

# MASTEROPPGAVE

*Grammar in the past and present*

*-a historical account of the presence of grammar and linguistics  
in second language teaching.*

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## ABSTRACT

Grammar is often combined with the word traditional when referring to second language teaching. Nevertheless, in recent times there seems to be a renewed interest in the role of grammar and linguistics in second language acquisition. In the renewal of the Knowledge Promotion for the English subject of 2020 it is stated that the students should gain language awareness. This is specified as using knowledge of sentence structure and part of speech in the work with texts (Utdanningsdirektoratet, 2019).

The purpose of the present study is to see how the view on grammar and linguistics has changed in Second Language Teaching theories throughout the last century. The study uses a corpus-based analysis of texts from the Modern Language Journal. Eleven corpora have been compiled, one for each decade since 1917. Wordlists from the different corpora are compared to see the historical development. The results are then compared to language learning theories and Norwegian English subject curricula.

The conducted study showed that general discourse about grammar, linguistics and vocabulary has always been important in the Second Language Acquisition field. None of the corpora were without linguistic related words. Words describing more specific elements of grammar vary in number and type of words. There was much focus on linguistics in 1917 and quite much in 1927-1957. 1967-1997 has less focus on grammar and 2007 and 2015 show a renewed interest in grammar. The results found in the research show similar tendencies as what can be seen in the history of language learning theories. On several occasions, there has been a delay from the presentation of new theories to the change within the SLA literature.

Traditional grammar is a concept used in the presented relevant research. It refers to a structured based grammar teaching, with language as the entity of the study and reference is often made to the grammar translation method. This has not been the prominent view throughout the century where communication has been the purpose of language learning. Put in other words, ever since 1917, modern grammar and not traditional grammar has been taught. In the last 20 years, there has been an increasing interest in grammar. The renewed interest in grammar is based on a desire for precise and nuanced use of a second language.

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## List of abbreviations

CEFR	The Common European Framework of Reference for Languages
LK06	Kunnskapsløftet
L60	Læreplan for forsøk med 9årig skole
L1896	Lov om hoiere almenkoler 1896
M74	Mønsterplan 74
M87	Mønsterplan 87
N39	Normalplan 1939
SLA	Second Language Acquisition

# 1. INTRODUCTION

## 1.1. Background

In the renewal of the Knowledge Promotion for the English subject, language learning is presented as one of three core elements (Utdanningsdirektoratet, 2019). The process of learning and the ability to learn a language are presented as important aims within the subject curricula. The curriculum states that the students should develop knowledge about English as a system, concretized in knowledge about sounds, vocabulary, word-, sentence- and text-structures. Opinions on how to best learn a new language are numerous and the perspectives on successful language learning have shifted throughout the history of language learning. A repeated debate is what role grammar teaching should play in the language classroom. Ever since Latin was the main foreign language taught to students, grammar has been a beloved and hated part of the language class. Historically, grammar has been seen as the core of the language class, and the element of which the language teaching referred to. Within newer history, language has been taught through the use of comprehensible input and with hardly any reference to grammar. It is interesting to note, that in the renewal of the Knowledge Promotion of 2020, one of the competence aims after the 10<sup>th</sup> grade is that the student should “use knowledge of parts of speech and sentence structure in his work with his own oral and written texts” (Utdanningsdirektoratet, 2019). Knowledge of the linguistic structures of the target language has been and still is present in language learning.

## 1.2. Aim

The purpose of the present study is to give a historical account of the presence of grammar and linguistics in second language teaching. How has the view on grammar and linguistics changed in Second Language Teaching (SLA) theories throughout the last century? What parts of grammar and linguistics have been relevant? What is the relation between language learning theories, Norwegian English subject curricula and writings in SLA publications? What is the difference between traditional grammar and modern grammar?



### 1.3. Overview of study

Research on the historical development of the English subject as well as research on the use of grammar in the English subject will be presented, followed by a historical résumé of second language learning theories. The résumé will include the grammar-translation method, the direct method, the audio-lingual method, the communicative method and the task-based language learning method. A historical overview of the Norwegian English subject curricula used in Norway is included to give an understanding of the presence of linguistic knowledge in the curricula. The curricula of N1939, L1960, M1974, M1987, L97, K06 and the renewal of the Knowledge Promotion will be reviewed in relation to its focus on linguistics in the English subject. To find out to what extent a linguistic focus has been present in second language learning theory, a corpus developed from an international research journal, The Modern Language Journal, will be presented and studied. Through wordlists of the most common words from every tenth year of publication, starting in 1917, an analysis of the number and type of words related to linguistics throughout the period of publications will be made.

## 2. THEORETICAL BACKGROUND

### 2.1. What is language?

The word language can vary in meaning. When the word 'language' is used, the lexical meaning is not always the same. Vivian Cook has shown how six different meanings can be referred to when using the word. Language can refer to a human representation system, defined by Cook as Lang<sub>1</sub>. Human beings are the only species that are able to use language as a representation of something else. This meaning of the word language refers to the large concept of what human beings do in communication when using language. Another meaning of the word 'language' is language as an abstract external entity, Lang<sub>2</sub>, and is used when we talk about the English language or the Norwegian language. Lang<sub>3</sub> refers to language as a set of sentences. Lang<sub>4</sub> refers to language as it happens in coexistence with others and is when the word language is used to describe the possession of a shared community, as in the language of the Norwegian people. As an opposition to Lang<sub>4</sub>, Lang<sub>5</sub> is related to language in the mind of an individual. It is the system in the brain, used by a person to think, organize and bring sense

and meaning into the world. Lang<sub>6</sub> is by Cook defined as a form of action and is when language is used to do something. (Cook, Meanings of Language [VIDEO], 2010)

In Language learning, the understanding of what language is, defines what should be taught and how. If language is seen as an abstract entity, the language itself is the object of study. Topics of interest would be the sounds, the grammatical system, word-order and different types of sentences. If the aim of the teaching is to give the student knowledge of the language, that would impact the content of the teaching. If, on the other hand, the teacher is concerned with lang<sub>4</sub>, language as the possession of a community, the teaching would have a different focus. It would be important to enable the student to enter the community, and a cultural understanding would be relevant in addition to vocabulary and grammar knowledge. Language teaching with an understanding of language as Lang<sub>6</sub>- a form of action, would also give implications for the teaching. One could assume that the teaching consisted of using the language. Instead of analyzing and investigate the construction of the language, the students would read, write and speak the language. Language teaching will differ if the understanding of the word language is related to language as an entity, language as the possession of a community or language as a form of action.

Ulrikke Rindal mentions slightly different understandings of the word 'language', namely, the language itself, the history and culture of the English-speaking countries and the spread of English, and cultural expressions, such as literature. She states that it is important for stakeholders in language education to have knowledge about language beliefs because it determines the object of research, teaching and learning. People with conflicting beliefs about language will have conflicting opinions about what aspects should be taught in the English subject (Rindal, 2014, p. 2).

In this study, there are particularly two understandings of the word language that will be relevant; these are language as linguistics and language as communication. When language is seen as linguistics it refers to its sounds, words, sentences and written or spoken texts. Language can be seen as an entity, the language itself, as something separated from the social factors and the needs for a language. In foreign language learning, this understanding of what language is, leads to a teaching focusing on grammar, word-order, vocabulary and phonetics. Language is something that is, instead of something that is done. When the focus shifts from language as an entity to what it is that we do with language, language can be seen as a means

for communication. Foreign languages are taught so that the student can communicate across borders. Knowing phonetics, grammar and vocabulary would only be useful as a means for the main purpose of the teaching, namely to communicate. It is likely to believe that teaching a foreign language with the purpose of communication in mind, would include speech situations, cultural understanding and an understanding of proper language for different situations. Language as communication is related to what is done and not what it is.

The study will look at how language related to linguistics has had its place throughout history. The concepts of linguistic and grammar will be a relevant part of the discussion. In the Cambridge dictionary, linguistics is defined as “the scientific study of the structure and development of language in general or of particular languages” (Cambridge University Press, 2020). Grammar is defined as “(the study or use of) the rules about how words change their form and combine with other words to make sentences”. (Cambridge University Press, 2020). In the Common European Framework of Reference for Languages (CEFR) the grammar of a language is defined as the set of principles governing the assembly of elements into meaningful labelled and bracketed strings (sentences). In this study, when referring to linguistics and grammar, it will be used to explain the understanding of language as a system. It refers to how words, sentences, punctuation and sound systems work together to form meaning.

## 2.2. Relevant research

Grammar is a much-debated topic, and there is a considerable amount of interesting research to find on the topic. However, to the best of my knowledge, there has not been performed a quantitative analysis looking at the presence of words related to grammar and linguistics in SLA articles and journals. Knowing the history makes us understand the present, and knowing the history of grammar and linguistics in Second Language Acquisition (SLA) theory, will add perspectives to the understanding of grammar education in today’s classroom. Aud Marit Simensen shows in her PhD *English in compulsory school, Aims and content* from 1988 how the English subject in Norway has been influenced by “parent disciplines” such as linguistics, educational and applied linguistics and psychology. The PhD claims that teacher professionalism will be developed when English teachers reflect on how teaching methods they experienced as pupils might be different from the methods used in today’s classroom and understand why it is different (2019, p. 29). One third of the study was dedicated to the

question “where do the ideas come from?”, in which data consisting of central concepts (such as communicative competence) from parent disciplines were compared to the curricula N39, L60, M78 and M87. Through the analysis of the curricula, Simensen found that N39 and L60 aim for good pronunciation and knowledge of grammar rules. M74 introduces the communicative aspect of the English subject and clearly contains elements of the audio-lingual teaching method. M87 opens up for both mechanistic and mentalistic teaching based on free acquisition. The study showed that there was correspondence between the curricula and the parent discipline when it came to a shift of focus from smaller to larger units of the language and a shift in purpose from linguistic competence to communicative competence.

The study *Where do the ideas come from?* showed that ideas nurtured in relevant academic disciplines were of great importance for a practical field such as foreign language teaching. Over time, people have criticized many of the most fundamental shifts in foreign language teaching. However, my PhD study has shown that these shifts are not due to whims and fads of the writers of curricula etc. but “to the best of our knowledge” at any time in scholarly disciplines. (Simensen, PhD revisited: *English in compulsory school Aims and content*, 2019, p. 28)

In an article from 1999, Simensen also makes a comparison between the curriculum of the time, L97, and learning theories, stating that the curriculum seems to be influenced by the theory of a universal grammar, in which to say an innate language learning mechanism. This statement is based on the repetition of language input recommended in the curriculum. The emphasis in L97 of the importance of the active student also shows that the curriculum is influenced by cognitive understandings of learning. L97 states that the students must investigate, explore, try, experiment and systematize (Simensen, 1999, pp. 96-97).

The relationship between the parent disciplines and the practice put forward in the English classroom is referred to in Ulrikke Rindal’s study of *What is English?* (Rindal, 2014). Rindal claims that ideas begin in general linguistic science, influence the field of applied linguistics and in turn affect language teaching practices. Some delay is found, since the ideas must be “translated” into the next field. Using the chain of influence and the delay, Rindal is able to make predictions for the future of the English subject in Norway. Sociolinguistics became concerned with language as social meaning at the end of the 20th century. This led to the idea that speakers deliberately use a different linguistic form depending on speaker identity and context. Through interviews, Rindal found that Norwegian 17-year-old students attribute values to regional accents of English and choose linguistic accent according to with whom

they want to be identified as. Linguistic variation is thus a sign of language proficiency, since it shows that the speaker masters the variation depending on the purpose of the conversation. This stands as a contrast to former curricula, where specific regional accents were referred to as correct pronunciation. The prediction is that in near future, hybridity and variability in pronunciation will be accepted as an element of proficiency and identity markers in the second language.

