

RESEARCH NEEDS IN L₂ LEARNING/TEACHING*

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The topic of this round-table encompasses a wide spectrum of issues. It is not my concern in this paper to try to cover the multifarious aspects that could be tackled. It seems more appropriate to try to concentrate on the Brazilian situation and try to look into research needs as perceived by Brazilian L₂ teachers¹.

This paper does not in any way claim to present an exhaustive picture of the Brazilian situation, as I am fully aware of the incompleteness of the data upon which it is based. It is the data that it was possible to gather within the time available and under the limitations imposed by circumstances. It may, however, serve as baseline for some future more exhaustive investigation as well as a base for discussion here.

For the purpose of this paper "research" will be understood as "a systematic approach to finding answers to questions" (Hatch and Farhady, 1982:1). Different types of research will be referred to, such as formal and informal research (Deyes, 1985), action/classroom-based research (Seliger & Long, 1983; Kennedy, 1985)². Mention will also be made to reports on experiences that would not fit in closely into the Hatch & Farhady definition of research.

A brief survey of the literature (Stern, 1983:53-57) will reveal that since the 50's there has been a consistent and deliberate research effort in the area of L₂ teaching, which increased in the 60's, and was mostly concerned with methodological issues. In the 70's the focus of attention turned to error analysis and studies on L₂ learning/acquisition in a natural environment, while the 80's seem to point to research towards a better understanding of language learning, including inferences from the linguistic product, behavioural observations of learners, subjective reports of learners' experiences and psycholinguistic experimentation. Some of these directions seem to prefer qualitative rather than quantitative approaches.

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While the study of L₂ acquisition in the classroom has been the concern of research for some time (Cohen, & Hosenfeld, 1981; Hosenfeld, 1976; Cohen, 1984), it has been more and more frequently pointed out (Seliger & Long, 1983; Stern, 1983; Peters and White, 1983; Ellis, 1984; Kennedy, 1985; Holmes, 1986) that the practitioner, i.e., the teacher in the classroom, should not be a mere recipient but rather a participant of research in learning/teaching. In other words, the teacher is not seen as a mere consumer of other people's ideas and the classroom is seen as providing excellent conditions for the study of L learning. Concurrently, some questioning of the advisability of projecting the "scientific" approach to research used in natural science as the only legitimate way of advancing and the propounding of approaches using qualitative analysis, seem to open up new perspectives in the study of L₂ learning (Ellis, 1985: 290).

Aims of paper

The purpose of this paper is to look at the Brazilian situation against the background briefly outlined above, namely, to see how much research is going on in L₂ learning/teaching, what kind of research it is and to what extent the classroom practitioner is also involved.

The data gathered originates from different sources such as, on the one hand, interviews with or statements from teachers at various levels, and on the other hand, MA and PhD dissertations and theses produced at various universities in the country, term papers/projects done by post-graduate students, publications and papers presented in professional conferences in the past few years. In relation to the latter group it is assumed that the topics of formal research leading on to a higher degree or of research reported on in professional publications or at professional conferences, necessarily represent a need felt by those who carried out the work. In this way, by looking at the topics and at the kind of research springing from those sources it should be possible to map out areas of explicit interest or to infer areas of interest not overtly stated.

The claim is then that the results found would reflect research needs as perceived by their authors and that the problem areas identified overtly or covertly would represent areas in need of research. Questions that will also be asked in the paper are: What are the major implications of this research? What is its message concerning the importance of research in L₂ teaching/learning in Brazil?

The sources

1. M.A./Ph.D. formal research

ANPOLL. Associação Nacional de Pós-Graduação e Pesquisa em Letras e Linguística. Teses/Dissertações defendidas na Área de Letras e Linguística, Curitiba, 1986 was used as the main source for data collecting in this category, although private information originating from other sources was also used³. The initial procedure consisted of (1) counting the total number of MA/PhD dissertations in L₂ Linguistics listed in that publication; (2) determining which of those dissertations dealt with research in foreign language teaching and which dealt with research in L₂ learning; (3) counting the total number of dissertations in L₂ teaching and those which dealt with research in L₂ learning. The decisions taken were somewhat arbitrary and to a large extent were determined by what seemed to be the actual focus of the work, as revealed by the abstract. Included as research in L₂ teaching were those dissertations which focussed on some aspect of course design, materials evaluation, classroom management, text selection or some methodological issue. Included as research in L₂ learning were those dissertations which dealt with some aspect of learning processes, e.g., pupils' errors, learning style, attitudes and motivation or learning strategies. A few dissertations, six in all, dealing with research in language testing or with translation were not included.

