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Moderation for Achievement's Sake[**]

1 The Central Question and its Context

This paper questions the achievement of the unlimited exploiting of Information and Communication Technology (ICT) in English as a Foreign Language (EFL) with learners of different age groups – young learners, teenagers and young adults. While the obvious merits of technology cannot be denied, the uncontrolled use not only of the web but also of "Learn English Kids" materials may miss the point. The problem might be summed up as the question of choice between uncritical compliance with the unregulated stream of technology and techniques, and a responsible judgment on motivated options when choosing from ways and means that are available in the field of teaching English as a foreign language today. The making of such a choice ultimately concerns the quality of language knowledge. It is related both to technology and methods. Therefore it is partly a question of culture in teaching. The focus will be on two topics: learning technologies and methodologies, Content and Language Integrated Learning (CLIL) in the first instance, with only a mention of testing.

ICT has been chosen as the basic term because I had been familiar with and used different equipment, such as radio, a tape recorder and a computer with students of different age groups. The computer, though, has been the most used item of technology of late. Since it is the computer that is the most wanted tool these days, recently highlighted principles known from Computer Assisted Language Learning (CALL) merit attention.

2 A Personal Appreciation of the Electronic Resources in EFL

I have to acknowledge at the start that the computer is so productive and multifunctional a tool that its uses are positive even in unexpected issues. The computer is effective in learning English as a foreign language by its overall employment. Reviewing the elementary functions of the computer, one has to mention (1) the Internet, which provides the linguistic environment, offers passive participation and costs time, and (2) email, which is a way of communication in English, but it employs a trimmed and informal variety of this language. Not only is English speech specifically represented in writing in email communication but "new forms of spoken English in writing are being created"[1] and funny and daring representations of English speech are being

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[1] Carter, R., & McCarthy, M. 2006, *The Cambridge Grammar of English*. (Cambridge: CUP), pp. 239-240.

continually introduced. "Chat-room English" and even email English are quite specific and different from the regular social or academic varieties of this language. But CALL offers more than virtual communication. Numbers of excellent sites for the learners of English have been functional and many different courses and materials have been devised for the electronic medium. I should acknowledge and praise the "BBC Learning English" website, and the Teaching English materials on the British Council Learn English websites ("Learn English Central", "Learn English Kids", and "Teaching English"), as well as books and dictionaries provided with CDs. I can confirm that, at my level of knowledge, the language learning materials provided on the above mentioned sites are very satisfying and the result is most rewarding when I use them as a student. I can also confirm that the "Learn English Kids" site is very involving and well develops the initial and elementary language skills of young learners, while the "Learning English" and "Teaching English" sites are indispensable in teaching EFL to young adults.

3 Prospects with CALL from One Author's Point of View

However advanced the electronic technology is, the key word in a discussion of prospects for CALL is 'normalisation'[2]. It literally means that the use and possession of computers have yet to be accomplished. This article sums up well the technological rather than the verbal side of CALL. It is said in the article by Ioannou-Georgiou that the ideal future would be full and satisfying integration

of the computer in the classroom. To achieve this goal, a number of conditions should be fulfilled: (1) there should be no shortage of computers and the related equipment; (2) appropriate and sufficient software should be provided; (3) easy access to technology is also very important; (4) the support to teachers and even overseeing of how computers are used in teaching by the administration or 'top-down' policy is required; (5) the technology should be integrated in the syllabus rather than added-on "whenever 'there is time'"; (6) teachers should be confident users of computers but language learning pedagogy should not be sacrificed; (7) the teachers should receive pedagogical support and technical support from the technical staff, who are to be "initiated into FL methodology", to save the teacher's time; (8) technology should be personalised, i.e., both learners and teachers should "feel comfortable and at ease with the tool"; (9) teachers should participate in decision-making about technology; (10) technology should yet develop further to provide, for instance, the equipment for interactive conversation sessions. Finally, the role of individual CALL professionals is to be kept up[3]. These guidelines are concrete and fairly simple but they show that CALL requires considerable investment. Immediate and sensitive questions in this context would be the following: What would be the expected result of the thorough implementation of the computer in the classroom? Would it pay? What would be the appreciated achievement in the broadest cultural context, in the history of foreign language teaching and in the life of the individual learner?

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[2] Ioannou-Georgiou, S. 2006, The Future of CALL, *ELT Journal*, 60:4, (pp. 382-384), p. 382.

[3] *op. cit.*

4 A Practising Teacher's Remarks on CALL and Learners of Different Age Groups

My observation, which I can call class-room research, provides the following insights into results achieved by learners in the classroom equipped with technology both new and old. In my experience, **the computer** is very attractive to **young learners**, especially when their engagement with it is not limited. However, **young learners** tend to be engaged with the tasks which they like irrespective of their value in learning. For instance, girls of nine and ten years of age, in my experience, used to be very interested in the tasks required to make a dangerous animal[4], or to make a snowman[5], to dress a doll, or to print a copy of a scene from a story and colour it. These young learners thus practised the names of colours, parts of the body and names of clothes, but spend most of their time colouring rather than practising English with full intellectual engagement. These same young learners would listen to a song, *The Hungry Hippo*, and be bored, would listen to another song, *Santa, Santa, high in the sky*, and remain cool, and, finally, be too lazy to write a letter to Santa because they "don't believe Santa exists".

These young learners' engagement with on-line stories was very much the same. Their first story, *The Princess and the Dragon[6]*, was a great success: the girls were interested, and focused in answering test questions. The next story, *The Haunted House*, held their attention for the thrill it gave, but yet another story, *The Dark, Dark Wood*, did not catch their

attention. This was the result when the computer and online materials were used with the least interference of the teacher. It shows that the teacher's participation might be required, mainly because even the energetic girls were tongue-tied when asked to speak to the teacher focusing on objects in the room. My experience tells that this is a situation of striking the iron when it is hot. It is the teacher who can encourage the children's speech by patting them, asking to answer or to return the question and involve them in other ways. Left at where they end, on-line lessons provide raw material for the learners' mind through exposure to the language. It is the teacher who has to add up some sensible organisation to what is learnt and help the learner sense the pleasure of the result. This is, indeed, emphasised by experts in the field of the teaching of young learners (YLs). The optimal conditions for helping YLs to learn reviewed by Carol Read, for instance, include appropriate challenge, appropriate support, whole coherence and a sense of achievement among the total of twenty other features. This same author mentions a few rules which "provide an integrated framework for managing children positively and create a happy working environment". The rules include a limited number of prescriptions (related to learning), which and the reasons of which should be made clear to the learner, classroom routines, which should clarify expectations in language learning to the learner, generally implicit familiarisation of the young learner with his rights and responsibilities, and rewards, which reinforce appropriate behaviour of the learner and his success. Other authors (for example, Shelley Vernon) indicate the necessity of similar requirements when they describe prob-

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[4] "Learn English Kids", 21 November 2008.
[5] "Learn English Kids", 12 December 2007.
[6] "Learn English Kids", 10-11 October 2007.

lems and peculiarities that YLs meet and expose[7].