Simonsen's and Rindal's studies are interesting contributions to the understanding of the historical development of the English subject. When it comes to research about grammar in the English subject, several studies help to paint a clearer picture. Based on the hypothesis that there is an overuse of the present progressive among Norwegian English learners, Stephanie Hazel G. Wold wrote the doctoral thesis *English English, The progressive construction in learner narratives* (2017). The study compares narratives written by Norwegian L2 learners of English, and narratives written by native speakers of English from the same age group. Wold finds that there is an overuse of the present progressive among Norwegian learners of English, and that older more proficient users have a more nativelike use of the present progressive. The study does not look at the effects of instruction, only on development over time and the presence of an interlanguage when learners use the present progressive without auxiliary BE to form a present tense of the verb. According to Wold, the study gives implications for pedagogical practice; teachers should better communicate the use of the progressive to the pupils. There is also a need to help the students master the past and present tense forms and the use of the auxiliary in the progressive construction. The students should not be left to figure out the linguistic systems of the progressive and specifically, it is important with focused attention to the role of auxiliary BE. Teachers are recommended to know the grammatical aspect of English and use the study to understand the nature of the learners challenge in the use of the present progressive (Wold, 2017). Implicit in the doctoral thesis is the understanding that grammatical understanding and linguistic knowledge are important parts of second language learning.

According to the master's study *To teach, or not to teach grammar? Teachers' approaches to grammar teaching in lower secondary school*, by Lisa G. Bentsen (2017), grammar should, to a greater extent, be made an integral part of English lessons than what her study reported to be the reality in the English subject classroom. Through analyzing videotaped English lessons and interviews with the teachers conducting the classes, Bentsen found that explicit grammar

teaching only took place in 4% of the time in the filmed lessons (2017, pp. 55-56). Through the interviews of the teachers, she found that teachers neglected grammar teaching because the LK06/13 is vague in defining what areas of English grammar should be taught and how to teach it. The recommendations made from the study are that grammar teaching should engage the students in meaningful tasks (2017, p. 88).

A desire for more grammar in the English lessons is also found in Maren Skreden Reinhold's master study *Grammar teaching in ESL classrooms: an analysis of R94 and LK06 textbooks* (2014). Inspired by the personal experience of the frustrations from learning the English language at school, without being taught the grammatical rules to follow, Reinhold investigates grammar tasks in English textbooks for secondary school students. According to Reinhold, the importance of grammatical knowledge and linguistic accuracy is more strongly emphasized in the curriculum LK06 than in the curriculum R94. Nevertheless, through the study of grammar tasks, the number of grammar tasks has decreased in the LK06 textbooks compared to the R97 textbooks.

The relationship between grammar tasks in textbooks and communicative language teaching is examined in Tommy Espeland's master's thesis *Grammar Tasks in a Communicative Perspective: A Study of Three EFL Textbooks* (2017). Espeland claims that grammar is an important element in language learning. He performs a quantitative analysis of counting the number of grammar tasks and a qualitative analysis to examine whether the grammar tasks were communicatively oriented. The study shows that the majority of tasks in the textbooks are not communicative grammar tasks, but rather decontextualized tasks following traditional approaches to grammar where grammar points are presented out of context. Espeland's suggestion for an improved grammar teaching would be to rely more on authentic text and keep a collaborative focus, and thus make grammar teaching more appealing to students. The aim should be a holistic grammar teaching (Espeland, 2017).

Similar views on grammar are found in the Danish ongoing research project called Grammar3 (Kabel, Christensen, & Brok, 2019). The project aims to find out how grammar instruction is practiced in the three main language subjects (Danish as L1, English and German as foreign languages) in lower secondary education in Denmark. The report states that grammar teaching disappeared from the language subjects in Denmark for a short period of time in the 1970s and 1980s, but that present schoolbooks contain grammar teaching such as parts of speech,

prefixes, sentence structure, orthography and punctuation. This can be seen as an indication that grammar has received a renewed interest. The study observes grammar teaching in 7th and 8th grade classroom. Knowledge about language and the development of a meta-language are central parts of the curriculum in Denmark as they are in the Norwegian curriculum. The study Gramma3 uses a holistic view of grammar as the base for their research:

In a holistic view of grammar, the teaching of grammar does not limit itself to addressing syntax and morphology, but includes metalanguage on texts and context, and hence also the relation between lower-level phenomena such as morphology and syntax, and their relation to the meaning and use of the texts as a whole. (Kabel, Gramma3 English, 2019).

The project is programmed to end June 30th 2020, but some of the findings have been published. One of the main findings is that when investigating amount of time used to implicit and explicit grammar teaching, there was a clear difference between the three subjects, Danish, English and German. In Danish classes, less than half of the time in the observed lessons consisted of grammar teaching. In the English subject, more than half of the time was used to grammar teaching, but there was a considerable variation in between schools, because one school was working with a grammar project at the time, and another worked with a computer based grammar program when a teacher substitute was with the class. Therefore, the amount of time found in the study might be elevated compared to reality. German was the subject than focused most on grammar, with almost  $\frac{3}{4}$  of the time dedicated to grammar teaching (Kabel, Gramma3 English, 2019, pp. 35-37). There seems to be an implicit understanding in the Gramma3 project that good grammar teaching should not be like traditional grammar and a focus on form, but rather a tool towards students becoming successful communicators. Therefore, grammar-teaching should be implicit. This is confirmed through teacher interviews, where the study reports that English teachers claim that explicit grammar teaching is not recommended. Through interviews with pupils, it is shown that pupils say that they do not learn grammar in the English subject.

The Gramma3 project has been influenced by research done by Debra Myhill (2005). Her point of view is that the critiques of grammar teaching in school is related to prescriptive grammar teaching, where students are taught a rule, and must learn to use the rule correctly. There is a need for research that also focuses of how grammar can be taught for students to learn to write well; this can be done through teaching grammar in context. Knowing and understanding how language is constructed gives the writer choices and possibilities. Myhill

uses an example where students believe that their texts are good because they contain many adjectives, but the students are not able to explain what adjectives do to the text. It is important that the teaching gives the students the necessary understanding of how language works, not only rules to follow (Myhill, 2005). The presented research is conducted in the English language in England and is therefore related to 1<sup>st</sup> language teaching. There are differences between the need for grammar knowledge in a first language and a second language. In second language learning, there is often a desire to reach a native like language, and grammar often plays a different role. Nevertheless, many of the ideas set forward by Myhill are also relevant for learners of English in Norway.

In 1999, Simensen made an analysis of English teaching in Norwegian schools, stating that there was a difference between a desire to conduct teaching with a communicative perspective, and a felt need to focus on linguistic aspects on the other. The subject in question was not whether or not the teaching should be communicatively based, but how it could possibly be done. The theory behind the desire is to be found in the developmental stages existing with language learners. Learners of a language go through the same stages of development, independent of the teaching of specific linguistic elements. The article also presents the recent research of the time, going against the statement of teaching grammar being unnecessary, because research showed that grammar teaching could speed up the process and make the end result better. It was claimed as necessary for the teaching to differ from the traditional structural perspective on grammar teaching, and instead teach according to the development stage of the student (Simensen, 1999, p. 98).

The Common European Framework of Reference for Languages (CEFR) shows that linguistics and communication are closely connected. One of the competences described in the framework is communicative competences, and linguistic competence is listed as a subcategory of communicative competence (Council of Europe, 2011, s. 108). This clearly shows that the purpose of linguistic knowledge is communication. Within linguistic competence, grammatical competence is defined as the “ability to understand and express meaning by producing and recognizing well-formed phrases and reproduce them as fixed formulae” (CEFR, 2011, p. 113). Grammar is defined as the language structure, but the grammatical competence is closely related to the communicative competence when referring to understanding, expressing and meaning. In the scale presented in CEFR to help define the linguistic level of the learner, the linguistic competence is measured in ability to express



oneself precisely. A proficient speaker shows linguistic competence when he or she “can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity...No signs of having to restrict what he/she wants to say.” (CEFR, 2011, p. 110). Grammar competence is necessary for precise communication.

The presented research shows that the English subject has been influenced by parent disciplines and that there has been a development from linguistic competence as an aim in M39 and L60, to communication as an aim in M74 and M87 (Simensen, 2019). At present and in the future, linguistic variation might be sought for (Rindal, 2014). The research presented by Wold (2017), Bentsen (2017) and Espeland (2017) suggests a renewed and reinforced focus on grammar in the English classroom. The mentioned studies have in common with the Grammar3 project that the renewed focus on grammar should hold a holistic view, where grammar teaching is made implicit when working with language as a means for communication. The close connection between grammar and communication is also found in CEFR, where grammatical competence is necessary for proficient speakers of a language because it leads to precise communication.

### 2.3. Historical overview of second language learning theories

In the following, five second language learning theories will be presented: the Grammar Translation method, the Direct method the Audio Lingual method, the Communicative method and Task Based Language Learning. This is a simplified overview of the different views on teaching methods. These methods have been chosen because they have all had great impact on how English as a second language has been taught in Norway and worldwide, and they all have clear views of what role grammar should play in the teaching.

#### **2.3.1. The Grammar Translation method**

One of the traditional teaching styles for second language learning is the Grammar Translation method. The Grammar Translation method was commonly used in second language teaching from the early to the mid-nineteenth century (Johnson, 2001, p. 164) .The lessons start with a statement of rule and continue with vocabulary lists to be learned by heart.

The lesson activity that has given name to the method is the translation between the first and the second language. The texts used are constructed sentences with the purpose to demonstrate a rule. As a consequence, the sentences do not resemble authentic text. Linguistic competence is seen as the same as knowing and being able to use grammatical rules and demonstrating vocabulary knowledge. The syllabus, therefore, consists of grammatical points and vocabulary lists (Cook, *Second Language Learning and Language Teaching*, 2016, pp. 261-266). The grammatical content follows the traditional view of grammar, focusing on analyzing sentences, labelling the different parts and teaching rules explaining how the words can make sentences. It has its roots in the teaching of Latin and the English grammars of the eighteenth century. According to Johnson (2001, p. 165), modern languages were fighting to become acknowledged as serious university subjects. In order to compete with the traditional languages at the universities in the nineteenth century, it was important to make the subject intellectually challenging. Grammar translation aimed to develop intellectual discipline, and not to teach the students to communicate. The method aims to prescribe linguistic elements (Cook, *Second Language Learning and Language Teaching*, 2016, p. 27). The name Grammar Translation method was given in order to compare the more communicative methods that became popular in the 1980s and early 1990s. Towards the end of the nineteenth century, a group of linguists got together and called themselves *Quousque Tandem*, a Latin phrase meaning “how long is all this going to go on for”. Their aim was to reform foreign language teaching practice (Johnson, 2001, p. 166). Even though a cry for reform came before entering the 20<sup>th</sup> century, it seems to have taken time before the Grammar Translation method lost ground. Simensen claims that in Norway, the grammar translation method influenced language teaching until the 1940s (1995).