The results of the analysis are shown in Table 1.

TABLE 1 Quantity of L₂ Teaching and Learning Research in Brazilian Post-Graduate Programmes in "Letras"/Linguistics:

Programme - Period	Dissertations/ Theses	Teaching Research	Learning Research
UFF 1976-85	22	1	-
UFG 1973-84	1	1	-
UFMG 1977-85	5	1	2
UFPe 1978-85	16	2	2
UFPr 1977-85	21	3	8
UFPr 1981-85	1	1	-
UFRJ 1979-84	7	1	1
UFSC 1973-85	21	6	9
USP 1973-84	1	-	-
PUC-RS 1983-84	2	2	-
PUC-SP 1972-86	48	19	9
TOTALS	145	37	31

The data of Table 1 show that research in learning/teaching takes up only about forty-seven percent of the total, with some preponderance of teaching (about twenty-five percent) over learning-orientated (about eighteen percent).

Table 1 indicates that formal research in Applied Linguistics, in general, is still very much seen as content research into language, i.e., language description. In actual fact, over fifty-six percent of the total research in L₂ in those Programmes relates to language description, with nearly twenty percent including some kind of pedagogical application of the description. As to the actual topics of the research, these can be categorized as shown in Table 2.

TABLE 2 Categories of research topics of L₂ Teaching/Learning Research in Brazilian Post-Graduate Programmes in "Letras/Linguistics: 1972 - 1986.

TEACHING		LEARNING	
Syllabus design	9	Error analysis	13
Text-book analysis and evaluation	5	Acquisition of syntax	4
Materials preparation	2	Learning strategies	5
Approach/Method	18	Approach/Method	5
Pedagogical applications of discourse analysis	3	Attitudes and Motivation	3
		Ideal age	1
TOTALS	37		31

Twelve of the dissertations looked at different aspects of reading either from a teaching or a learning perspective and twenty-three related to ESP. The preponderance of approach/methodology themes is very marked, nearly fifty percent of the teaching research and about thirty-five percent of the total, although very few take a detailed look at teaching as a classroom process. The interest in syllabus design and error analysis is also worthy of note.

2. Term-papers/projects produced by post-graduate students in PUC-SP's Programme in Applied Linguistics: 1984-85.⁴

The data referred to here derives from term-papers/projects produced by post-graduate students in PUC-SP's Programme in Applied Linguistics taking courses such as Second Language Learning, Topics in Applied Linguistics and Evaluation and Preparation of Materials.⁵

The rationale behind this type of research has been more fully dealt with in Holmes (1986). The projects under consideration include things such as learner strategies and learner variables, teacher speech, teacher and learner feedback, description of natural classroom processes, observation of classroom performance of students and teacher. They try to answer the question: What goes on in the classroom? by using procedures such as classroom observation, case studies by retrospection or diaries, interviews, questionnaires.

Some are mere reports, others draw conclusions.

Table 3 shows the topics dealt with in this classroom-based research and the distribution of the project examined into learning or teaching categories.

TABLE 3 Types and quantity of classroom-based teaching/learning research in PUC-SP's Post-Graduate PROGRAMME IN Applied Linguistics: 1984-85.

TOPIC	TEACHING	LEARNING
Learning strategies	--	10
Classroom management and interaction	10	--
Communication strategies	1	4
Concerns of students vs. concerns of materials	1	1
Affective factors	1	1
Materials analysis	1	--
Communicative methodology	1	--
Students' reactions to a new methodology	2	--
TOTALS	17	16

As can be seen there is a practically even distribution between teaching and learning projects and as could be expected the largest number of learning research projects deal with learning strategies while in the teaching research category the largest number deal with classroom management and interaction.

Although the projects discussed in this section should not be regarded as being full-scale projects but as pilot studies and tentative explorations, it becomes apparent that this type of research can be very useful both from the point of view of student training in classroom-based research techniques and as a source of information on common problems found in the L₂ classroom.

