FOREWORD

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ARAL VIII Rationale

The eighth volume of the *Annual Review of Applied Linguistics* (*ARAL*) concerns itself with the issue of communicative language teaching. There is little question that the quest for the communicative syllabus has had the most profound effects on applied linguistics as a field and that, in turn, the developments in applied linguistics have reciprocally influenced the changing view of what constitutes a communicative syllabus. Certainly, both applied linguistics and language teaching methodology has moved a great distance in the past several decades. While teachers no longer talk about mechanical drills as the means for achieving "overlearning" and for "fixing habits," the roots of the communicative approach lie clearly and unambiguously in earlier approaches to teaching and learning. This is not to say that the "drill" has disappeared, but rather that its nature has changed. It would be difficult to find, in the more advanced centers of language teaching, classes whose sole objective is grammatical accuracy or pronunciation accuracy; teachers and researchers unambiguously recognize that the objective of language learning is the ability to communicate with other speakers of the target language in the "real world." This shift in objective has resulted in shifts in methodology and in the content of syllabi. At the same time research in second language acquisition, in reading theory, and in process writing has supported the shift in objective and in methodology.

The current volume undertakes to present the notion of communicative language teaching from a number of perspectives. The evolution of communicative language teaching is surveyed by Howatt. Syllabus design and its relationship to theoretical issues is discussed by Yalden. Swales looks at communicative language teaching in its relationship to ESP. Methodology is broadly examined by Johnson. There is a discussion of measurement and assessment in communicative contexts by Canale. The impact of communicative approaches on foreign language teaching is examined by Clark. Current research both deriving from and supporting communicative notions is reviewed by Mitchell, and the communicative approach is compared and contrasted with a variety of related approaches by Parkinson and Maher. Czerniewska looks at the impact of communicative approaches on the teaching of young children, and finally, Rossner looks at actual materials available on the market for teaching communicatively. C. J. Brumfit's comments frame the whole discussion.

Hopefully, the articles in this volume will serve to place communicative approaches to language teaching in perspective, showing where they come from,

where they have arrived at, and where they are likely to be headed. It is
interesting that several of the contributors to this volume hint at the demise
of the communicative approach as it is widely known. This series of volumes
has been constantly and regularly concerned with defining the scope of
applied linguistics; it is clear that the activity around communicative
language teaching has played a significant role in defining some aspects of
applied linguistics. This volume should be of some assistance to applied
linguists in setting the limits of the communicative language teaching move-
ment at least up to the present time.

PROCEDURAL NOTES

     In all sections, internal notes use parenthetical citation. All biblio-
graphic entries follow the basic format of the Linguistic Society of America
[LSA], although a somewhat unique citation form is emerging for the *ARAL*
series. With respect to internal citation, the two types of bibliographies--
annotated and *unannotated* should be viewed as integrated, so that in instances
where there is more than one entry for a given author for a particular year
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to the particular area under discussion; in general, belletristic works
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are identified in the particular article in which they occur or in a note at
the end of the article in which they occur. In all texts contributed to the
ARAL series, an editorial effort has been made to conform generally to the
usages and spellings common in the United States. All contributed papers
have been composed specifically for publication in the *ARAL* series and have
not appeared elsewhere previously, although their contents may have been
used in whole or in part in oral presentations by the author(s).

     The Editorial Directors do not assume responsibility for the positions
taken by contributors. Contributions often involve issues of policy as well
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held blameless for opinions and errors of fact expressed by any contributor.
The Editor-in-Chief apologizes in advance for any editorial errors which may
have crept into the texts and accepts full responsibility for any such editor-
ial errors, but not for substantive errors, which are the responsibility of
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in-Chief makes every effort to confirm the accuracy of each bibliographic
entry that appears in every volume of *ARAL*, but in the case of materials not
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the accuracy of the contributors. In some few instances, inclusive pages of
cited articles originally published in anthologies or collections are not
given; such omission occurs only when the original source is not available
to the Editor-in-Chief and when the contributor has not supplied the

appropriate pagination. In more recent volumes, every effort has been made, in connection with the citation of theses and dissertations, to provide a reference number for *Dissertation Abstracts*. In materials listed in well-known storage and retrieval networks like ERIC and the British Council's ELT Documents, reference numbers are also provided; when titles available only through electronic databases are cited, every effort is made to provide an accession number (e.g., as in the ERIC files).

