL/TESOL/Applied Linguistics
- Ph.D in TEFL/TESOL/Applied Linguistics.

Age

- 20-24
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55-59
- 60 or over

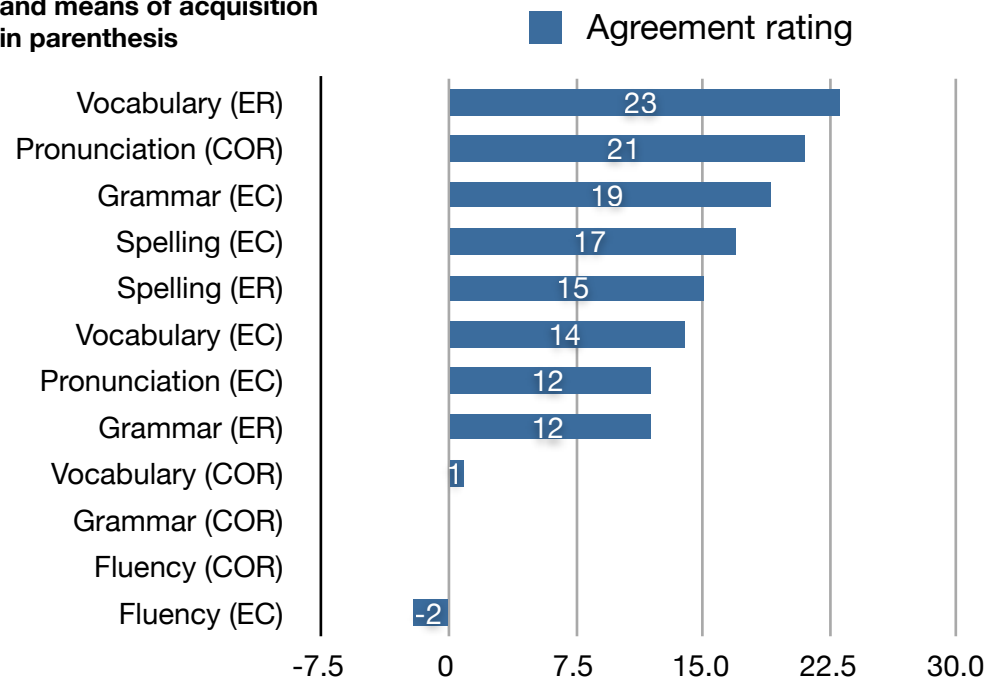
Length of foreign language teaching experience

- 1-2 years
- 2-3 years
- 3-4 years
- 4-5 years
- 5-6 years
- 6-7 years
- 7-8 years
- 8-9 years
- 9-10 years
- 10 or more years

Appendix 3

Results of the opinion survey

Element of linguistic competence believed to be acquired, and means of acquisition in parenthesis



COR: Controlled oral repetition; EC: Error correction; ER: Extensive reading

Appendix 4

Breakdown of votes relating to the effectiveness of COR as a means of acquisition				
		Agreed or strongly agreed	Disagreed or strongly disagreed	No opinion
Element of linguistic competence believed to be acquired	Vocabulary	8	6	1
	Grammar	7	6	2
	Fluency	7	6	2

Appendix 5

A breakdown of responses of agreement or disagreement with the belief that COR is an effective means to acquire vocabulary, grammar and fluency; in relation to respondent characteristics of professional training, age, and years of teaching experience.

Element of linguistic competence believed to be acquired, and extent of agreement			Respondent characteristics		
			CELTA or TESOL certificate	Age	Years of teaching experience
Vocabulary	Grammar	Fluency			
Agree	Agree	Agree	Yes	25-29	3-4 years
Agree	Agree	Agree	Yes	30-34	3-4 years
Agree	Agree	Agree	No	30-34	1-2 years
Agree	Agree	Agree	No	25-29	2-3 years
Disagree	Disagree	Agree	Yes	25-29	3-4 years
Disagree	Disagree	Agree	Yes	30-34	4-5 years
Strongly disagree	Disagree	Agree	Yes	30-34	2-3 years
Agree	Agree	Disagree	Yes	30-34	2-3 years
Disagree	Agree	Disagree	Yes	25-29	1-2 years
Disagree	Agree	Disagree	No	35-39	8-9 years
Agree	Disagree	Disagree	No	30-34	2-3 years
Disagree	Strongly disagree	Disagree	Yes	25-29	2-3 years
Agree	No opinion	No opinion	Yes	25-29	3-4 years
No opinion	No opinion	No opinion	No	25-29	4-5 years
Agree	Disagree	Strongly disagree	Yes	25-29	6-7 years

Appendix 6

A breakdown of responses of agreement or disagreement with the belief that EC is an effective means to acquire fluency; in relation to respondent characteristics of professional training, age, and years of teaching experience.

	Respondent characteristics		
Element of linguistic competence believed to be acquired and extent of agreement	CELTA or TESOL certificate	Age	Years of teaching experience
Fluency			
Disagree	No	30-34	1-2 years
Agree	No	30-34	2-3 years
Disagree	No	25-29	2-3 years
No opinion	No	25-29	4-5 years
Strongly disagree	No	35-39	8-9 years
Disagree	Yes	25-29	1-2 years
Agree	Yes	25-29	2-3 years
Disagree	Yes	30-34	2-3 years
No opinion	Yes	30-34	2-3 years
Agree	Yes	25-29	3-4 years
No opinion	Yes	25-29	3-4 years
Agree	Yes	25-29	3-4 years
Agree	Yes	30-34	3-4 years
Disagree	Yes	30-34	4-5 years
No opinion	Yes	25-29	6-7 years