### **2.3.2. The direct method and the reading method**

The response to the shortcomings of the grammar translation method came in the form of the direct method by the end of the 19th century. In France, François Gouin published his work with the direct method in 1880. The method was based on the importance of learning the student to use the language, not analyzing it. It was introduced in the United States in early 20th century (Celce-Murcia, 1991). Imitating how children learn their first language was seen as the best way to learn a second language. As a consequence, no other languages than the target language should be used in class, and the learning order should be listening, speaking, reading and writing. The method was inspired by the philosopher-scientist Alexander von

Humbolt who claimed that it is not possible to teach a language; one can only create conditions for learning to take place. Actions and illustrations are used to explain meaning. Grammar is not explicitly explained, only learned inductively by generalizing from examples. One disadvantage of the method is that students get confused about grammar rules and can also induce incorrect rules (Teflpedia, 2020). In order to teach a language by the direct method, the teacher must be a native speaker, or have nativelike proficiency in the language (Celce-Murcia, 1991, pp. 2-4). The Coleman report was a study on the state of foreign language teaching that was published in 1929. It stated that the most needed skill in foreign languages was reading. At the same time, Michael West emphasized the importance of vocabulary learning to improve reading skills. This led to the approach called the Reading Method. With the method, it became common to recommend high frequency word lists (Tan, 2016). Both the direct method and the reading method were based on inductive grammar teaching and the learning of a second language with the same principles as learning a first language.

### **2.3.3. The Audio-Lingual method**

The reading method was commonly used until the 1940s when the World War II created new needs in second language learning. The U.S. military then needed a method to teach foreign languages quickly and efficiently. They therefore hired linguists to develop teaching material. This was the starting point of the Audio-Lingual method (Celce-Murcia, 1991, p. 2).

In 1964, Robert Lado presented a teaching method consisting of dialogues and drills. The method works with dialogues and gradually introduces new vocabulary and new structures. It is based on a behaviorist view of language acquisition and the principle that language is doing, not knowing. Language learning is seen as the formation of habits. The language learner develops language abilities through stimulus and response. Through hearing the language and responding to the language, habits are formed, and through reinforcement, habits become stronger. An important aspect in Second Language Learning is the difference between the learners' first language and the learners' second language. It is easier for the learner to learn a new language when the linguistic structures of the first and second language resemble. Therefore, special attention was put on areas of contrast between the languages. Consequently, the teacher should have knowledge of the language structures, and contrastive analysis, in which to say the study of differences between languages, became popular among researchers (Mitchell & Myles, 2004, pp. 30-32). Grammar is seen as structures where one or a few words can be replaced to change the meaning. The Audio-Lingual method is related to the technical development in the 60s where language laboratories made it possible to listen

and repeat (Cook, *Second Language Learning and Language Teaching*, 2016, pp. 267-274). Compared to the Grammar Translation method it does not contain an explicit explanation of grammar, but the grammar is very much present in the structures learned from the textbook. The students will not be explained the grammatical elements, but a linguistic consciousness is necessary for those elaborating the course. The method builds on the linguistic systems found in the language.

#### **2.3.4. The Communicative method**

In the 1970s, the perspective in second language learning shifted from form to communication. The purpose of the subject changed from linguistic competence to communicative competence. This implies that it is not necessary to correct incorrect language (compared to the language of a native speaker), as long as the student is able to communicate a message. The concept of error analysis is born. Error is no longer seen as only a mistake needed to be corrected, but as a sign of language development. The learner goes through stages of development when learning a new language, and the differences between the learner's language and the target language are indications of the learners own linguistic system. Larry Selinker introduced the term interlanguage in 1972 (Mitchell & Myles, 2004, pp. 37-39).

Closely related to the understanding of second language acquisition is the relationship between first language acquisition and second language acquisition. In the first and second language acquisition, the language learner goes through specific stages. These stages seem to be fixed, independent of the input or teaching available to the learner. The interest in the studying of first language acquisition and its similarity to second language learning, strengthens the understanding that a second language learner can learn without specific grammar teaching, just like a child learns a language without grammar teaching (Mitchell & Myles, 2004, pp. 78-79). Typical teaching methods are information gap exercises, guided role-plays and tasks.

The communicative method is strongly influenced by the idea of Noam Chomsky's universal grammar. Chomsky based his theories on the observation that when learning a language, the learner is able to produce sentences that they have not learned. Therefore, the learner must internalize language rules and not strings of words. The linguistic rules necessary to understand how to make correct utterances are so complicated that it is not probable that

children learn a language only by receiving input. Chomsky claimed that all people are born with an innate language system (Mitchell & Myles, 2004, pp. 32-33). By the end of the 1970s and into the 1980s, the work of Stephen Krashen influenced second language learning theory by claiming that acquisition and learning are separate processes. Acquisition refers to a subconscious process that takes place as a result of natural interaction with the target language. Learning, on the other hand, is the result of classroom teaching where the learner is taught form and linguistic rules. Meaningful communication is necessary for language acquisition to take place because it will trigger subconscious processes (Mitchell & Myles, 2004, pp. 44-45). Second language acquisition takes place when the learner receives comprehensible input, which is input just beyond the competence level of the learner. Krashen influenced the second language acquisition field with his hypothesis but has been criticized for his lack of testing of the hypothesis before using it as a basis for pedagogical implications (Mitchell & Myles, 2004, pp. 47-49) In the communicative method the student will learn by trying out and using the language. Traditional grammar teaching is not present in the communicative method, but on some occasions, substitution tables can be used. Correct language use will have a structuralist approach and resembles the grammar focus in the Audio Lingual method; however, since the emphasis is taken away from correct speech, grammar plays a less significant role (Cook, *Second Language Learning and Language Teaching*, 2016, pp. 273-284).

### **2.3.5. Task Based Language Teaching**

In Task Based Language Teaching (TBLT) the emphasis is entirely on a task that completes a need for communication. A traditional language learning exercise aiming to teach a linguistic structure is not regarded as a task in this method because it does not have a communicative purpose. At the beginning of the 1980s, Michael H. Long argues that interactions are important for language learning to take place. Long argues that the focus entirely on the meaning found in the communicative approaches has proven inefficient. It is necessary for a language learner to receive comprehensible L2 input, but this is not sufficient if the goal is to master the L2. When learners engage with others in negotiation around meaning, the learner can make more use of the input he receives. In interactions, the two parts paraphrase the utterances in order to achieve an understanding of meaning. The interactions that happen are therefore well targeted to the language level and development need of the learner. In the late 1980s and into the 1990s, Merrill Swain uses examples from French immersion schools in Canada to prove Krashen's comprehensible input hypothesis as insufficient. The Canadian

schools, using French as the language of instruction to English speaking students resulted in students that could easily comprehend French but did not reach the same proficiency level when producing in the French language (Mitchell & Myles, 2004, p. 160).

*Focus on Form* is presented by Long as a theory that answers the need for more interaction in language learning. The direction in the language classroom should still be on communicating meaning, but in addition, the students' attention should be drawn to linguistic elements such as words, collocations and grammatical structures. Compared to the traditional Grammar Translation method, the syllable and the lesson should not be structured based on grammatical features, but the focus on the linguistic form should arise from the students' needs when communicating (Long, 1997). Hossein Nassaji and Sandra Fotos related their work to current research when they in 2004 claimed that "grammar feedback is necessary in order for language learners to attain high levels of language proficiency in the target language" (Nassaji & Fotos, 2004). The learner must notice linguistic forms and be repeatedly exposed to meaningful input containing the forms.

This historical overview has shown us that the view on specific grammar teaching has differed greatly. In the Grammar Translation method, grammar teaching was the core of which the language class evolved around, whereas, in the Direct Method and the Audiolingual Method, linguistic structure was necessary for the forming of the material and the classes. In the Communicative Method, grammar seems to have been of little to none importance, whereas a new shift came in the Task Based language learning theory, and grammar reentered the classroom.

## 2.4. Historical overview of Norwegian curricula of the English subject

Language learning theories have affected how English has been taught in schools in Norway. Nevertheless, there are differences between language learning theories and what happens in the classroom. There are also differences between countries in areas of focus within language learning. A historical overview of the Norwegian English subject curricula can help to get an impression on grammar in English teaching in Norway as well as how language learning theories influence teaching plans. In the following, the curricula used in Norway from 1896 until today will be presented, focusing on linguistic and grammatical aspects.

### **2.4.1. Lov om hoiere almenkoler 1896**

In the teaching plan that followed the law of 1896 (L1896), there is a recommendation against using the grammar translation method and rather practicing the natural method. This is the method also called the direct method. The reference to the natural method is based on the understanding of the resemblance between first language acquisition and second language acquisition (Simensen, 2014).

### **2.4.2. Normalplan for byfolkeskolen 1939**

Normalplan 1939 (N39) was a curriculum guideline for the teaching of English for only a part of the population. Each county decided on whether or not to implement English as a school subject (Simensen, 2014, p. 3). Good pronunciation and knowledge of grammar were important aims. Grammar should be taught inductively, and the students should learn the grammatical rules (Simensen, 2019, p. 25). The curriculum states that the most important aim of the subject is that the students should, to some degree, be able to understand English. Grammar teaching in 6th grade is explained to be taught first through examples, followed by explanation of a grammatical rule, which should be learned by heart. Grammar teaching should be repeated systematically (Normalplannemnda, 1939, pp. 227-230).

### **2.4.3. Læreplan for forsøk med 9årig skole 1960**

In *Læreplan for forsøk med 9årig skole* (L60) correct pronunciation and knowledge of rules of grammar were listed within the aims of the subjects (Simensen, 2019, p. 26). There are four main topics in the teaching: understand the English language, make yourself understood, know the English-speaking countries, named as England and United States, and gain the necessary knowledge of form and syntax for understanding and developing written competence. Grammatical elements should be seen in relation with texts and Aural-oral methods were recommended. The L60 curriculum is divided into 3 courses based on the level of the students. Course plan 1 students should not be expected to understand much grammar, but the teaching could include grammar when it was necessary for developing skills of understanding and communication. Course plan 2 students would learn basic grammar. Course plan 3 describes teaching for those students who were expected to continue further studies in English at higher secondary level. These students could be expected to have an understanding of the English grammar, but also for the students at this level, it is specified that the work with grammar should always be based on the work with a text. Throughout the

L60 curriculum, it is clearly stated that grammar is not an independent aim, but a way of reaching the overall purpose of the subject; to give the students practical abilities that can create opportunities for contact with others (Forsøksrådet for skoleverket, 1960, p. 204).

#### **2.4.4. Mønsterplan 74**

In M74 the aim of the subject is to give the students practical language ability that offers increased contact possibilities as well as a thorough base for further language learning. In addition, the students should gain a positive attitude of mind to develop and use the English language. The curriculum carefully describes the materials and methods that ought to be used; the students should learn English by listening and speaking exercises, and mainly by strictly structured exercises practicing specific linguistic forms. The teaching builds on simple sentence structures that gradually should be extended. The teacher could choose between one of the following sentences as a starting point: Peter is a boy; This is a book; Mary is running; I have a house. The grammatical moments to be learned are specified in detailed lists for each school year, and it is stated that the students should only learn one new grammatical element at the time. Preferably, a linguistic structure should be presented in a manner that made the students become aware of the principle in the taught structure. In certain occasions, the teacher could explain the rules, but as ground rules, English should be taught through examples. Mistakes should be corrected, and it was not recommended to make the students read unfamiliar texts. Correct English Standard pronunciation was expected. Correct pronunciation should be given emphasis and it was suggested that pronunciation was taught by making the entire class repeat after the teacher. M74 also contains a list of grammatical moments that should be taught per grade and a list of vocabulary that the students should know when graduating from secondary school (Kirke-og Undervisningsdepartementet, 1974).