Teenagers also tend to diverge from the straight path of learning to entertainment on the computer and gain some knowledge of English from the online lessons or the Internet the natural way. Very soon, though, this result becomes a messy and unstructured language matter. The learners tend to develop fixed pronunciation errors or unsettled pronunciation in all respects. Teenagers thus continue in ignorance of grammar and of the delicacy of vocabulary. This is again the natural way. If we consider that grammar and vocabulary come thus combined and unstructured when a child is learning his mother tongue[8], this can be sufficient but only for a limited period of time when a teenager is learning a foreign language. Very soon, this natural accumulation of the foreign language matter in the brain requires consolidation with the help of the teacher. As is known today, even formal descriptive grammar is required to improve the students' skill in expression, especially in formal contexts, and to enhance their awareness of the gap between the correct and incorrect forms[9]. The idea is to give shape and quality to the foreign language learnt.

Young adults, who, in my experience were university undergraduates and young teachers, appear to develop a guilty feeling not infrequently that the computer takes too much of their time. The more they are used to use the computer, the more time slips unnoticed. They become reluctant to browse the sites and gladly take the teacher's guidance among different tasks in, for example, "BBC Learning English". I personally appreciate very much the "BBC Learning English" materials, have used them as a student before using them in the classroom and have learnt a lot. But it takes time, even when it is time pleasantly spent.

Turning aside from the computer, I can also say that radio likewise appears to require prescription to young adults, while teenagers and young learners are not attracted to it. Television is a greater attraction, but I have no experience of its use in teaching. It is the tape recorder that, in my experience, has been very productive and the least distracting equipment. The methodology of the courses[10] may have had a role to play in my success with the tape recorder. I have also used it to record the learners to improve their pronunciation and have been more successful with it than with the computer so far because of the more primitive way of handling it. In this context, the warning of Ioanna-Georgiou of the necessity of perfect computer literacy and a sense of ownership for its success appears very real: "Learners and teachers should be comfortable and at ease with the tool"[11]. The question still remains: Does it pay? and What would be the value of the result with CALL in

[7] Teaching YLs, 2009, Teaching Young Learners – Introduction, *Teaching English*, British Council /BBC, http://www.teachingenglish.org.uk/transform/ teachers/specialist-areas/teaching-young; 15 March 2009.

[8] Halliday, M. 1975, *Learning How to Mean.* London: Arnold.

[9] Yule, G., 2009, *Reintroducing Grammar.* Oxford: Oxford UP; www.oup.com/elt-- 15 January 2009.

[10] *Target* by L. Alexander (London: Longman, 1972); *Realistic English* by B. Abbs, & V.Cook (London: OUP, 1970)*; Functions of English* by Leo Jones (Cambridge: CUP, 1980), to compare with, for example, *A Bridge to Spoken English* by Lidya Almazova (Moscow: Higher School, 1977), *Listen to This!* by Mary Underwood (Oxford: OUP, 1977), and others.

[11] Ioanna-Georgiou, S. 2006, *op cit.,* p. 3.

the broadest cultural context, in the life of an individual learner and in history?

Focusing on the computer, I can generalise to say that the computer provides exposure to English as a foreign language (in other than the social context), increases the random language matter in the student's mind, trains reactions and fosters boldness. But a slow child does not become quick owing to the use of the computer, while a quick child very soon becomes over-energetic with the same technology. Even with young adults, the computer leaves its peculiar imprint. Young adults pick and memorise the current English vocabulary (e.g., *Literary agents* **divulge** *what they're looking for in a manuscript. I really* **do take exception to that**. *The* **butt** *of many a joke…* etc) and the words of the day (e.g., *subprime, user friendly, going green, going digital*, etc) but they remain insensitive to the subtle shades of the meaning of the words, i.e., to their stylistic value, which is important in usage[12]. While at the computer, they have no social context and resource to learn that *divulge* is a formal verb which means "to give out information that is supposed to be secret", that *good riddance,* in *I wanted to say good riddance to 2008,* is a rude and familiar way of saying of being pleased that something (the year) is gone. Similarly, they remain ignorant of the fact that *sucked,* as in *2008 sucked*, is a slang word, which means very bad and that *travesty* is neutral but a little more sophisticated word than *parody*, as in *travesty of justice,* if they do not use a dictionary. At my level of knowledge, I can treat the computer as my subject because words tell me for which one I require a dictionary and which one may be formal or informal. It

is not so with less experienced language learners. I would tend to reiterate what I have stated: the computer provides exposure to language and trains a reaction but it does not of its own provide a resource to the deep knowledge of English as a foreign language. A teacher's assistance remains required or the diligence of the student or both, and the student's natural drive to search books and dictionaries, which would be very welcome, if the quality of language knowledge matters.

For this same reason, learners of English as a foreign language enjoy and appreciate when they hear David Crystal and Gavin Dudeney – on the "BBC Learning English" website – finish off their brief stories of new words in English with a graceful flourish on their appropriateness[13]. These context-wise comments confirm that one's knowledge of the meaning of English words is not complete without their sociocultural senses, and that the Internet does not provide

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[12] Cf. Harmer, J., 2006, *The Practice of English Language Teaching*. Longman: Pearson Education), pp. 24-27.

[13] Cf., David Crystal's finishing off remark on the meaning of the word *peeps*: "So the general usage is 'close pals', 'people you hang out with'. But it's definitely a young usage – I have got peeps, I suppose, but I've never, ever, referred to them as such" ("Keep your English Up to Date 3", "BBC Learning English, 2008" – 18 January 2008). Cf. also: Gavin Dudeney's comment on the "cavalier twisting of the English language" in his talk on the currency of the word *facebook*. It is assessed as "a pretty versatile word" and *linkedIn,* which is being adapted to current usage in its wake. Moreover, in his story of the word *newbie*, Dudeney points out that "in the derogatory context, you might find *n00b* to be more common". He finishes off this word's story with a very linguistically-minded comment: "A word from the wise – if you're a n00b, the best thing you can do is keep your head down and listen for a while. In that respect, online communities are no different from face-to-face ones. Learning the ropes is part of becoming a respected member." ("Keep Your English Up to Date 4", "BBC Learning English, 2008" – 13 September 2008).

them of its own. Technology of itself cannot make up for the social context.