3. Papers presented in professional conferences

The sources for the data presented in this section were the programmes and the proceedings of the yearly "Encontro Nacional de Professores Universitários de Língua Inglesa" (ENPULI) which took place in different parts of the country in the period 1979-1985. The procedure for gathering the data was the same as that used for the material examined in section 1., i.e., (1) counting the total number of papers presented in the programmes; (2) determining which of those papers dealt with research in L₂ teaching and which dealt with research in L₂ learning. Papers that conformed to the definition of research adopted here are referred to as formal

research, whether classroom-based or not, while papers that do not conform strictly to that definition but report on some kind of experience in the classroom are referred to as informal reports. Table 4 shows the results of the analysis.

TABLE 4 Quantity of L₂ Teaching/Learning Research as revealed by papers presented at ENPULI: 1979-1985.

YEAR	PAPERS	FORMAL RESEARCH		INFORMAL REPORTS	
		LEARNING	TEACHING	LEARNING	TEACHING
1979	11	--	--	1	6
1980*	--	--	--	--	--
1981	13	1	--	--	4
1982	27	5	2	--	12
1983	37	10	--	--	10
1984	25	2	3	--	6
1985	41	10	6	--	10
TOTALS	154	28	11	1	48

* Data not available for this conference

A look at the abstracts of the papers included as informal reports reveals an apparent preference for reporting on techniques used in the classroom without too much of an attempt to approach the issues systematically. These papers deal with descriptions of course design, reports on different programmes, proposals for solving practical problems, suggestions on how certain activities can be promoted in heterogeneous groups, though without much support from systematic investigation. This type of paper deals exclusively with teaching. Under the category formal research, however, the emphasis of learning over teaching becomes pronounced, with teaching research barely reaching the forty percent mark. The topics of the learning research papers include things such as discussions of the relevance of various attitudes to language errors for BA courses in Brazil, examples of teaching materials to exemplify some theoretical concepts, teacher-student relationships, cognitive processes in writing, reading comprehension. In relation to the total number of papers dealing with L₂ teaching/learning, learning research takes up not more than thirty-four percent, though. It should also be noted that related to the total number of papers presented L₂ teaching/learning reaches the sixty-one percent mark, the subject of the rest of the papers being either language description or educational issues such as a rationale for the teaching of foreign languages in Brazil, with also a few

papers (nine in all) on language testing and programme evaluation.

About fifty percent of the research presented in this section could be best described as action research.

4. Regular publications

Although there were serious time constraints regarding the gathering of data related to Brazilian publications in Applied Linguistics, I feel it is worthwhile to refer to what it was possible to gather, albeit briefly. A fuller treatment of these must be left for a future occasion.

Trabalhos em Linguística Aplicada, published by the applied linguistics Department of the Universidade de Campinas (UNICAMP). A brief glance at the topics presented reveals an emphasis on reading in a foreign language and in L acquisition, with a larger spectrum of languages, including French, Portuguese and Spanish. Other topics include error analysis, the code versus communication conflict and pedagogical applications of discourse analysis.

the ESPECIALIST, published by the Brazilian ESP National Project (PUC-SP), shows a heavy concentration on reading, particularly reading strategies, level of comprehension, with occasional articles dealing with the acquisition of other skills such as listening comprehension or note-taking, classroom procedures, special methodological issues (e.g., self-access materials): the ESPECIALIST nº 11 gives a full list of publications so far. It should be noticed that most of the articles would be classified as reports on action research, with a few exceptions such as Scott (1982) and Bogaard (1983).

Documentação de Estudos em Linguística Teórica e Aplicada-D.E.L.T.A., published by EDUC-PUC-SP. So far emphasis has been on topics not strictly related to L₂ language teaching/learning, with one exception in the journal's two volumes so far, namely, Huckin (1986).

Cadernos PUC, also published by EDUC, include four issues devoted to Applied Linguistics. Of these, number 17 - Ensino de Línguas - although practically entirely devoted to language teaching, takes the learner as the focal point and looks at methodology, the curriculum, and the reading and the writing skills in relation to the learner. There is emphasis on reading, with five articles devoted to this skill, out of a total of fourteen. Number 16 is totally devoted to reading and from its seven articles four deal with aspects related to the teaching of reading in a foreign language. The topics range from the teaching of reading to beginners to problems such as teaching to read between the lines, teaching to read English for Academic Purposes and teaching teachers to read. Number 9, devoted to language acquisition and methodological problems, includes among others an article on the influence of the L₁ first acquired on the maintenance of Japanese by Brazilians of Japanese descent in the State of S. Paulo and an introspective study of the acquisition of Portuguese by an adult Spanish speaker.