This eighth volume of *ARAL* continues the practice, first established in the third volume, of including a running index of authors cited and topics covered in previous issues of *ARAL*. However, this list has become so large that it has become necessary to eliminate the listings from the earliest volumes. Thus, Volume VI (covering 1985) included a cumulative bibliography of Volumes I through V; beginning with Volume VII (covering 1986), as each new year is added to the list, the oldest year's citations will be dropped from the list. In this issue (Volume VIII, covering 1987), the cumulative citation listing will include Volumes III through VII; in the 1989 issue (Volume IX, covering 1988), the cumulative index will include citations from Volumes IV through VIII. Beginning with Volume V, a Contributor Index was added to the series; in each issue, all previous contributors to *ARAL* are indexed in a single alphabetical list. There has not been a need to curtail this list; thus, it is complete for the entire series.

The indices are presented separately--an *Author* Index, a *Subject* Index, and a *Contributor* Index--at the end of each Volume. The Author Index cites every item which has appeared in the bibliographies accompanying each article. Each author citation is accompanied by one or more Roman numerals and Arabic numbers (e.g., Zeydel, E. II/160). The Roman numeral represents the number of the *ARAL* Volume in which the author is cited, and the Arabic number represents the page in that Volume on which the citation occurs. Thus, II/160 means that the author is cited in *ARAL, II* (the Volume published in 1982, covering the work of the year 1981). [Volume I, covering the research in the calendar year 1980, was published (copyright) in 1981; Volume II, published (copyright) in 1982, covers research through 1981, etc.] Multiple sets of numbers (e.g., Valdman, A. aI/23, aI/102, I/106) mean that the author is cited in more than one place. The prefixed lower case letter *a* (e.g., aI/23) indicates that the citation occurs in an annotated bibliography. Unmarked cases occur in unannotated bibliographies. U.S. Government publications, court decisions, and public laws are listed separately at the end of the Author Index.

The Subject Index provides the traditional alphabetical list of topics covered, giving inclusive pages by volume for the point at which the discussion occurs (e.g., II/106-123); this entry indicates that the subject is covered on pp. 106-123 in Volume II. Multiple number-sets (e.g., Micro-sociolinguistics: I/181-196, V/47-48) indicate that the subject "micro-sociolinguistics" is discussed in two places in the series; once in Volume I on pages 181 through 196, and again in Volume V on pages 47 and 48.

The Contributor Index provides a traditional alphabetical listing of all contributors to the *ARAL* series since the series began. The citation includes the complete title of the contribution. Each entry again carries two designations (e.g., II/129); the first entry designates the Volume in which the contribution occurs (in this case Volume II), and the second entry indicates the page in that Volume on which the discussion begins.

It is the intent of the Editor-in-Chief to continue the several indices in future volumes in the series. It has been suggested that a complete bibliography of all works cited in *ARAL* over the first ten years of its existence might constitute a useful contribution to the field; such a bibliography, published as a separate volume, would both offer a compendium of works considered important enough to cite by authors who are, presumably, experts in the various sub-fields of Applied Linguistics, and could serve as the inception of a citation index for the field. There are a number of problems in compiling such a bibliography, since items listed as "in press" which have subsequently appeared would need to be corrected, inclusive pages would need to be added, and items which have never appeared would have to be cited in a slightly altered format. This is a massive undertaking. However, preliminary discussions have been undertaken to determine the feasibility of preparing such an index either as a printed volume or perhaps in electronic format.

ACKNOWLEDGMENTS