5 Quality as a Means and as a Result in EFL with CALL

Taking the threads of this experience together, one has to say that, whatever the technology, there must be moments to pat, to pin-point, to sum up, to highlight and rehearse and to get a sense of fulfilment in a learning session. The teacher's assistance appears to be welcome because the teacher can organise what has been learnt into a micro-system for the learner and add social sense to his knowledge. For example, top steps in learning a foreign language known from the "BBC Learning English" make a point of highlighting what one intends to learn and of assessing what one has learnt. This is very important in learning and it makes sense. Any individual consciously learning a foreign language requires such summary steps and pauses and even more. Until the foreign language matter in the brain of the learner is not voluminous enough to acquire a system or contextual organisation, the interested learner tends to rehearse the complete inventory of items learnt per lesson or a day. If he manages to remember this body of verbal items learnt, it gives him satisfaction and further readiness to advance. It is obvious that self-training and polish in a social context are technology free and cannot be replaced. What is learnt with the assistance of technology may require a similar reinforcement with only less effort.

With reference to the computer (CALL), because it is the panacea of the day, one has to say the following. In all cases, with all age groups and in all respects, it is preferable and profitable to control the use of the computer – Ioannou-Georgiou

has the term 'restricted CALL' – to use only well planned and studied courses and materials, and not to shun the teacher's assistance. What can be gained thus is achievement, pleasure and time. It is also the quality of language knowledge. This is a subject to which teachers of the post-war generation had been sensitive[14]. The concept of quality also applies to the electronic teaching resources. There is a very apt observation on how the quality of the source material and learning interact, in an article on electronic games and learning: (1) "to be effective, the design [of the games] must be top quality"; (2) "such games in the classroom can only be successful "when the curriculum into which the game is built is a good one"; (3) "Design is key. An effective design is complex." "Leaving [players] to float in rich experiences with no guidance only triggers the very real human penchant for finding creative but spurious patterns and generalisations. Players must be guided and supported by the knowledge built into the virtual characters and the weapons, equipment, and environments in the game"[15]. I would still tend to believe that the teacher's assistance when giving shape to and checks what the student has learnt with CALL is also a significant factor. After all, English as a foreign language will still be used at least to some extent in a social context, and human interference with the learner's knowledge must be a constructive rather than a destructive factor.

[14] Cf. Drazdauskiene, M. 2009, Intercultural Dialogue and the Quality of Language Knowledge, *HLT Journal*, 2, ISSN 1755-9715.
[15] Nikeditor, 2009, Tech & Learning. Game Plan, "Teaching English", British Council/BBC. http://www.teachingenglish.org.uk/top-stories/game-plan, 10 March 2009.

A few questions still remain: Does it pay? Should it be globally implemented to the extinction of other technologies? Was the initiative, energy and money put into the installation of high-fi tape recorders in language laboratories in schools and universities effected with less enthusiasm some thirty or forty years ago? Technology is not a god or a magic wand. It is only a tool, which is attractive when it is new, but it grows old and is replaced by a newer one[16]. It seems, therefore, that quality criteria should apply not only to language knowledge but also to the thinking and activity of the educators as of the fund-raisers. The effect of the uncontrolled influence of the computer has already thrown some light on the positive results and dangers in foreign language learning and generalisations on this aspect of CALL will be proposed further in this paper.

6 The Question of a Potential Interdependence of CALL and CLIL

The view which governs the attitude to the computer and CALL may have intrinsic reasons of existence. I wonder whether CLIL may have had a role to play in the process. It was not born but gained popularity and attention at the Milan 2009 Conference[17]; it may be more closely interrelated than it would appear at first sight. If CLIL is defined as "a pedagogical approach with a dual focus, involving the integration of language study with the study of a subject domain as aims of instruction"[18], this approach

seems to encourage the application of the functional-contextual method and even of the structural method, while not excluding the interactive techniques and the direct method with YLs. One can consider the advice of Shelley Vernon when she mentions the value and relevance of repetition and revision, of the expected recurrence of short phrases and formulae of politeness, of the uses of flashcards and different objects, of games and stories[19]. I have used all these resources with YLs and can confirm that they really contribute to the favourable conditions of learning, the positive result and the teacher's success. Insofar as methods are concerned, CLIL does take "into account standard good practice in education", but it also has unique teaching/learning strategies[20]. CLIL means tapping "into the innate language learning ability we all had as young children and adolescents" no less than creating "life experiences" for the student in the target language[21].

There is no reason to doubt the definition of CLIL, which is considered original by the authors quoted above[22], the more so that all other authors quoted in the present paper confirm their definition. But this definition yet offers no clues to the existence of a motivated relationship of CLIL with CALL. However, reflecting on the actual processes in language learning, its use, and in the implementation of their project, Greere and Rasanen raise the question of how close or how separated the goals for

[16] Cf. Harmer, J., *op. cit.*, pp. 145-150

[17] Innovations, 2009.

[18] Greere, A., & Rasanen, A. 2008, LANQUA. Subproject on Content and Language Integrated Learning. Year One Report. Redefining 'CLIL' – Towards Multilingual Competence;

http://www.lanqua.eu/files/Year/Report_CLIL_ForUpload_WithoutAppendices_O.pdf- 7 Dec 2008, p. 4.

[19] *Teaching YLs*, 2009, *op. cit*.

[20] Mehisto, P., Marsh, D., & Frigols, M. 2008, *Uncovering CLIL*, (Oxford: Macmillan Education), p. 27.

[21] *op. cit.*, p. 32.

[22] Greere, A., & Rasanen, A. 2008, *op. cit.*

content learning and language learning may be. In contrast to language as a tool for interaction and strategic communication (i.e., to any user's concept) and to language as a subject and content to be taught and learnt (i.e., the concept of the teacher and the learner), they highlight language as "a tool and mediator for constructing knowledge and sharing one's expertise", which is the concept of an academic professional and is most relevant to CLIL. It is for CLIL in programs of higher education that this concept matters because the accumulation and construction of knowledge is essential at this level of education and because this issue is unthinkable without the "access to the language through which it can be expressed and shared with others"[23]. These authors argue that the role of language in construction, accumulation and sharing of knowledge becomes even more pronounced when CLIL is applied, "because knowledge construction is an interactive phenomenon". In other words, within the concept of CLIL, it is exigent that both an expert and an academic learn "the kind of language and communication competence which is integral to the academic field and profession in question"[24]. This permits the authors to identify competence with the proficient use of language in different contexts and to different audiences. They further conclude that "language learning in CLIL should be seen from its functional viewpoint", while CLIL "should be seen as a continuum of various pedagogical approaches which aim to facilitate learning"[25]. Nevertheless, the Finnish authors, Greere and Rasanen, retain the focus on the content taught in

the target language throughout the review of their project. But their conclusions, which have just been quoted, create the grounds for reasoning on the question of how CALL may be functionally integrated in CLIL.