5. Teachers

The data here have their origin in different circumstances referring to two different groups of teachers.

The first group consisted of about 50 Brazilian ESP teachers within the Brazilian National ESP Project. The data were collected in four workshops held at 3 Regional and 1 National Seminar of the Project in 1983. The aim of the workshops was chiefly to consider how research could be carried out in the context of the National ESP Project to meet specific needs of participating universities. In order to do that it was felt that it would be useful to produce a list of research topics at the outset. These can be interpreted then as representing the needs as perceived by teachers in that area. The full results of the workshops are reported in Scott (1985). For the purpose of this paper, however, a summary of the results reported will suffice. Forty-seven topics were grouped into ten main categories, namely, reading, language factors, student factors, reading strategies, teacher factors, student attitude, progress, length of course, testing and method. Most topics, although generated in an ESP context, can be generalized to a non-ESP situation and, obviously, to any L₂, not necessarily English. Topics such as "What hinders comprehension most - lack of vocabulary or lack of grammar?", "Which kinds of students progress fastest? Which are the relevant variables?", "How does the teacher-student relationship affect the teaching-learning process?", "What type of exercise/text do students like best?", "Are most of our students' reading problems caused by "language" difficulties or by something else, e.g. lack of purpose, lack of experience in reading and thinking" can certainly be relevant to almost any L₂ teaching/learning situation. Although the questions listed in the report still need restricting and defining, they can be seen as a useful source indicating areas or problems that are felt to be needing clarification or answers deriving from evidence.

The second group of teachers were approached specifically for the sake of collecting information for this round table. It consisted of 43 university teachers of English language in a Brazilian university who were given a questionnaire consisting of three questions. Ten returns only were obtained, of which three volunteered to be interviewed.

The questions asked and the results obtained are shown below.

Question 1: Which teaching approach do you consider predominant in your work in the classroom?

Answers :	Communicative	4
	Functional	2
	Mixed	2
	Cognitive	1
	Learner-centred	1

Question 2: What aspects of your work in the classroom cause you problems/queries/doubts, at the moment?

Answers :	Conflict between communicative teaching and grammar	3
	Evaluation	3
	Lack of sense of purpose or direction	2
	Artificiality of the classroom	1
	Heterogeneous groups	1
	Conflict between students' interests and academic interests	1

Question 3: What do you do to try to solve these problems/clarify doubts?

Answers :	Use some kind of "teaching" solution	5
	Talk with students	4
	Teach grammar	1
	Read the relevant literature	1

Before going on to comment on the results, a statement of the rationale behind the three questions is in order. Question 1 aimed at finding out what approaches were being used, so as to be able to look at the answers to question 2 in the light of those given to question 1 and try to relate problems to approaches. Question 3 aimed at finding out whether any kind of systematic research procedure was being used to clarify doubts or try to solve problems. The idea was that putting together answers to Question 2 and 3 might provide some indication of what areas needed research and to what extent they were being attended to.

It is obvious that the insufficiency of the data obtained hardly allows any kind of conclusions to be drawn. All the same some remarks not devoid of interest can be made. Results regarding Question 1 suggest that forty percent of the respondents their work in the classroom falling into the communicative approach, which might explain problems such as "Conflict between communicative teaching and grammar" and "Artificiality of the classroom". Furthermore answers such as "Learner-centred", "Functional", show some lack of clarity in the interpretation of "approach", which might explain the problem "Lack of sense of purpose or direction. While fifty percent of the respondents use some kind of "teaching" solution to their problems, i.e., supplementary materials, change of techniques, variety of procedures, or teaching of grammar nearly the same number turn to the students themselves in their quest for a solution although the answers are not explicit enough to indicate what kind of "talk"

takes place. This is encouraging, as it might suggest that the teachers are aware of the wealth of information that the learners themselves can provide in regard to the learning process. It is disappointing, on the other hand, to see that nobody is trying to find out the reasons for the problems or the causes for doubts by using the classroom situation and the students themselves in a systematic way, within some kind of research framework that might produce results which could be generalised.

6. Trainees

The same questionnaire was submitted to 47 trainees doing "Prática de Ensino de Inglês" in a Brazilian university.