#### **2.4.5. Mønsterplan 87**

In M87 the aim of the subject is to give the students listening, speaking, reading and writing skills in English. The starting point for the lesson plan should be a text or a topic and the text would then define the grammatical functions to be taught. The students need to encounter challenges in the language. The students will usually understand words, expressions and structures, before they can actively master them, therefore the texts presented to the students should demand a higher level of proficiency than the present language level of the students. For learning to take place, the students must meet the learning material repeatedly. The teaching must vary between purpose-driven structured exercises and varied meaningful input.



The students should learn not to be afraid of making mistakes, but rather understand that it is possible to learn from their mistakes. It is necessary to work systematically with patterns of orthography, conjugation and punctuation. The curriculum is organized by topics, such as knowing the English-speaking world, language use, grammar moments, pronunciation and working with texts. Each of the chapters describes what to teach per grade. Grammatical moments should be presented to the students through examples and when practicing the language. Explanations of grammatical rules should be adapted to the students' level and formulated so that they can be useful. It is possible to learn correct English without knowing all the rules. At the same time, it is expressed that increased understanding of grammar is useful and necessary (Kirke-og Undervisningsdepartementet, Mønsterplan for Grunnskolen, 1987).

#### **2.4.6. Læreplanverket 97**

The L97 curriculum is divided into four parts: the subject's place in school, work methods in the subject, the structure of the subject and general aims of the subject, as well as learning aims for the different grades. The subject includes four main areas: meet the language through oral and written use, use the language, obtain knowledge of the English language and the language's cultural context and acquire knowledge about personal language learning. In the knowledge of the language, there are some aims related to specific grammar teaching, such as learning parts of speech, intonation, conjugation of verbs and orthography. A playful attitude to the use of the language is emphasized and the work with texts is the preferred method throughout the curriculum. It is important to use the language and learn through practice. Mistakes can be seen as signs of development in learning. The ability to communicate across the cultural border is mentioned as something that must be learned in addition to language abilities. Using the language is the core element; this is seen as both the method and the purpose. The students will learn by using the language, and the subject is not only about students demonstrating correct language abilities, but how they will be able to communicate across cultural borders (Det Kongelige Kirke-, Utdannings- og Forskningsdep, 1996).

#### **2.4.7. Kunnskapsløftet LK06**

LK06 (The Knowledge Promotion) starts with an explanation of the purpose of the language, where international communication is highly emphasized. To succeed in a world where English is used for international communication the students must know the vocabulary of the

target language and have skills in using the systems of the English language. These are exemplified as idiomatic structures, grammatical patterns and intonation. The English subject is divided into four main subject areas: language learning, oral communication, written communication, and culture, society and literature. In the topics of oral and written communication, knowledge of the grammatical patterns is a means for successful communication. Unlike earlier curricula, there is no specification of what is meant by grammatical patterns. The curriculum states that the students should gradually use the language more precisely and nuanced. This indicates a shift from L97, where the main purpose seemed to be trying out and using the language and having less focus on target-like structures. LK06 seems to aim for correct use of the language (Utdanningsdirektoratet, Læreplan i Engelsk, 2013).

#### **2.4.8. Renewal of the Knowledge Promotion**

In the renewal of the Knowledge Promotion, the purpose of the subject states that the students should be able to communicate internationally. It is necessary to learn the English language in order to learn, communicate and connect with others. Knowledge and an investigating attitude towards language, communication-patterns, ways of living, mindsets and societies open up for new perspectives of the world and ourselves. The number of core-elements to be learned have decreased and are now communication, language-learning and an encounter with English texts. Within the core-element of language learning, the term language-awareness has entered the curricula. The term was not used in LK06. In the renewal of the Knowledge Promotion it is stated that the students should develop language-awareness and knowledge of language as a system. The mentioned knowledge is seen in relation to language-learning strategies. Knowledge about how sounds, vocabulary, word and sentence structures as well as text structures will give the students options and possibilities in communication. Successful communication is the purpose for the subject, but linguistic knowledge is important in order to reach that purpose. The focus on linguistic knowledge is included in the specific knowledge aims for the target age groups. The new curriculum has in common with LK06 that phonetics and vocabulary are specified in the learning aims, but in the renewal of the Knowledge Promotion, knowledge of parts of speech has entered the curricula. After year 4 , the student should be able to identify parts of speech in adapted texts, and after year 7 the students should identify sentence phrases in different types of sentences and apply knowledge of conjugation of verbs, nouns and adjectives in the work with the students' own oral and written texts. In the competence aims reached after year 10, the students are supposed to show

their linguistic knowledge in their work with the language. By the end of the first year in upper secondary school, the students are expected to use their grammatical knowledge in their work with texts (Utdanningsdirektoratet, Læreplan i Engelsk, 2019).

#### **2.4.9. Summary**

In all the presented curricula, practical language learning theories aiming to improve communication have been presented. In the teaching plan that followed the law of 1896, there is a recommendation against the grammar translation method. Nevertheless, grammar plays a significant role in the presented curricula, but with different recommendations. In Normalplan 1939, grammar should be taught inductively, and they should know the grammar rules. In L60, grammar should only be taught when it was necessary for developing skills of understanding and communication. The relation to text seems to be important in L60. In M74 the teaching is based on the principle that students must learn the correct form and avoid new grammatical structures that have not been learned. In M87 there is a shift; mistakes are now seen as a part of language development. Grammar rules that are useful for language development is an important element in the teaching. L97 is the curriculum that has the least focus on grammar teaching but aim for learning through a playful investigating attitude with texts. LK06 has a renewed focus on grammar, based on the need for correct speech, but unlike former grammar-oriented curricula, it does not specify grammar points to be learnt. The Renewal of the Knowledge Promotion has increased the grammar focus by including language awareness and showing linguistic knowledge in their work with the language. All curricula aim to teach the students to use and understand the language. The purpose of grammar teaching is therefore to improve communicative skills. To sum up, there are great variations in the importance and manner of grammar teaching in the different curricula.

### **3. METHOD AND MATERIAL**

This study presents a corpus-based analysis of articles and texts found in one year of publications from the Modern Language Journal. The first issue of this journal was published in October 1916. The research starts with an analysis of the issues published in 1917 since that was the first year with publications throughout the entire year. The same analysis has been done with all the publications from every ten years until 2007, as well as an analysis of the issues published in 2015, these being the last issues available through the database. As a result, eleven different corpora have been collected and analyzed.

### 3.1. Modern Language Journal

The Modern Language Journal is a refereed publication. It aims to promote scholarly exchange of research and discussion among teachers and researchers of modern foreign languages, including English as a second language. It is published by Wiley on behalf of the National Federation of Modern Language Teacher Association Since 1916, with four to eight journals being published each year. In the first years, there were eight publications per year, each of which contained three to five research studies and three to four review articles. At the present, the number of publications per year is five with eight to ten research studies in each issue. The publication aims to link the findings of research to teaching and learning in different settings and on all educational levels (JSTOR, n.d.).

### 3.2. Rights – permission to use the text

The volumes of The Modern Language journal are available on JSTOR digital library through a personal login account on the library page at Østfold University College. JSTOR define Authorized users of their online library as people with access through an institution, with a JSTOR license.

JSTOR encourages Authorized Users to engage in research activities, including downloading or printing Content for non-commercial, scholarly purposes, (JSTOR, 2020)

With status as an authorized user, engaging in research activities for non-commercial scholarly purposes, the conducted research in this study should be according to JSTOR's conditions of use.

### 3.3. Purpose and method

In this study, the corpus tool AntConc (Anthony, 2019) is used to do a comparative text analysis of articles from the Modern Language Journal to see the historical development. The corpus tool has generated lists of the words that are most frequent in all the texts in this journal throughout one year. "A corpus is a large, principled collection of naturally occurring texts (written or spoken) stored electronically." (Reppen, 2010, p. 2). Corpora research in linguistics has opened up a new world of possibilities for investigation. The most common

purpose of corpus investigation is to find out how the studied language is being used. The results of the research can for example be useful in the preparation of language learning material (Reppen, 2010, p. 4). However, corpus tools also open up for other research options. In the article *Where the computer Meets Language, Literature, and Pedagogy: Corpus analysis in English studies*, Ute Römer (2006) analyze the poem “*The Love Song of J. Alfred Prufrock*” by T.S. Eliot with the help from a corpus tool. Through word lists and keyword lists of the poem, it is possible to analyze the content of the poem based on the most common words in the text. This study is inspired by Römer’s method. Through a word list, it is possible to see the historical development of the most common words used to describe language and language learning in the *Modern Language Journal* publications, and in this case, over a time span of close to one hundred years.

The journals are found on the JSTOR database (JSTOR). The different issues have been downloaded and converted into .txt files, since that is the file-format needed for the AntCont corpus tool (2019). In the process of converting the text from the .pdf format to the .txt format via a .doc file, inevitably, some words are lost. These are, for instance, parts of text written in another language, or words from other languages used as examples in the English text. Words from other languages are sometimes changed in the converting process, particularly when they are written with characters or symbols not used in the English alphabet. Another challenge in the process of converting the files, is that when words are divided with a hyphen, for example, at the end of a line, the word comes out as two words in the .txt document. The result is that the .txt document contains non-words that the corpus program count as words. As a result of this, there are several non-words in the word lists prepared. However, since the same process has been used on all the articles that will be compared, it should not be of major importance; it is still possible to compare the different lists.

The corpus tool is utilized to generate wordcount lists and keyword lists of the eleven different corpora. In a wordcount list, the corpus program sorts the words and makes a list of the words sorted by the number of times it appears in the corpus, whereas in a keyword list the corpus program compares the corpus A to a reference corpus B and lists the words particularly common in the corpus A compared to corpus B. In this study, the Brown Corpus (Kucera & Francis, 1964) has been used as a reference corpus. Both wordcount lists and keyword lists will be prepared as a means to compare the results and see if the two lists display the same tendencies.

### 3.4. Validity and reliability

In this section, the validity and reliability of the conducted research will be discussed. The validity of a research can be divided into the subcategories construct validity and external validity. “Construct validity deals with the degree to which the instruments used in a study measures the construct that is being examined.” (McKay, 2006, p. 12). The purpose of the present study is to give a historical account of the presence of grammar and linguistics in second language teaching. How has the view on grammar and linguistics changed in Second Language Teaching theories throughout the last century? The chosen research method will give the opportunity to see how much column space linguistic related words have taken up in the journal. This will give a clear indication as to the importance given to linguistic aspects in the different time periods. The research will not give a clear impression of the ideas and understandings of grammar found in the corpus texts. In order to do that, it would be necessary to look at the context where the linguistic words are found in the text and do a traditional text analysis, something that would be interesting, but time-consuming and suitable for a more extensive research. To some extent, it is possible to see certain tendencies within the linguistic focus in the time period by looking at the type of words used. The chosen method will be suitable to give a historical account of the presence of grammar and linguistics in second language teaching. It will not give a detailed understanding of the ideas presented in the corpus text, but show tendencies found in the different time periods.