Since the focus in CLIL rests on the learning in different subject areas through the medium of a foreign language, the contact with the foreign language is an intrinsic condition in this approach. However, if the focus remains permanently fixed, different limitations restricting rather than extending the breadth of vision in foreign language learning develop. It is natural therefore for the teachers implementing CLIL to seek an extension of the learners' contact with the language in its different varieties. One can hardly have a more powerful tool than the computer today for this purpose. Thus, one might consider that relations between CLIL and CALL are not far to seek.

7 Features Defining CLIL with YLs

To restate the objectives of CLIL, I have referred to the most recent online materials. A review article in *Teaching English* on CLIL[26], states that "CLIL involves students learning subjects such as science or geography through the medium of a foreign language"[27]. This definition is simpler than that given in the LANQUA project[28] above, but they both agree. CLIL implementation and project work in schools encompass many criteria and the simple definition, which sees CLIL

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[23] Greere, A., & Rasanen, A. 2008, *op. cit.*, p. 5.

[24] *loc. cit.*

[25] *loc. cit.;* Mehisto, P., Marsh, D., & Frigols, M. 2008, *op. cit.,* p. 27.

[26] Pickering, G. 2009, CLIL (Content and Language Integrated Learning), Teaching English, British Council/BBC; http://www.teachingenglish.org.uk/transform/teachers/specialist-areas/clil - 29 January 2009.

[27] Pickering, G. 2009, *op. cit.*, p. 1.

[28] Greere, A., & Rasanen, A. 2008, *op. cit.*

as a way "to introduce children to content areas such as science or art, using a foreign language (in this case English) to teach all or part of the subject curriculum"[29], extends somewhat. One can compare other authors and find that "the essence of CLIL is integration", that learners acquire the knowledge of a new content in this approach and simultaneously advance in the foreign language in which the content is presented[30]. These authors make a mentioning of "the development of learning skills", which support "the achievement of content language goals" and is a third driver or an essential element in CLIL.

Learning with the implementation of CLIL has also been similarly described by different authors. The authors of *Uncovering CLIL* point out several factors related to psychology and culture that matter in and facilitate learning with CLIL. They mention: (1) a psychologically and physically safe environment; (2) a consistent use of one language; (3) the allowance for the use of the learner's first language at the beginning; (4) several conditions related to language and culture: slow and articulate speech, an appropriate level of language, facial expression and kinesics to reinforce meaning, and a resort to repetition; (5) the necessity to make the content and language learnt relevant and meaningful; (6) a desirable variety of language models; (7) ample opportunities to use the language; (8) the encouragement of communication as the basic stimulus; (9) opportunities to develop all four language skills – listening, speaking, reading

and writing; (10) work to build equal status for language used in the school; (11) the setting of high but realistic expectations; and (12) ways of recognising the learner's effort and success[31]. I have had experience enough to confirm that these are absolutely essential conditions to success, although some of the factors mentioned are general in the psychology of language learning.

Other authors are more concrete in their concept of YLs learning with CLIL. As Lauder finds, projects in school and CLIL "have a number of things in common: they integrate language and skills, involve the use of functional language, shift away from the 'language-driven' approach and work with English in a realistic context, give children the opportunity to use English outside class and provide a variety of stimuli for different learning styles, learners and levels"[32]. The factors determining project work in school and the result multiply when the project has to be "carried out in **young learner** classes" as "class size, resources, the children's cognitive capacities and their language levels" have to be taken into consideration[33]. The mere point of interest in the topic chosen is very important for YLs and, moreover, it has to be age-appropriate. To comply with CLIL, project work with YLs may involve: (1) writing reports on such subjects as plants, animals, or historical figures, or completing webquests (=research projects); (2) data collection on the use of technology in homes or schools, topographical findings and representation (=investigation projects); (3) access to information through self-devised questionnaires and their summary

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29 Cf. Lauder, N., 2009, CLIL with Children. (In Gale, C., "Engage Learning"; http://find.galegroup.com/itx/start.do?prodId= AONE, 10 March 2009), p. 1.
30 Mehisto, P., Marsh, D., & Frigols,, M. 2008, *op. cit.*, p. 11.

31 Mehisto, P., Marsh, D., & Frigols, M. 2008, *op. cit.*, pp. 104-111.
32 Lauder, N., 2009, *op. cit.*, p. 1.
33 Lauder, N., 2009, *op. cit.*, pp. 1-2.

presentation (=surveys); and (4) the production of printed matter (posters, flyers and brochures) to disseminate information, and other tasks[34]. Lauder concludes that as "CLIL focuses on learning content in a foreign language, rather than on learning the language itself", projects like those enumerated above "lend themselves extremely well to implementing this approach". The aims and the tasks in project work with YLs related to CLIL seem to be clear and comprehensible. There is one point to be made and that is that all work even with YLs in this approach **resorts to some level of the foreign language knowledge of the learners.** I have not been familiar with any projects for YLs in CLIL, which would begin from a scratch in English as a foreign language, although different authors remark that "some initiatives already start at primary level", but go on to say that "the bulk of school-based CLIL programs focus on the (upper) secondary level, where it is appreciated as a new and additional way for language learners to practice"[35]. This is a point to make and to be considered further.

The numerous features of identity between project work with YLs and CLIL reviewed above still keep within the limits of the definition of CLIL. CLIL becomes a vaguer term when learning in the humanities and when English for Academic Purposes (EAP) is the objective. But this subject area still remains an object of study. However generally conceivable subjects in the humanities may be, their professional knowledge exceeds any utilitarian concept. Therefore, CLIL also makes sense in the humanities with young adults.

[34] Lauder, N., 2009, *op. cit.*, p. 2.
[35] Smit, U., 2007, CLIL and Immersion Classrooms: Applied Linguistic Perspectives, *International Journal of Applied Linguistics*, 17:2, pp. 266-268.