32 returns were obtained. The results are shown below.

Question 1: Which teaching approach do you consider predominant in your work in the classroom?

Answers :	Functional + grammar	8
	Learner-centred	7
	Answer not interpretable	6
	Communicative	4
	Functional	3
	Cognitive + ESP	3
	Grammar-Translation	1

Question 2: What aspects of your work in the classroom cause you problems/queries/doubts, at the moment?

Answers :	Attitude towards L ₂ in Brazilian public schools	10	Doubts as to success of functional approach	7
	Students' lack of formal knowledge of grammar	7	Reasons for failure in L ₂ learning	5
	Code vs communication dilemma	7	Motivation	4
	Establishing a link between grammar & practice	2	Relevance of L ₂ learning in Brazil	3
	Satisfying students' wants	2	Heterogeneous groups	1
	Transfer of knowledge	2	Role of translation	1
			Discovering individual differences	1
			Affective factors	1
			Discovering stu-	

Relating theory to practice	1	students' learning strategies	1
Evaluation (students & self)	1	How to present functions	1
Role of L ₁	1		

Question 3: What do you do to try to solve these problems/clarify doubts?

Answers :	Stop the class and teach grammar	10	Talks with parents	2
	Talks with teachers/colleagues	4	Thinks about problems and tries to relate them to other aspects of work	2
	Answer not interpretable	4	Tries to find out students wishes	1
	Varies the activities	3	likes	1
	Talks with students	3	Reads relevant literature	1
	Translates	2	Experiments with different types of materials/techniques	1

As can be seen, some of the answers seem to be similar to those of the university teachers of English.

A hazy interpretation of "approach" is apparent also here, where, we find answers to Question 1 such as "cognitive + ESP", "grammar-translation", "functional", "functional + grammar", revealing that the distinction between approach and method has not been very clearly understood.

The trainees seem to have been more explicit than the teachers in talking about their problems and worries. There is a wider variety of problems mentioned, some revealing a good amount of sensitivity to the issue of L₂ learning/teaching, e.g., discovering students' learning strategies/individual differences, affective factors such as satisfying students' wants & reasons for failure in L₂ learning. One main convergence, however, between trainees' and teachers' problems/worries seems to be the code versus communication dilemma. This scored high in both groups. If we look at the trainees, answers to the three questions it is easy to see a consistent pattern emerge. About one third of the group claims to be using some kind of functional approach, and one fourth specifically state "functional + grammar". This explains "doubts as success of functional approach", "code vs. communication dilemma" and "students' lack formal knowledge of grammar" scoring high among problems, mentioned each by about twenty-three percent of

the trainees. The solution found to the problems, "Stop the class and teach grammar", revealed by about one-third of the respondents is one also consistent with the problems as seen by the respondents. In terms of coping with the problems, the action taken by a few of the trainees, though, seems to be more imaginative than what was suggested by the teachers. While the latter resorted to "teaching" solutions, as already mentioned, the former seem to turn to some kind of analysis by thinking about the problems and trying to relate them to other aspects of their work, by trying to find out students' wishes/likes, by talking to teachers, colleagues, students & their parents. This encouraging, as it adds up to one third of the group, and somehow can be interpreted as counterbalancing the action taken by that other third that sees grammar as a miraculous solution to problems. It is painful to notice however, that nothing is done about the main worry for one third of the group, namely, the attitude towards L₂ teaching/ learning in Brazilian public schools in terms of trying to find or suggest a way leading to a solution. Does this reveal a feeling of impotence or fright from the part of those who are about to enter the profession? As could only be expected, nobody seems to be involved in systematic research or even aware of it as a way leading on to a possible solution to specific problems.

Concluding remarks

It must be restated that I am fully aware of the incompleteness of the data here presented and of the inevitable flaws present in the actual collection. Nevertheless, it must also be acknowledged that some preliminary comments can be made based on what is available, which can be seen as representing a starting point for further research to be conducted with fewer constraints and with more adequate procedures.

For the time being, it may suffice to say that research seems to be seen as not actually part of the teacher's everyday work in the classroom. There seems to be too little emphasis on classroom-based research, be it formal, informal or action research.