“External validity deals with the extent to which the findings of one study can be generalized to a wider population.” (McKay, 2006, p. 12). In the research of this study, one year from each decade has been chosen as the sample from the decade. The study will compare the results from the different corpora to see the development over time. Therefore, choosing publications from one year within a decade is suitable to answer the research question. It is possible that working with another journal than the Modern Language Journal would give different results. The journal was chosen because it had available publications for a large timespan. The tendencies found are likely to have influenced the entire field of second language teaching. There might have been some differences with analyzing a different journal, but it is likely that similar tendencies would have been found.

“Internal validity[...]deals with the degree to which the research design is such that it has controlled for variables that could influence the outcome of the study.” (McKay, 2006)

Variables could be a result of different criteria in collecting the corpus texts. The importance of clear criteria is explained by Winnie Cheng when defining a corpus as

“a collection of texts that has been compiled for a particular reason [...] A corpus then is a collection of texts based on a set of design criteria, one of which is that the corpus aims to be representative” (2012, p. 12).

It is important that the corpora are collected using the same criteria. The collection of the texts from all the issues from the different publication years, gave 11 different corpora to be analyzed. The smallest corpus is from the publication year 1947 and consists of 263261 words. The largest corpus is from 2007 and consists of 608747 words. Cheng suggests that for a classroom task, it will do to compile a corpus of 20000-40000 words in order to study a linguistic feature (2012, p. 136). This shows that the corpora being collected from the MLJ amount to a large body of data, which should provide a trustworthy result. It would also help to avoid that a special issue focusing on one topic would give an erroneous analysis by elevating words and making it seem that these words were more common at the time. A potential challenge when using keyword lists is the fact that a word might come out as a keyword, but in reality it is a text-specific word rather than a corpus-specific one (Cheng, 2012, p. 79). From 1917-1960 MLJ had eight issues each year, with approximately four to six topic articles per issue. In addition, the issues contain book reviews, notes and news articles. In the 1970s, MLJ published six issues per year and from the 1980s, the publication number has been four to five issues per year, also with four to six articles, but with more reviews than the earlier publication years. This means that in each collected corpus, there are at least 20 articles and more than 100 reviews and other short texts. Even though a text-specific keyword might influence the corpus result, the risk is reduced with the large amount of texts in each corpus. Using the same criteria when preparing all corpus texts and the large amount of text in each corpus helps control for variables that might influence the outcome of the study.

Reliability of the research can be defined as internal and external reliability. “External reliability [...] deals with whether or not another researcher, undertaking a similar study would come to the same conclusion (McKay, 2006, p. 12)”. If another researcher used the same method on the same material, the result would not differ greatly. Collecting the texts from the journal would give the same corpus and produce the same wordlists to be analyzed. It is more probable that there would be differences related to the analysis of data. “Internal reliability relates to the extent to which someone else analyzing the same data would come up

with the same results.” (McKay, 2006, p. 12). The first step of the analysis is to find the words related to linguistic features and to define which words are related to linguistics. Words that explain grammatical elements, such as part of speech as well as words related to pronunciation, vocabulary, orthography and sentence structure were included. Ambiguous words, with several possible meanings, have been left out. An example of this is that the word “article” has not been included, even though it might refer to parts of speech, since it might also refer to a genre. It is possible to define other criteria for words related to linguistics, which might lead to a different result. In the analysis of the wordlist and the word, it is also probable that another researcher would analyze differently. Therefore, it is important to explain how conclusions can be drawn from the presented data.

The research chosen for the study is comparing wordlists and keyword lists from one year of publication per decade of the *Modern Language Journal* through the corpus program AntConc. The conducted research in this study should be according to JSTOR conditions of use since it is permitted to use the journals for research activities for non-commercial scholarly purposes. Validity and reliability are found through using relatively large corpora, using the same criteria when collecting corpus texts and through discussion to show the conclusions drawn from the data.

## 4. RESULTS

In this section, the results found through the research will be presented. 4.1 will present the number of linguistic related words in the wordlist and the keyword list compared to the number of words related to other relevant SLA topics. Chapter 4.2 will be dedicated to analyzing the type of words related to linguistics.

### 4.1 Words related to linguistics

In the wordlist, all words related to linguistics among the 500 most common words from each of the 11 corpora have been included. In this analysis, the number of times each word has occurred has not been taken into account, as long as it is among the 500 most frequent words. The words related to linguistics are presented in table 1.



**Table 1: wordlist**

words describing language in linguistic terms										
MLJ 1917	MLJ 1927	MLJ 1937	MLJ 1947	MLJ 1957	MLJ 1967	MLJ 1977	MLJ 1987	MLJ 1997	MLJ 2007	MLJ 2015
words	vocabulary	vocabulary	words	words	words	linguistics	grammar	grammar	linguistic	word
grammar	words	words	grammar	word	word	words	vocabulary	linguistic	word	linguistic
word	word	grammar	vocabulary	grammar	vocabulary	grammar	word	words	words	words
pronunciation	grammar	word	word	vocabulary	grammar	linguistic	words	linguistics	linguistics	vocabulary
sentences	sentence	pronunciation	pronunciation	sound	linguistic	vocabulary	linguistic	word	grammar	grammar
vocabulary	subjunctive	verbs	verbs	pronunciation	linguistics	word	grammatical	vocabulary	vocabulary	linguistics
sound	grammatical	sentences	sentences	pronounced	verb	grammatical	linguistics	grammatical	grammatical	verb
sounds	sentences	sound	sound	linguistic		sentence	verbs		sentence	grammatical
sentence	verbs	grammatical	grammatical	verb			sentences		verb	verbs
phonetic	pronunciation	linguistic	linguistic	vowel			verb			sentence
verb	nouns	sounds	sounds	sounds						sentences
tenses	verb			sentence						
verbs										
phonetics										
subjunctive										
grammatical										
tense										
nouns										

The corpus with the highest number of words related to linguistics is the 1917 corpus with eighteen words. The corpora with the lowest number of words that refer to linguistics are the 1967 and the 1997 corpora with seven words. The strongest decrease of linguistic related words found in a decade is from 1917 to 1927 with a decrease of seven words. It is interesting to note that 1917 to 1957 all have a higher number of linguistic related words than 1967 to 2007. Another observation worth nothing is that from 1997 to 2015 there is an increase in linguistic words from seven to eleven words.

<b>Table 2: Keyword list</b>										
<b>words describing language in linguistic terms</b>										
MLJ 1917	MLJ 1927	MLJ 1937	MLJ 1947	MLJ 1957	MLJ 1967	MLJ 1977	MLJ 1987	MLJ 1997	MLJ 2007	MLJ 2015
words	vocabulary	vocabulary	words	words	words	linguistics	grammar	grammar	linguistic	linguistic
grammar	words	words	grammar	word	vocabulary	grammar	vocabulary	linguistic	linguistics	words
pronunciation	grammar	grammar	vocabulary	grammar	grammar	linguistic	words	linguistics	word	vocabulary
sentences	word	word	word	vocabulary	linguistic	words	word	words	words	word
vocabulary	subjunctive	pronunciation	verbs	pronunciation	word	vocabulary	linguistic	vocabulary	grammar	grammar
sounds	sentence	verbs	linguistic	sound	linguistics	grammatical	grammatical	word	vocabulary	linguistics
phonetic	grammatical	sentences	pronunciation	linguistic	verb	word	linguistics	grammatical	grammatical	verb
verb	sentences	grammatical	grammatical	verb	verbs	pronunciation	verbs			grammatical
sound	verbs	linguistic	adjectives	vowel	grammatical	sentence	sentences			verbs
tenses	pronunciation	sounds	sentences	sounds		verb	verb			sentences
sentence	nouns		verb							sentence
verbs	verb		sounds							
phonetics										
subjunctive										
grammatical										
tense										
nouns										

For the purpose of comparison, keyword-lists of the corpora have been prepared. These lists show words that are more commonly found in the Modern Language Journal corpora than the reference corpus. In the keyword list, the 1947 corpus had the fewest number of keywords, with 272 words that were more commonly found in the analyzed corpora compared to the reference corpora. Therefore, the comparison is done within the first 272 keywords from each corpus. Analyzing both the wordlist and the keyword list, will help to define the historical tendencies with more accuracy. The keyword list will thus work as an aid to see which of the findings from the wordlist are the most reliable. The corpus with the highest number of words related to linguistics in the keyword list is the 1917 corpus with seventeen words. The corpora with the lowest number of words related to linguistics are the two from 1997 and 2007 with seven words. It is worth noting the slight decrease from the seventeen words in the 1917 corpus to the seven words in the 1997 and 2007 corpora, and the increase from 2007 to 2015. This might indicate a decreasing interest in linguistics from 1917 to 1997 and an increased interest since 2007. It is also interesting to note that the greatest leaps in number of words related to linguistics in a decade are found between 1917 and 1927 with a difference of five words, and 2007 to 2015, with a leap of four words.

Comparing the wordlist with the keyword list, there are some observations that can be seen in both lists. 1917 has the highest number of words related to linguistics and shows that in its early years, the journal was concerned with the form of the language. The gradual decrease is clearer in the keyword list than the wordlist, but both lists show a low point in 1997, where the journal seems to be less concerned with form and grammar.

Even though there is a difference from the year where linguistics takes up the largest amount of the words, compared to the year where it takes up a lesser amount of the words, none of the corpora shows a publication year where the linguistic element of second language acquisition is of no interest at all. Throughout the 98 years of analysis, linguistics has always been a topic within the Second Language Acquisition field. In order to better understand the role of linguistics, the mentioned findings will be compared to a wordcount of other topic words.

For the purpose of comparison, a presentation will be made of words related to the intercultural aspect, the communicative aspect and literature, all of which are relevant subtopics within the Second Language Teaching field.

**Table 3: words related to intercultural aspects**

MLJ 1917	MLJ 1927	MLJ 1937	MLJ 1947	MLJ 1957	MLJ 1967	MLJ 1977	MLJ 1987	MLJ 1997	MLJ 2007	MLJ 2015
foreign	foreign	foreign	foreign	foreign	foreign	foreign	foreign	foreign	foreign	foreign
national	international	world	world	national	national	national	national	cultural	abroad	native
	world	national	national	world	world	world	cultural	culture	native	culture
	national	international	cultural	cultural	native	cultural	culture	national	national	cultural
		culture	native	native	cultural	culture	native	native	world	abroad
			international	culture	international	international	international	world	cultural	national
				international		native	world	international	culture	world
									international	

**Table 4: words related to communication**

MLJ 1917	MLJ 1927	MLJ 1937	MLJ 1947	MLJ 1957	MLJ 1967	MLJ 1977	MLJ 1987	MLJ 1997	MLJ 2007	MLJ 2015
	conversation	comprehension	conversation	contact	social	communication	comprehension	interaction	social	social
			social	social		communicative	communication	discourse	interaction	comprehension
				comprehension			contact	comprehension	talk	relationship
							communicative	communication	communication	discourse
								communicative	discourse	
								contact	communicative	
									contact	
									conversation	
									interactions	
									interactional	
									comprehension	

**Table 5: words related to literature**

MLJ 1917	MLJ 1927	MLJ 1937	MLJ 1947	MLJ 1957	MLJ 1967	MLJ 1977	MLJ 1987	MLJ 1997	MLJ 2007	MLJ 2015
read	reading	reading	reading	read	book	book	reading	reading	reading	text
book	text	text	book	book	author	reading	text	text	book	reading
reading	book	book	literature	reading	text	text	book	book	text	texts
literature	read	literature	author	literature	reading	literature	author	texts	texts	book
text	literature	read	text	text	literature	literary	literature	literature	read	author
author	author	author	read	author	literary	reader	texts	authors	authors	authors
books	texts	books	books	literary	books	books	authors	read	author	
literary	literary	story	literary	authors	read	poetry	read	readers	character	
reader	reader	literary	story	books	reader	authors	reader	author	authentic	
stories	passage	authors	reader	novel	authors	read	books	reader	literature	
passage	story	stories	novel	reader	poetry	texts	textbook		characters	
story	readers	texts	poetry	story	story	novel	literary			
		novel	texts	stories	texts	poems	readings			
		reader		songs	novel	stories	readers			
		library				readers	textbooks			

The tables show an analysis of words found in the wordlists; therefore, the comparison will be done to the wordlist of words (Table 1) related to linguistics and not the keyword lists (Table 2).