8 A Case Study of CLIL with Young Adults before the Definition of this Approach

My experience in EFL for thirty years was at university while teaching style and language practice to university undergraduates majoring in the language and literature. Their target had been English for Academic Purposes (EAP). CLIL as a term had not been born. I would dare claim, though, that our pedagogical approach in the Department of English Philology at the University of Vilnius was what is acknowledged as CLIL today. The story of this teaching was as follows. Standard British English was the object of study and the language of instruction. The focus in the first year was on phonetics, while a broader language study was based on home reading. The usual practice shared by all teachers in the Department was exercising the prescribed lists of words and phrases to the prescribed volume of reading – works of classical British and American literature, as a rule. Extensive reading was the students' own concern and it had to be reviewed by the teacher only once a month. Much of the time in the first and second year at university was spent, therefore, on more or less formal language practice and simulated communication. The textbooks usually offered topically arranged texts from journalism and fiction supplemented with numerous exercises on the vocabulary and syntax of English.

In senior years, though, the question of the content of teaching in the program of English as a foreign language and literature was an area of concern for the teachers in the 1970s in Eastern Europe. The topically arranged material from journalism, newspapers and fiction in

textbooks was not a satisfactory resource. It was before the free book trade was launched in Eastern Europe. And even when it was launched, some textbooks were too expensive, while others offered materials for courses of indefinite volume in terms of time. The idea that had initiated the exploitation of professional literature in the program of English, literature and EAP was a plain imperative: "Give them something relevant to the language and literature to read first and then we can have discussion classes based on this." And so the students used to be given typed copies of articles on theme and ideas in literature, on point of view, on character and imagery and on other components of fiction and poetry. Articles from scholarly journals and textbooks[36] were used. The students were asked to study these texts and discuss their content in one class while using the vocabulary of the articles. Then they had to apply what they had learnt of imaginative literature in analytical consideration of concrete works in class. To make the content-based study of the making of imaginative literature more focused, foreign teachers of English as a foreign language published locally mini introductions to the discussion and analysis of literature[37]. Gradually, the collections of professionally written scholarly articles had come to be replaced by a thorough study of *The Order of Fiction* by Bloom[38], which resulted in the most exhaustive treatment of litera-

ture for the students in EFL at the University of Vilnius targeting EAP and was a success in discussion classes. The proficiency the students achieved showed that success was undeniable. They have kept acknowledging their achievement at more recent occasional meetings. However, this approach and aspect in teaching soon deteriorated in Eastern Europe in the 1980s. This is to say that it was not infrequently that the baby was thrown out together with the political water of the former system in this part of the world.

In this period of success and following it, I had quite an extraordinary experience with discussion classes in the guise of CLIL. I had chosen *The Best English* by Vallins[39] for discussion classes and had a difficulty to manage it. I had only two copies of the book – one for a group of twelve students and one for myself. The solution made was quite incredible. We had decided that the students would introduce and discuss a chapter a week from this book. The students would alternate and the book would circulate, but the remaining part of the group would vicariously 'read' the whole book if they were attentive and active in the weekly discussions. And so it went successfully and had an effect. The students learnt a lot of English and literature. This was an individual success and experience out of necessity but it also died out with the advance of political and economic changes in the late 1980s and early 1990s and with an avalanche of books.

There were other aspects of the study of English as a foreign language in the program of language and literature at the University of Vilnius. In listening comprehension classes, the students dis-

[36] Alexander, L. 1969, *Poetry and Prose Appreciation for Overseas Students*. London: Longman; Monfries, H. 1974, *An Introduction to Critical Appreciation for Foreign Learners*. London and Basingstoke: Macmillan Education Ltd.

[37] Cf. Drazdauskiene, M. 1975, *The Linguistic Anglysis of Poetry*. Vilnius: The University Rotary.

[38] Bloom, E. 1964, *The Order of Fiction*. New York: The Odyssey Press, Inc.

[39] Vallins, G. 1979, *The Best English*. London and Sydney: Pan Books.

cussed interviews in conversation with Graham Greene, Tom Stoppard, Arnold Wesker, Margaret Drabble, Alex Hailey, Kurt Vonnegut, Tennessee Williams[40] and other authors they had heard and deciphered themselves. In written practice classes, they had to present papers summarising analysis of concrete works they had done guided by the papers discussed in discussion classes. So broad a background of reading, listening and discussion on different topics of language and literature was a solid foundation for the development of the knowledge of language and literature in EFL done in the guise of what we know today as CLIL. The identity of our practice with this pedagogical approach was also confirmed by the fact that foreign students in EFL based their language study on scholarly literature in the humanities and had ample opportunities to use English, especially in discussion classes of the professional literature and in their written papers. It is true, the question of classroom English arose time and again for foreigners teaching English as a foreign language at the University of Vilnius in this case and it was resolved with the help of a few resource books available. It appears that CLIL classroom discourse or classroom talk has remained a research question for teachers today in the area of applied linguistics[41]. I can appreciate the significance of this aspect of knowledge of English as a foreign language, especially that classroom talk shapes and influences the students' commonly used language and leaves an imprint on their English for life.

Although **the evaluation** of the achievement in learning English as a foreign language by the university under-

graduates in our case with the implemented early CLIL was mostly based on introspection, it was an assessment of four teachers experienced with the practice and of a few outsiders. University undergraduates of those years had been so advanced in English and in language and literature studies that they could competently discuss questions of the sense of literature and of language matters not only in regular classes but also at examinations. The students' knowledge, reasoning and the ability to express it in acceptable English used to be rated excellent and fair. The teachers used to acknowledge it as an achievement in EFL and the students' further success in their careers confirmed their fair assessment on graduation. Although I appreciate CLIL retrospectively, this approach is productive because it intensely combines a double focus – language in the field of communication and communication in the language both of which are practised in most natural conditions. But, it has to be emphasised that the teacher was an active participant in this practice in the guise of CLIL, while the students' achievement owed much to the social environment and sharing in the classroom. Minding the limited opportunities of communication in the 1970s and the 1980s, the result was obvious. It was the result of what we know today as CLIL.