The answers obtained both from university teachers and from trainees, nevertheless, can provide some indications of some critical areas concerning both L₂ learning in the Brazilian situation (attitude to L₂ in schools, relevance of L₂ learning, students' wants) and the state of the art regarding the study of L₂ learning in general (discovering individual differences, reasons for failure, discovering students' learning strategies).

As to what concerns teachers, the answers seem to reveal some kind of confusion regarding some basic issues related to approaches to language teaching, for example, or what is meant by the communicative approach. This may suggest a need for more detailed consideration of these matters in teacher training courses. The same might be said about the miraculous power apparently attributed to grammar as a cure-

all remedy.

A better understanding of the apparent code vs. communication conflict is not, however a typically Brazilian need. On that particular score research would be welcome anywhere in the world among L₂ teaching practitioners.

From the topics presented in conference papers, there seems to be an indication of a growing interest (representing a need) in learning problems, while that does not seem to be the case in formal MA/PhD research, where there is a predominance of teaching over learning research. There is an even stronger emphasis on language description proper or to a small extent, on language description with pedagogical applications, as if indicating some feeling of guilt on the part of teachers, at neglecting the concerns of their work in the classroom. Teachers seem to be divided between their commitment to the classroom and what in the academic world is regarded as more prestigious, i.e., language description. It is obviously a matter of personal choice, which should be determined by personal intellectual interest and not by external factors. What must be made clear, though, is the fact that within our educational set-up L₂ learning takes place in the classroom, and proper research in its own right should be encouraged as an essential component of effective language teaching. To my mind there is too little emphasis on what goes on in foreign language classrooms in this country, be it in the way of formal, informal or action research.

We know very little about what goes on in our foreign language classrooms both in terms of what teachers do and of what students think/feel in relation to their learning tasks.

The little evidence available of what goes on, however, is very disturbing indeed⁶. There seems to be general agreement as to the unsatisfactory results in teaching/learning foreign languages in our schools and universities. A initial step towards trying to improve that situation might be encouraging teachers not to regard research either as something far above their capacity or as something merely connected with obtaining a formal degree (MA/PhD). The later view very often keeps teachers away from research because it may be felt as an overwhelming task or is the cause of research into areas unrelated or with very little application to the classroom situation. For the kind of encouragement needed it seems to me there to be no better place to start than the teacher-education courses (Prática de Ensino) in our universities. It seems essential to include as part of teacher training also training in what research is (to dispel possible misconceptions) and in how to carry it out (to make trainees, future L₂ teachers, confident and capable of doing a good job). What we would like to encourage and foster here is training to think in research terms, connecting this to work in the classroom. A reassessment of the role and training of the Brazilian L₂ teacher, so that conditions can be offered for a research attitude to be developed seems to me to be a main need.

"The sad aspect of ELT generally is that our development has mostly been theoretical and not research-based, so that we have a chronic shortage of evidence for most of our principles and claims. Our classroom teaching is therefore

based on theory, hunch and accumulated personal experience: all necessary but insufficient" (Scott 1985:27)".

Not relegating research to a peripheral position in language to be an indispensable factor in the promotion of favourable circumstances for learning. A thorough systematic investigation into what is going on in the area of L₂ teaching/learning in this country can perhaps be proposed as the first research need in L₂ teaching/learning in Brazil.

NOTES

1. The L₂ will be almost exclusively English as in the data gathered there were only five instances of other languages, namely, Portuguese two instances, and French, Dutch and Japanese, one instance each.
2. Formal research represents "discussion of theoretical issues (or practical issues discussed from a theoretical point of view) in order to test hypotheses, validate methods or critically assess the current state of knowledge regarding those issues" (Deyes, 1985:35)
Informal research is concerned with testing out principles and theories devised elsewhere and reporting on their validity to the Brazilian context (Deyes, 1985:42)
Action/Classroom-based research is involved primarily with what goes on in the learner (processes), the nature of teacher/student discourse, students' reactions to materials, input - output studies or observation studies. It can have a wide range of levels of sophistication and can be done formally or informally.
3. I am aware of the incompleteness of the information provided by the source used. For an entirely thorough survey careful checking will be needed.
4. In this section I include research known to me; there may well be other research of the same type as that referred to in this section going on in other Post-graduate Programmes and I would be grateful if it were brought to my attention.
5. I am grateful to John L. Holmes for making the documentation of such projects available to me.
6. The situation presented in a recent MA dissertation (Martins da Costa, 1986) is certainly very bleak.

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