The corpus with the highest number of words related to linguistics has seventeen words among the 500 most used words. In comparison, words related to the intercultural aspect do not have more than eight words in any of the corpora. There are maximum eleven words related to communication in one corpus. This means that linguistics is overall a more common topic in the analyzed corpora than interculturality and communication. Literature is a larger topic than interculturality and communication, and the wordlists shows up to fifteen words related to literature from one corpus. When looking at an average of words in each corpus related to the chosen topics, literature has the highest average with twelve words per corpus. It is closely followed by linguistics with ten words per corpus. Words related to interculturality can be found on an average of six words per corpus and communication has only three words as an average. Even though communication has quite few words on an average, it has a peak of eleven words in 2007, whereas in 1917, there are no words closely related to the aspect of communication. Similar findings can be made with the intercultural aspect of language teaching, showing a relatively low average of six, a highpoint of eight and a low point of two. Communication and interculturality have been important aspects in second language teaching, but only in modern times. Literature as an aspect in second language learning differs from the other two aspects in that it is relatively stable, at least from 1917 to 2007. The average found on the literature topic is thirteen, and the highest number found in a single corpus is fifteen, found in 1937, 1977 and 1987. It is only in 2015 that there is a relatively low number of words related to literature, with only six words.

Words related to linguistics are found in between the two extremes. They are present in all of the analyzed corpora. Linguistics, in which to say a focus on form and grammar, has throughout the 98 years of the analyzed publication years always been counted as a part of second language learning. At the same time, there can be found clear variations as to how much space, or more specifically put, how many of the words in the journals that have been given to linguistics. The peak is found in the beginning of the history of the Modern Language Journal. Then followed a decrease until 1997, followed by what seems to be a renewed interest in 2015

## 4.2 Type of words

Not only can the number of words related to linguistics give an indication on historical tendencies, but also the type of words. The words ‘linguistic’ and ‘linguistics’ are not among the 500 most common words in the 1917 and 1927 corpora and appear for the first time in the 1937 corpus. In 1937, 1947 and 1957 it is only ‘linguistic’ that enters the high score list and is found relatively far down on the list. In 1937 it is found as number 468 in the wordlist, in 1947 it is found as word number 292, and in 1957 it is word number 416. From 1967 to 2015 both linguistic and linguistics have entered the list and the most used of the two are found as number 281 (1967), 120 (1977), 185 (1987), 149 (1997), 133(2007) and 102 (2015). The word ‘linguistic’ is more commonly used in the corpora from 1967 until 2015, than in the earlier corpora.

The word ‘grammar’ is found in all 11 wordlists, and the word ‘grammatical’ is found in nine of the corpora, only missing in 1957 and 1967. In most of the wordlists, the word ‘grammar’ is found in the first half, with the only exception of 1967, where it is listed as the 269<sup>th</sup> most used word. This data shows that the overall concept of grammar has been given a noticeable amount of space throughout the century of the modern language journal publications.

‘Vocabulary’ is another relevant topic in the Modern Language Journal, based on the findings in the wordlists. The word ‘vocabulary’ is among the 500 most used words in all corpora and ranges from the 58<sup>th</sup> place in 1927 to the 320<sup>th</sup> place in 1997. ‘Word’ is also found in all eleven corpora, and ten corpora contain both the singular and the plural form of ‘word’.

‘Sentence’ is found in nine of the corpora, but it is not found in the 1967 and the 1997 corpora. Those are also the two corpora with the least number of words related to linguistics. This can lead to the assumption that when linguistics and grammar are seen as less relevant, the attention to sentence is left out. Three of the corpora have the plural form, ‘sentences’, as well as the singular form within the 500 most used words and can thus indicate more journal space given to writing about sentences. These are the corpora of 1917, 1927 and 2015. The six listings of ‘sentence’ and ‘sentences’ in these three corpora all show a higher frequency of the word, than the word ‘sentence’ in the remaining corpora. ‘Sentence’/ ‘Sentences’ are the

284/151 most used words in the 1917 corpus, 236/382 in the 1927 corpus and 297/310 in the 2015 corpus. In the remaining corpora, it ranges from 395 to 475 as the most used word.

Parts of speech is a relevant topic in grammar and linguistics. In the eleven presented wordlists, 'verbs' and 'nouns' are the parts of speech found. As mentioned earlier, the word article has been left out because it can refer to a genre in addition to parts of speech. The word 'nouns' is only seen in the first two corpora; 1917 and 1927. 'Verbs' have been given more column space in the MLJ journal, with a participation on the high score lists of nine corpora. It has not reached the lists of 1977 and 1997. The corpora of 1917, 1927 and 1915 contain both the singular and the plural form among the top 500 words. It seems that 'verbs' have been given more relevance in the earlier corpora, because in addition to 'verb' and 'verbs', the lists contain 'tense' in 1917 and 'subjunctive' in 1917 and 1927.

Words that are related to pronunciation have also been included in the linguistics wordlist. These words are 'pronunciation', 'pronounced', 'phonetic', 'phonetics', 'sound' and 'sounds'. The five wordlists from 1917 to 1957 all contain words related to pronunciation. The 1917 wordlist contains the words 'pronunciation', 'sound', 'sounds', 'phonetic' and 'phonetics', and is the only wordlist with five words related to pronunciation. The 1927 list only contains the word pronunciation, whereas 1937-1957 all contain three or four words related to pronunciation. From 1967, pronunciation clearly seems to have been given less importance in the MLJ journal. None of the wordlists from 1967 to 2015 have words related to pronunciation among the 500 most used words.

The presented findings show that there has always been a general focus on linguistics, but that there is a difference over time when it comes to a specific linguistic focus. As an example, it is possible to speak generally of the teaching of grammar in school, without specifying what should be taught. Using the words grammar, linguistics and vocabulary can be indications of a general discourse about the topic, whereas the words verbs, nouns, subjunctive, tense and sentence would indicate a more specific level within the grammar area. Those words could be used for either listings of relevant topics to be treated in class or specific grammar explanations. The findings presented in this study shows that words used for a general discourse on grammar can be found in all corpora, but words indicating a more specific discourse are more commonly found in 1917, 1927 and 2015. The wordlist analysis also

shows that pronunciation was a much-debated topic until 1957, but has not been given much article space from 1967 and onwards.

## 5. DISCUSSION

The purpose of the presented research has been to give a historical account of the presence of grammar and linguistics in second language teaching. The view on grammar and linguistics in relation to language learning theories, Norwegian English subject curricula and the writings in the SLA publications will be discussed one decade at a time. Finally, a discussion on the difference between traditional grammar and modern grammar will be presented.

### 5.1 Historical overview of linguistics in learning theories, curriculum and SLA publications

#### 5.1.1. The 1910 Decade

The oldest corpus in the research is the 1917 corpus. This is also the corpus with the largest amount of words related to linguistics. It is tempting to relate this finding with the grammar translation method, where grammar rules were the baseline of the language class. However, in the 1910s, the second language learning theories had started to go against the grammar translation method. By 1917, two decades had gone by since the Quousque Tandem group of linguists had asked for a change away from the grammar focus from the last century. Also, close to three decades had passed since Gouin's publication of the direct method and at the time, this method had started to gain interest in the United States. The Norwegian School Law of 1896 recommended teachers to use the direct method and not the grammar translation method. There seems to be a gap between the popular learning theories at the time and the grammar interest in the field, considering the large focus on grammar in the *Modern Language Journal* volume. Since 1917 is the first year of publication, it is not possible to see whether the focus on grammar had decreased from earlier decades among scholars interested in language learning. Many of the words can be understood in the light of articles about the direct method. General words about grammar could be used for arguing both for and against grammar teaching. In the wordlist, words related to pronunciation are included, and as explained earlier, the focus on oral proficiency was strongly present in the Direct Method. Other words found in



the wordlist of 1917 are ‘verbs’, ‘nouns’, ‘tense’ and ‘subjunctive’. In particular, the word ‘subjunctive’ would probably be used for specific grammar explanations or specific explanations of what students should be expected to learn. We might have expected to see the word subjunctive in articles influenced by the Grammar Translation method.

There are at least two possibilities for the high frequency of linguistically related words in articles published in the golden era of the direct method. Firstly, the direct method is strongly influenced by linguistic form, not as explicit teaching of grammatical rules, but in the construction of the teaching plan. Grammar should be learned inductively; therefore, grammar must function as the spine of the teaching. The scholars of language teaching should know their grammar in order to prepare or teach according to the direct method. Secondly, the areas of interests in a field are not likely to change overnight. Even though a new method is being introduced, former topics are not immediately forgotten. According to Simensen (1995), the grammar translation method influenced language teaching in Norway until the 1940s. Therefore, it is probable that the strong focus on grammar found in the grammar translation method, continues to play an important role in the field in the 1910 decade.

### 5.1.2. The 1920 Decade

The greatest difference in number of words related to linguistics from one decade to another is found from 1917-1927. The wordlist of 1917 has eighteen words and the keyword list seventeen, whereas in 1927 there are only twelve linguistically related words in both lists. This makes a difference of five and six words. The words that are no longer frequently used in 1927 are ‘tense’, ‘sound’ and ‘phonetic’, all three in the singular as well as the plural form. The word ‘pronunciation’ is present in the wordlists from 1917 and 1927 and is the only word related to pronunciation. From that, one can assume that there is less focus on pronunciation, or that there is less focus on the specifics of phonetics.

According to the history of the learning theories, it is probable that the direct method is the most prominent and, consequently, should take up much journal space in the 1920s. The curriculum used at the time is the School Law of 1896. This law recommends the natural method. Therefore, it is interesting to note the prominent shift to less focus on linguistics found in this decade. It is possible that the desire for reform that was advocated

at the end of the 19<sup>th</sup> century is coming into effect, and that other issues are gaining more space in SLA research. Maybe the wordlists show the time lags necessary from new ideas and methods are presented until the changes have influenced the field. Independent of the reason for the change, it is important to note that in the decade from 1917 to 1927 there has been a reduced interest in grammar and linguistics in the SLA field.