9 CLIL and the Role of Reading

There is one principle to be learnt from the experience described: it is the use and uses of imaginative literature and its relevance not only to EAP but also to ESP. The integration of English and American literature in the university program of EFL and EAP was very tight in my experience and profitable. The relevance of imaginative literature to ESP

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[40] *Tapes for Readers*, Washington, D.C.
[41] Cf. Smit, 2007, *op. cit*.

and CLIL in schools and its uses have also to be emphasised. Although my familiarity with ESP has been limited to only one year of practice and to my experience in the role of an observer, as well as to two years with teaching YLs and teenagers, I have had an impression that imaginative literature is often underrated in ESP and this attracts little attention because of the shortage of time. This was not the case in my experience in the humanities described above. The use of professional literature in the field of learning English as a foreign language, i.e., ESP of sorts when CLIL is applied, is undeniable. This approach shortens the road to knowledge. However, if the resource is exceptionally professional literature in English, a considerable one-sidedness develops in such learning and it becomes difficult to achieve proficiency in English as a foreign language. But the point of reading has been taken into consideration in contemporary literature on CLIL[42].

Following the publication of *Language, Context and Text* by Halliday and Hasan[43], nobody can deny the role of context in understanding and in language learning. Professional literature that is in the focus of CLIL provides the context, but this context is narrow. In using a foreign language, one requires a broad context in which one tests mentally the acceptability of words and phrases, the grammatical correctness of utterances and the meaning of the speech one reads or hears. The native speaker has the privilege of drawing this contextual knowledge from daily life and the innumerable routine contexts. And even so, the native

speaker who is a good reader is a more refined user of the language than otherwise. The foreigner's resource in this respect is basically imaginative literature. Professional literature may be his subject and routine need, but it is only imaginative literature that can provide a broader and sophisticated context to the foreigner's use of English as a foreign language. It also elevates the student's knowledge of the English vocabulary. I dare say CLIL would result in imperfect achievement if imaginative literature were ignored in learning English as a foreign language. Although this is an independent topic, it is relevant to highlight its significance in the present context.

10 CLIL and Young Learners

I have so far said little of CLIL in teaching English as a foreign language to young learners mainly because this is a specific area and this pedagogical approach is specifically adapted in it. In an overview of CLIL published on *Teaching English/British Council/BBC*[44], one finds a statement which explains the essence of CLIL with respect to young learners. It says that when a subject is taught in the target language, tasks "are designed to allow students… to learn to use the new language as they learn the new subject content". To enhance the students' access to the content, "CLIL materials are often characterised by lots of visual support for meaning". Since this observation recurs in several authors who wrote about YLs and CLIL, I can confidently add the evidence of my own experience. The choice of language exercised depends on the demands of the subject.

[42] Cf. Mehisto, P., Marsh, D., & Frigols, M. 2008, *op. cit.*, pp. 206-208.

[43] Halliday, M., & Hasan, R. 1990, *Language, Context and Text*. Oxford: OUP.

[44] Pickering, 2009, *op. cit.*

11   A Success Case with YLs and CLIL

One of the best case studies and experiences in teaching YLs while employing CLIL known to me is from the article "CLIL, of course!"[45] published in 2008 in *English Teaching Professional*. It reports on the experience of a British teacher with learners of English (aged 8-17) who "have been coming to the UK for English language courses". The author had been familiar with the application of coursebook materials based on "a traditional grammatical syllabus". He could therefore highlight and appreciate the merits of CLIL, which was the approach behind "tailor-made courses for groups from individual countries or schools" and the focus in which was "on specific subject areas and themes"[46]. These courses would "run for any length of time from a week upwards and take any number of children from 10 to 60".

On consulting the group leader who was a class teacher, themes and their volume used to be designed in accord with the goal of the courses described above. A recent experience of Milne was connected with the themes "Water, the Victorians, Life in Britain, Genetics and the Environment". Activities and excursions were arranged for the learners to learn the language in the field and to give them "a reason for visiting somewhere". This involved a preparation stage "for and follow-up on academic excursions" to enrich "the outcome on courses with a special focus". The outcome itself "could be a presentation in (the) form the groups (chose): powerpoint, video, poster-presentation, illustrated talk, etc"[47].

The case in point described in this article has been the theme of water. In the case reported, a group spent two weeks on "water as their main theme". The start was a questionnaire which asked the learners "to brainstorm all the times they used water during the day". The learners also kept a diary and compared their entries in the two records. The topic was extended to consider and compare "the use of water in less developed countries" and in individual homes. Conservation of water was a major question and covered the saving of water on a daily basis. An accompanying activity was the design of posters and TV advertisements "imploring people to save water". This went parallel to compiling "information about water on an 'interesting fact sheet'"[48], on which the learners recorded the amount of water in the human body, its amount required for a cow to produces one litre of milk, an idea of what may be done with water consumption in the desert, and figures showing "how many people die of water-borne diseases each year"[49].

The theme took the learners to "a separate project on the Thames". They studied the role of the river in the initial growth of London, its turn "into a virtual sewer in the 1860s" and the modern sewerage system. One more development of the theme was an art project centred on "how the Thames has been portrayed over the centuries by artists as different as Canaletto and Monet". The learners participated in a project of their own artistic representation of the Thames "during an academic visit to London". They considered a potential

[45] Milne, B. 2008, CLIL, of course! *English Teaching Professional*; www.etprofessional.com

[46] *Ibidem*, p. 22.

[47] *Ibidem*, p. 23.

[48] *Ibidem*, p. 23.

[49] *Ibidem*, p. 23

disaster of the flooding of the Thames for London. Activities based on the topic of the Victorians included a study of the British Empire in the nineteenth century and was compared with the present. Child labour and its impact was also studied within this historical framework. The learners' study further included a section on diet, a Victorian fashion show and a Victorian dinner. Visits to the major museums completed their study[50].

Milne states in conclusion that YLs in this case had come "with a better command of English than in the past" and the requirement of "the necessary level of language to cope with the demands of the subject learning through English" in a CLIL approach to syllabus design was successfully met. The children's motivation was clearly heightened by the content they were studying and this was appreciated. It helped them overcome language difficulties. Another factor which facilitated learning and reduced difficulties was that "many themes could be adapted to the level of the student", while the theme of water was ideal for any level. Thus CLIL had been appreciated as a motivating resource, which was appropriate "to the level of intellectual development of the individual"[51]. One cannot help saying that the case described by Milne was clearly a very profitable and enjoyable case of an active learning of English as a foreign language. But this was a case of foreign language learning which involved mature YLs who had had the basic knowledge of English. I shall return to this point further on in this paper.

12 A Case of Failure with YLs and CLIL

I have been familiar with a case of immersion, which I would call, *an imitation of CLIL* in teaching young learners and should like to reflect on its limited success and popularity. The case in which immersion was applied was a course of English as a foreign language to young learners (about 8-10 years of age) in a large classroom in which the learners were taught English in the target language. They had a textbook with an audio cassette, the teacher spoke only English to them and assigned tasks based on mechanical reproduction (chants, little verses, fragments of conversation, etc). In such cases when English is taught as a subject in the target language, the textbook usually employs topically arranged material. Topically arranged material covers a broad spectrum of the spheres of daily life and familiarises the students with essential activities in them. For example, the students learn about a person, family relations, their routine engagements, meals and hobbies when they focus on the topic of the family. Similarly, they learn of buildings and other objects in an urban area, of streets and elements of architecture, of a history of places of interest, of means of travel, theatres, museums and other places of entertainment when they focus on the topic of the town. This method of material presentation has a history and had been known in textbooks of English throughout the twentieth century[52]. The learning material thus presented familiarises the students with their usual environment, ordinary activities and engagements and focus on the language of general cur-

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[50] *Ibidem*, p. 23.
[51] *Ibidem*, p. 23.

[52] Cf. textbooks by Berlitz and other authors.

rency. What they learn in such courses is what is known as general knowledge and common literary language. This is not CLIL in the true sense of the word. It is an imitation of CLIL but since it had been practised for long years, gave results, used to be used even in adult courses[53] and has analogies with CLIL, its principles might be considered. The principal merit of topical teaching is contextualised knowledge and language. Contextualised learning is part of learning LSP and is essential in understanding and memorising what is learnt. Common literary language that is learnt in this case is universally required. It is this language that is missing when imaginative literature is ignored in LSP.

The case of immersion as a form of CLIL, which is my case study, employed English both as the target language and the language of learning. The teacher spoke only English and had come from an English speaking community in the USA. This teaching was a total failure. The children learnt to repeat parrot-like a few chants and a few utterances from the audio course, but the classes and the knowledge gained was chaos. The problem was that the teacher introduced neither the course nor her method. She simply gave out the books to the audio-lingual course and told the children to listen in and learn. The lively children managed to grasp the utterances and phrases that recurred in the course and the frequent words. But the slow children were lost altogether. Finally, the parents revolted and made the teacher change the textbook and take up an ordinary course of English as a foreign language based on an illustrated textbook

and an elementary grammar supplied with material in the native language of the students. The task and goal had been overtly defined as those in teaching English as a foreign language. And so a resort to the native language of the students became obligatory. Teaching English as a foreign language the ordinary way by resorting to translation, the same teacher improved her success with the same pupils. This issue compels a professional observer to draw some conclusions. This experience with young learners who could not come to grips with English as a foreign language through immersion and imperfect methodology, suggests that **CLIL should be reasonably applied to different age groups and the teacher has to take the language status into consideration**. English as a foreign language happens to be too difficult a task to cope with for young learners when CLIL or its imitation is employed as a pedagogical approach right from zero language knowledge. Both the pupils' minimal life experience and the status of English as a foreign language seem to work together to hamper the success of CLIL. This approach may be more successfully employed with maturing or mature students rather than with young learners. My experience, however, forewarns of hoping for too much with respect to immersion as a variety of CLIL even with young adults in foreign language learning.

13 A Case of Failure with a Young Adult and CLIL

In this case I can report the experience of a university student in her late teens who had been placed in conditions in which she had to copy texts in a foreign language, this having been a task in part-time employment. The student used to

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[53] Cf. Golovchinskaya, L. 1975-1978, *Speak Good English: Practical Aid in Oral Speech.* Moscow: Higher School. (First year, 1975; Third year, 1977; Fourth year, 1978).

spend three to four hours every other day typing texts in German, while she studied English at a university in Eastern Europe. The person was neither dull nor lazy, but she had no knowledge of German whatsoever and the language had no extra appeal. All she learnt in this engagement, which lasted four years, was the visual ability to grasp German words correctly and correctly reproduce them mechanically on a manual typewriter. There might have remained some very vague and weak impression of this language but it was so ephemeral that when the student had to pass an examination in German as a second foreign language in the subsequent two years, she took to studying it as an entirely unknown language. In this context, one involuntarily remembers the experience of English and French classics who acquired their individual style by copying model texts of their great predecessors. These cases must have been successful because it was the model authors in the native language of the writers in question. In those cases when a foreign language played a role in the development of the style of an author, the author had to have had the basic knowledge of the foreign language and/or had to have taken delight in it for aesthetic or other reasons.

14 Conclusions

The evidence coming from the authors on YLs, CALL, CLIL and learning techniques referred to above, as well as my personal experience in EFL teaching and foreign language learning permit a few generalisations.

1. However powerful a technology **the computer** is, it should be employed with reason and be a subject rather than a king in foreign language learning. First, **high quality technology** demands

equally **high employment**: insofar as computers are concerned, both the teacher and the learner have to be literate and comfortable with the tool. Second, only high quality materials and preferably reliable websites should be employed in teaching EFL, not excluding the teacher's personal assistance. This increases the price but ensures the quality of the result. Third, **'restricted CALL'** might mean **moderation** and be the optimum version of the employment of the computer in EFL to save time, to facilitate achievement and to ensure the quality of language knowledge.

2. **The quality of language knowledge** features in the works of known authors and in the talks of representatives of the European Commission on Multilingualism and Translation. This is a sensitive question, especially when persons in authority admit that "language standards are falling". But this situation is credible without the influence of the computer itself. The piecemeal intake of the English language owing to the Internet connectivity, the deterioration of levels of usage, social mobility and limited contexts of usage have fixed many a student's functional language style at the point of low colloquial. Like any language, the English language has not become simpler in its essentials and learning a foreign language involves more responsibilities than learning a native language. Although it is assumed that CLIL aims "to partially replicate the conditions in which infants are exposed when learning their first language" and "to tap into the innate language learning ability we all had as children and adolescents"[54], this can never happen. There may be analogies in methods and learn-

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[54] Mehisto, P., Marsh, D., & Frigols, M. 2008, *op. cit.*, pp. 26, 32.

ing techniques applicable both to second and foreign language learning for an advanced or at least an intermediate learner of the foreign language. No such analogy applies, however, in foreign language learning. That is why CLIL may be ineffective, as my examples have shown, that is why learners may fail altogether. **CLIL has to be employed accurately, adjusting it** to the category of the learners, to the status of the language and to the aims set in particular programs, and **moderation** would not be a false concept here, either. I believe that "'When [CLIL] works, it works extraordinarily well, but it is actually quite difficult to do well'"[55].