### 5.1.3. The 1930 Decade

The wordlists and keyword lists of 1927 and 1937 resemble in number with only a decrease of one or two words. Nevertheless, the specific grammar prescribing words like ‘nouns’, ‘subjunctive’, ‘verb’ and ‘sentence’ are present in the 1927 list and not in the 1937 list (the plural words ‘verbs’ and ‘sentences’ are found in both wordlists). These words have been replaced with ‘sound’ in plural and singular, and linguistics. It is tempting to assume that yet another effect of the move from the grammar focus in the grammar-translation period, towards a different focus in newer times is seen in the loss of the grammar specific words. At the end of this decade, a new curriculum starts to function in Norway: Normalplan for byfolkeskolen, from 1939. Important aims were good pronunciation and knowledge of grammar. These topics can easily be connected to the wordlist from 1937. Grammar should be learned inductively through examples, but the rules should also be learned. The corpus seems to have a less specific focus on grammatical rules based on the disappearing of the grammar specific words. It is probable that there is a delay at hand between the theory in the field, the curriculum in force and the practice, where specific rules are more present in the curriculum, and assumedly even more so in the classrooms, than what is found in the Modern Language Journal at the time.

### 5.1.4. The 1940 Decade

According to the wordlist and the keyword list from 1947, the tendencies found in focus on linguistics from the former decades, continue to be present in 1947. The wordlist has the same number of words in 1937 and 1947. The keyword list has a slight increase, with two more words. The words ‘adjectives’ and ‘verbs’ are found in the keyword list, and not in the wordlist. In this decade, the World War II affects the second language learning field because the US military needs efficient language learning methods. Nevertheless, the

early start of the audio-lingual method does not seem to have affected how the Modern Language Journal writes about linguistics. The wordlist does not only have the same number of words, but also the exact same words, only in a slightly different order from the former decade.

#### 5.1.5. The 1950 Decade

In the 1957 wordlist and keyword-list, the audio-lingual method seems to be taking effect. The number of words related to linguistics is relatively stable with an increase in the wordlist and a decrease in the keyword-list. In the type of words, an indication of change can be found. The word 'grammatical' in the 1947 list, is not on the 1957 list, instead the list contains the new words 'pronounced' and 'vowel'. These are small indications of an increased interest in pronunciation; this might be seen as signs of the audio-lingual method entering the journal.

#### 5.1.6. The 1960 Decade

The 1960s is the decade when Robert Lado publishes the direct method, a method which has its focus on listen and repeat drills. The focus on grammar is found in the structure of the material, and through this structure grammar rules are learned inductively by the student. The 1960s is the decade when words related to pronunciation disappears from the wordlist. It is interesting that this happens during a period with a strong focus on the oral aspect of the language. A possible reason is that with new equipment available, like language labs and recorded texts for listening, it is not the same need to talk about pronunciation. Students should pronounce the text in the same way as it was done in the given example. In 1960 a new curriculum, *Læreplan for forsøk med 9årig skole (L60)*, enters the English subject in Norway. The Curriculum recommends the audio oral method in teaching, but at the same time, a knowledge of form and syntax is mentioned as one of the aims. The curriculum shows that grammar knowledge is not an independent aim, but a means for improved language proficiency that should give the students practical abilities that can create opportunities for contact with others. In the wordlist and the keyword list, the number of words related to linguistics continues to decrease and particularly, the words related to pronunciation. The words found are 'word', 'vocabulary', 'grammar', 'linguistic' and 'verb', some of which are found in both plural and singular form. The type

of words shows that there are probably more general descriptions or discussions of grammar, rather than specific descriptions of form or specific grammar points to be used in the teaching. Hence, the wordlist shows that grammar and form are not prioritized areas in the 1960s, something that is understandable in the light of the popularity of the audio lingual method and the 1960 curriculum.

### 5.1.7. The 1970 Decade

The 1970s is an important decade in second language learning acquisition. The focus on communication increases, and the focus on form and syntax through correct nativelike utterances decreases in the theories presented in the field. The term interlanguage is introduced by Selinker in 1972, different language learning stages are introduced and towards the end of the decade, Stephen Krashen starts to influence the field with his focus on language acquisition as opposed to language learning. The curriculum of 1974 has not been completely influenced by the interlanguage theory, because mistakes should be corrected, and students should not read unfamiliar texts. The curriculum holds on to former methods with simple sentence structures that are gradually extended. Grammar is taught inductively through examples and the teacher would explain rules if necessary. The wordlists show few words related to linguistics in 1977, although there is a slight increase from 1967 in both the wordlist and the keyword list. ‘Linguistic’ has become a more commonly used word and is found higher up on the list. ‘Verb’ is used less than in 1967 and ‘sentence’ is used more often. The data is not strong enough to make exact conclusions, but the results can reveal an indication of a shift of focus from the smaller elements in the language and specific grammar rules, towards a view on larger parts of the text when focusing on sentences. As mentioned earlier, words related to pronunciation are not present in the wordlist after 1967, but the word ‘pronunciation’ is found once in the keyword-list. This is in 1977. Pronunciation was losing interest in the field, but there was still some column space devoted to the topic in the 1970 decade. Correct pronunciation is emphasized in the 1974 curriculum. However, it is probable, that the curriculum is influenced by ideas and theories in the SLA field found a few years earlier than the actual implementation of the curriculum. This delay is mentioned earlier in the thesis with the presentation of Rindal’s (2014) findings.

### 5.1.8. The 1980 Decade

The communicative teaching methods that became popular in the seventies, continue to influence the second language acquisition field in the 1980s. Krashen continues to advocate comprehensive input in order to activate language learning processes. His statement that consciously learnt rules can never turn into acquired language knowledge is a strong argument against specific grammar teaching. From the Norwegian perspective, the M87 curriculum gives indication as to how second language learning was viewed in the 1980s. The curriculum states that students can understand text before they can actively master them and that it is possible to learn correct English without knowing all the rules. This shows that the influence of the communicative methods and the importance of comprehensible input have entered the English subject in Norway.

Throughout the decade, advocates for a different approach of grammar teaching enter the stage. Michel Long publishes his arguments for the importance of interactions and a focus on form in task-based language learning. This should lead to a renewed interest in grammar and linguistic elements in the field literature. The wordlist and keyword list on the other hand do not show much sign of a renewed interest in grammar in 1987, but some slight indications seen. The word 'verb' is more commonly used in 1987 than in 1977. Writing about parts of speech indicates a focused interest in form and grammar. 'Sentence' reentered the list in 1977 and is still part of the list in 1987. Even though there are some signs of grammar interest, the number of words related to linguistics resembles the lists from 1967 and 1977 in having few linguistically related words in the MLJ articles. Grammar and linguistic elements seem to be less important than they were until 1957.

### 5.1.9. The 1990 Decade

The communicative method advocated among others by Stephen Krashen in the 1970s and 1980s can be seen as the lowest point of the curve when it comes to include grammar in language teaching. The voices arguing against the communicative method in the 1980s and 1990s claimed that the communicative method had proved insufficient. In the 1980s, output was seen as the main missing part, and in the 1990s, once again a focus on form is gaining interest. One example is Merrill Swain in the 80s and 90s who uses examples from French immersion schools in Canada to prove Krashen's comprehensible input hypothesis

as insufficient. A focus on specific linguistic elements increases the language proficiency of the learner (Mitchell & Myles, 2004, p. 160). The started trend would thus be to put more emphasis on grammar in second language teaching. This tendency is not found in the wordlist and keyword lists of 1997. These lists show that 1997 was the year with the lowest number of words related to linguistics among the 11 corpora studied. There are only words related to general descriptions of language and linguistics; no parts of speech, relations to conjugation or emphasis on pronunciation. The curriculum that became the guideline for Norwegian English teachers from 1997 shows the same tendencies. The students will learn through the use of the language, and the subject is not only about students demonstrating correct language abilities, but on how it will enable them to communicate across cultural borders. The 1990s can be described as the decade where new ideas with renewed interest in grammar and linguistic form are entering the stage but have not yet influenced the field into a stronger grammar focus.

#### 5.1.10. From 2000 to the present

From the year 2000 and until the present, task-based language learning and focus on form have influenced the SLA field. The researches presented in this study show that in recent times, there has been a renewed interest in grammar. At the same time, there seems to be an understanding that it is important to steer away from traditional grammar teaching. Myhill (2005) mentions grammar in context and Espeland (2017) recommends a grammar teaching based on communicative methods. Simensen (1995) claims that is necessary for the second language teaching to differ from the traditional structural perspectives on grammar teaching, and instead teach according to the development stage of the student. The Grammar3 project (2019) differs between traditional grammar teaching and grammar teaching suitable for today's classroom. Hossein Nassaji and Sandra Fotos (Nassaji & Fotos, 2004) claim that grammar feedback is necessary if language learners are to become proficient in the target language. Like the research already presented, they comment on the difference between the traditional structure-based grammar teaching and recommended grammar teaching. The difference is found in the fact that the new approaches use a communicative context and a meaningful task in grammar teaching. Some of the methods presented by Nassaji and Fotos include specific explanations of grammar points, whereas other methods make use of tasks that lead the learner to notice specific forms, without using specific explanations of grammar rules. Nassaji and Fotos

(2004) claim that it is essential that the learner notices form; the learner must be exposed to input that contains the form and produce output and practice forms. Long defines the difference between traditional grammar teaching with the term “focus on forms”, where teaching is structured around grammar teaching, and focus on form is the method he recommends, in which attention is drawn to the linguistic form. On the whole, since the shift of millennium, second language acquisition theory has had many advocates for a renewed grammar focus in teaching.

One of the reasons for including grammar teaching can be found in the Common European Framework of Reference (CEFR, 2011). Linguistic competence and grammatical competence are treated as a subcategory of communicative competence. A learner with a high level of linguistic competence will be recognized by his or her ability to formulate thoughts precisely (CEFR, 2011, p. 110). Precise communication builds on correct use of the structures in the language. Therefore, linguistic and grammatical competence should be included in language teaching.

In the curricula valid in Norway in this millennium, there has been and still is a renewed interest in grammar. The L97 curriculum that entered this time-period, had, as previously discussed, little focus on grammar. In the LK06 the students are expected to use the language precisely and with subtle nuances. In order to become successful communicators, the students should have knowledge of grammatical patterns. Unlike former curricula, there is no specification of what is meant by grammatical patterns. In the renewal of the LK06, the grammar focus has increased. The term language awareness has entered the competence aims. Knowledge about how sounds, vocabulary, word and sentence structures, as well as text structures, will give the students options and possibilities in communication (Utdanningsdirektoratet, Læreplan i Engelsk, 2019). Phonetics and vocabulary are still specified in the learning aims, just as it was in the LK06; however, in the renewal of the Knowledge Promotion, knowledge of parts of speech has also been included. The curricula of 2006 and 2020 are thus following the trend in second language teaching theories, with a renewed focus on grammar, but within a communicative context.