3. Insofar as **CLIL** is concerned, it is not likely to be an effective approach in **foreign language learning**, with young learners. When it is a case of a foreign language, the learner has to have "skills… developed sufficiently to allow for basic communication"[56]. But even so, immersion is not likely to work effectively for a foreign language. Native British speakers, who taught English in Eastern Europe in the early 1980s, had familiarised their students with the browsing technique or the varied and temporary exposure to EFL in its printed and sometimes in otherwise recorded forms in one session. The students used to freely browse through books and journals, read something of interest cursorily and in snatches and discuss anything to their liking with the native speaker who was present. This is an important piece of evidence: the sessions were brief, the student was advanced or intermediate and the native speaker was present. There was ample opportunity to ask, to discuss, and to

question, and there was a person who could respond. The conditions were socially extended and therefore favourable for the learning of **the foreign language**.

4. My familiarity with the employment of CLIL in contemporary conditions make me think of one more drawback of this approach. When CLIL is employed in EFL in secondary schools, learners, who are speakers of minority languages, happen to switch to **the first language jargon**, partly for fun and partly because they are relaxed as citizens of "the global village" but mostly because they have memorised a few recurrent words of English. This is not praiseworthy. However one may dislike purists, it is a pity when a language has to suffer on the tongue of a crude speaker. The three authors referred to above have made a point of the necessity to "work systematically to build equal status for languages used in the school"[57]. This is not always happily achieved, however, and a world language happens to pollute a minority language.

5. **The learner's responsibilities** are greater with a foreign language because he may not only fail to communicate successfully but he can also offend gravely if he is not at least polite or correct enough. Simultaneously, the resources of the English language have not diminished while social conditions have become impoverished in globalisation and with the Internet connection. It suffices to familiarise oneself with *The Cambridge Grammar of English*[58] to realise that the colloquial trend, which began in the middle of the twentieth century, has not simplified the English language:

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[55] Lauder, N. 2008, *op. cit.*, p. 1.
[56] Mehisto, P., Marsh, D., & Frigols, M. 2008, *op. cit.*, p. 10.
[57] Mehisto, P., Marsh, D., & Frigols, M. 2008, *op. cit.*, p. 108.
[58] Carter, R., & McCarthy, M. 2006, *op. cit.*

insofar as the descriptive data of English are concerned, the grammar of modern English has become a very chaotic universe even to the advanced student to say nothing of a beginner or an intermediate student. A year of regular classes does not suffice to internalise the information on the grammar of modern English today. Moreover, a year does not equip a student in EFL to communicate efficiently in formal contexts. It is not for nothing that Yule has written an article, *Reintroducing Grammar*[59], which explains why instruction in formal grammar is required if the student is to communicate effectively in different contexts, to be able to differentiate between correct and incorrect forms and to be cultured. Finally, there is the question of "elegant variations" in the English language noted by Fowler in his *Dictionary of Modern English Usage*, and "the most delicate grammar", which would be word meaning and collocations in Halliday's concept. Anyone might wish to be familiar with them as with all nuances of meaning that matter in a hierarchical society – anyone who cares not to be the one "who is not to the manner born… (and) to whom the English distinctions mean nothing"[60].

6. Given the unregulated use of the computer**, students** both young and mature become relaxed, bold and inaccurate. These features tend to give negative rather than positive effects in the use of any language but, most significantly, in the use of a foreign language. This point alone makes one consider moderation in the use of the computer. Knowing that instruction in formal grammar as well as correction and discipline in writing come to be required at advanced levels of us-

age, we have another point for moderation and many-sidedness in language learning rather than relying on the computer alone. It is easy to sound reactionary when one tends to treat with reserve the equipment which is praised in all quarters. But I have given my reasons. The computer does not change the character of the learner language-wise nor does it provide for the social context. It is a machine and has all the limitations of technology compared with man and society. What I would add to CALL in EFL would be some ways of **heightening the appeal of language** rather than using the buzz word, **motivation.** If successful, this might have an effect on the learner's choice of the first and the second foreign language, on success in learning and on the result.

Moreover, the features just enumerated that contemporary learners develop only too readily influence **assessment**. If the teacher is not required to guarantee unconditional success in the communication of the learner in the foreign language on pain of death, **evaluation** of the learner's knowledge is not a problem. Content validity and the focus on the essential are the obligatory criteria, while achievement has to come with continuous interest in language matters and actual usage. However, modern learners have set such a great store about their own psychological comfort, stress-free instruction and tests and children's rights that the teacher has to carry out **policies in teaching rather than assess the achievement**, negotiate with the student over a mark rather than examine him. I studied literary English of the best authors and learned this language with considerable resort to its passive knowledge. It took me several months of casual meetings with native speakers in a foreign environment to take over the

[59] Yule, G. 2009, *op. cit.*
[60] H. Fowler. 1963, *A Dictionary of Modern English Usage*, (Oxford: Clarendon Press), p. 526.

pattern and idiom of spoken English, but I have lived all my life aspiring to master the mystery and sublimity of the foreign language. My children learned EFL from Oxford and Cambridge courses offering realistic English in its academically trimmed variety and, happily, have retained a sense of acceptability in language. My grandchildren peck at the raw body of the Internet English in a globalised world, are bold to the point of rudeness and remain semi-literate even when they pass their examinations. It is **the new culture** which pressurises the teachers in EFL to accept the conditions of the ignorant. **Moderation** has to be a conclusion once again, moderation in the public's pressure on the teacher has to be the key word.

7. **The danger** with modern learning techniques (learner-based classroom teaching in 1981, enquiry-based learning in 2007, learner autonomy in 2009, etc), with methods and incentives is that they aim at and create a mass of messy language matter in the learner's mind and around him. It is supposedly a favourable result because it is reminiscent of the natural first language learning and because of it supposedly means the intensified contact of the learner with genuine usage. However, genuine usage

in English in the globalised world is not what genuine usage is in the native environment for the British and Americans. Whether they remember the ineffective scholastic methods or not, many teachers seem to appreciate the accumulation of language matter in the mind as a virtue in itself. But it is not the natural learning of the first language, nor is it learning in a disciplined way. What is worst of all is that if this process is hailed uncritically, it involves **a moment of risk for school to have its role deteriorated**. I am aware of this especially through the unbridled enthusiasm of the now relaxed and autonomous language learners. But this is a doubtful development. School has to take responsibility and achieve the learner's awareness of language, his sensitivity to its kind and his respect for the foreign language. There must be a difference in learning EFL through an individual initiative with no particular purpose in mind and learning it in school where standards are set, tests conducted and results assessed. School has to take responsibility or else become an extra institution to waste the money and human resources, which might be an unwanted issue in the energy sensitive world.