The wordlists and keyword-lists also show a renewed focus on grammar in this time period. In 2007, only the wordlist shows an increased number of words related to

linguistics, but in 2015 both the wordlist and the keyword list contain more words related to linguistics than the wordlists from the former 50 years. The number of words related to linguistics is lower than the peak-year of 1917, so grammar does not get as much attention in the present as it did in the beginning of the 20<sup>th</sup> century. Comparing the lists from 1917 and 2015 can indicate differences in focus between traditional grammar teaching and new grammar teaching. As mentioned earlier, words related to phonetics have disappeared from the lists after 1967. The 1917 list has 5 words related to pronunciation. Not including those words gives us a wordlist of 13 in 1917 and 11 in 2015. There are no linguistic words in the 2015 list that is not found in the 1917 list, and the words from the 1917 list not present in the 2015 list are ‘tense’ in plural and singular, ‘subjunctive’ and ‘noun’. The word ‘noun’ would indicate that there was an even greater focus on parts of speech in 1917 than in 2015. The word ‘verb’ has increased in usage since it was not included in 1997, with a slight increase towards 2007, and with both the singular and plural form on both lists in 2015. It is possible that this shows an increasing trend on the focus on parts of speech, and that the peak is yet to come. The words ‘subjunctive’ and ‘tense’ would indicate that there was a greater emphasis on the specifics of verb-conjugations in traditional grammar. Once again, the research does not show whether the difference is because of a different view on grammar or if it still too early to know if verb conjugation will occupy more space in the second language journals in the future. The lists from 2007 and particularly 2015 reflect an increased interest in grammar, but the interest is still less prominent than it was in 1917. The difference is found in the lack of words related to pronunciation, and a smaller number of words both in relation to parts of speech and specific words to describe conjugation of verbs.

## 5.2 Traditional grammar and modern grammar

The research presented (Bentsen, 2017. Espeland, 2017. Myhill, 2005. Wold, 2017) and the learning theories share an understanding that newer grammar teaching is related to communicative tasks. The mentioned studies have this in common with the Grammar3 project; the renewed focus on grammar should hold a holistic view, where grammar teaching is to made implicit when working with language as a means for communication. There seems to be an understanding that in former times, grammar teaching was structure-based, and not related to communication.



In all of the presented curricula, from 1896 to 2020, the main purpose of the language learning is understanding and communication. The time-period investigated in this research is the corpus-study from 1917 to 2015 together with the presented curricula from 1896 to 2020. This time-period is the period after the grammar translation period, even though the grammar translation method might still have had some influence on second language teaching. In the research that refers to traditional grammar, no specifications as to which time period traditional grammar comes from, were seen. If, when referring to traditional grammar teaching, the understanding is teaching done prior to the 20th century, this study cannot give any clear answers. However, if the assumption is that grammar teaching has developed over the last 100 years and that traditional grammar is found within the last century, the presented research can give certain indications.

Traditional grammar seems to be linked with the teaching methods of the grammar translation method. This means that when referring to traditional grammar, the reference is to how grammar was taught more than 100 years ago. A reform to the method was introduced already at the end of the 19<sup>th</sup> century, and the language learning theories that followed did not contain specific grammar instructions. When looking at the curricula, it is also clear that the aim of the teaching is for the students to understand and use the language. Communication is the purpose of the subject in all of the presented curricula. From the law of 1896 there is a recommendation against the grammar translation method and for the audio oral method. The idea of grammar related to text is not a new idea either. In L60 it is stated that all grammar teaching should be related to text. The curriculum does not specify if it is authentic texts or texts constructed for grammar teaching. Nevertheless, the curriculum clearly shows that grammar is related to text, and thus to the communicative purpose of the language. L60 presents a modern grammar teaching, and not a traditional grammar teaching.

The wordlists presented shows that in number, grammar occupied more space in 1917 than today. However, grammar has received a renewed interest and is on the same level as it was from 1927 and onwards. It is therefore not valid to say that grammar teaching per se is traditional or old fashioned. One can just as well say that teaching without grammar belongs to the past.

As discussed earlier, the type of words might show some difference between traditional and modern grammar. It seems that specific grammar explanations took up more space in 1917 and 1927 than what it does today. The latest curricula do not contain descriptions of grammar points to teach, whereas the M74 did contain a list of grammar points to be taught (Kirke-og Undervisningsdepartementet, Mønsterplan for Grunnskolen, 1974). There are more specific grammar points included in the Renewal of the Knowledge Promotion than in the LK06. Therefore, it is not yet possible to say if we will get back to a stronger focus on specific grammar points, or whether this shows a change from traditional to modern grammar teaching and thus is an aspect that belongs to the past.

What can be said about SLA tendencies since the turn of the millennium, is that there has been a shift from the learning through comprehensible input, and error as a sign of interlanguage, towards a desire for a more precise use of the language. This can be seen reflected in the task-based language learning theories that claimed the communicative method insufficient, and in the CEFR's measurement of proficient speakers as precise speakers. It is also found in the development of the curricula where Renewal of the Knowledge Promotion aims for a precise and nuanced use of the language

When stating that traditional grammar teaching means more grammar teaching in SLA, or that it means less focus on communication distanced from text examples, one must refer to the teaching conducted more than 100 years ago. The difference seen on traditional grammar teaching and modern grammar teaching is that modern grammar teaching seems to be less specific. At the same time, it might be time to say that traditional language teaching is teaching only based on input, without focus on form. Contrastively, modern language teaching aims for a precise and nuanced use of language, acquired through the development of language awareness.

## 6. CONCLUSIONS

This study presents a corpus-based analysis of articles and texts found in one year of publications from the Modern Language Journal. One corpus per decade since 1917 has been prepared, analyzed and compared to the others. The historical development found

from the research has been compared to a historical overview of language learning theory and Norwegian English subject curricula. The purpose of the present study has been to give a historical account of the presence of grammar and linguistics in second language teaching. The main research question of this MA study is: how has the view on grammar and linguistics changed in Second Language Teaching theories throughout the last century? To investigate the main research question in greater detail, the following sub-questions were developed: What parts of grammar and linguistics have been relevant? What is the relation between language learning theories, Norwegian English subject curricula and the writings in the SLA publications? What is the difference between traditional grammar and modern grammar?

Language in today's English subject is seen as communication; it is the reason for the subject and thus the aim to strive towards. It is what Vivian Cook defines as Lang<sub>1</sub>, a human representation system and what we do in communication. When referring to traditional grammar teaching, Lang<sub>2</sub> seems to be the aim of the language learning. Language is an abstract external entity. When referring to traditional grammar teaching, it is assumed that learning about the abstract external entity was the purpose of the subject. Throughout the 100 years studied in this research, this cannot be seen as the purpose of language learning. Language teaching throughout the century aims for language as communication. Nevertheless, the method recommended to reach the aim of successful communication has varied.

The conducted research shows that general discourse about grammar, linguistics and vocabulary has always been important. Words describing more specific elements of grammar vary in number and type of words. There was much focus on linguistics in 1917 and quite much in 1927-1957. 1967-1997 has less focus on grammar and 2007 and 2015 show a renewed interest in grammar.

Words related to phonetics are present from 1917 to 1957. After 1957 they disappear from the wordlist. In the 1917 wordlist, the words noun, tense and subjunctive are found. These words and the words related to pronunciation are the words that differ in 1917 and 2015. There is less writing about grammar specific points in 2015 than it was in 1917. Even though research shows a renewed interest in grammar and linguistics, 'verb' is the only

part of speech that has entered the wordlist. It is possible that the peak has not yet come and that there will be an increased interest in grammar in the future.

The renewed interest in grammar can be found in the wordlist analysis but also in the presented theory. In task-based language learning, the communicative method is claimed insufficient if the aim is to become a proficient language user. In CEFR, linguistic competence is measured on the ability to communicate precisely. Precise use of language is also aimed for in the Renewal of the Knowledge Promotion where there is a renewed focus on linguistic elements such as parts of speech, sentence structures and conjugations.

## 6.1 Implications for teaching

Knowing the history makes us understand the present and knowing the history of grammar and linguistics in SLA theory, will add perspective to the understanding of grammar education in today's classroom. The presented research and the theory behind task-based language learning shows that language awareness is useful for language acquisition. Teachers should no longer think of grammar teaching as traditional and something that belongs to the past. At the same time, it is important to bear in mind the purpose behind including a linguistic perspective in language teaching. The aim of grammar teaching should be to improve communication, and that should again influence the methods to be used. The renewed interest in grammar can be seen in both the Renewal of the Knowledge Promotion and the latest Modern Language Journal corpus. This gives depth to the curriculum and its areas of focus. The development found in the curriculum is based on tendencies in newer research. Teachers should therefore know the curriculum and know newer Second Language Acquisition research to avoid the delay that is often found between theory and practice in the classroom. Linguistic awareness helps to make proficient speakers. The teacher should therefore strive to give the students language awareness.

## 6.2 Suggestion for further research

The study has analyzed a corpus from each decade, the last one being from 2015. It would have been interesting to study in detail the last 20 years to understand in more detail the development within the SLA field. A detailed study would show if the interest in grammar is increasing and would help to understand what can be expected in the future.

The study has showed that there is a close relation between the theory presented, the articles in the journal and the curricula. It has not investigated the relation to practice in the classroom. A study comparing the data from this study with textbooks would show the relation to the classroom, and also find out if and how much delay that can be found from the theories are presented till they reach the students.

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## **9. APPENDICES**

### **9.1 Wordlist Modern Language Journal 1917-1967**

wordlist 1917		wordlist 1927		wordlist 1937		wordlist 1947		wordlist 1957		Wordlist 1967	
1	the	1	the	1	the	1	the	1	the	1	the
2	of	2	of	2	of	2	of	2	of	2	of
3	and	3	in	3	and	3	and	3	and	3	and
4	to	4	to	4	in	4	to	4	in	4	in
5	in	5	and	5	a	5	in	5	to	5	to
6	a	6	a	6	to	6	a	6	a	6	a
7	is	7	is	7	is	7	is	7	is	7	is

8	that	8	for	8	for	8	that	8	for	8	for
9	for	9	that	9	that	9	for	9	that	9	that
10	i	10	by	10	s	10	be	10	language	10	as
11	be	11	as	11	as	11	as	11	as	11	language
12	it	12	be	12	be	12	this	12	this	12	on
13	as	13	de	13	it	13	on	13	are	13	be
14	are	14	it	14	with	14	it	14	be	14	this
15	this	15	french	15	by	15	language	15	on	15	s
16	on	16	this	16	are	16	are	16	with	16	with
17	not	17	on	17	language	17	with	17	it	17	are
18	by	18	with	18	de	18	from	18	by	18	by
19	or	19	are	19	on	19	by	19	s	19	it
20	with	20	la	20	this	20	which	20	from	20	not
21	have	21	language	21	not	21	de	21	or	21	foreign
22	from	22	or	22	which	22	all	22	not	22	from
23	language	23	not	23	his	23	not	23	an	23	which
24	german	24	at	24	or	24	or	24	which	24	or
25	one	25	s	25	at	25	have	25	all	25	at
26	we	26	which	26	from	26	s	26	at	26	an
27	all	27	i	27	french	27	at	27	use	27	his
28	which	28	an	28	have	28	one	28	one	28	new
29	at	29	from	29	p	29	we	29	his	29	he
30	french	30	was	30	an	30	use	30	french	30	pp
31	has	31	one	31	e	31	an	31	i	31	one
32	he	32	have	32	he	32	was	32	de	32	have
33	but	33	pp	33	university	33	his	33	have	33	all
34	they	34	we	34	one	34	he	34	jstor	34	but
35	an	35	has	35	la	35	students	35	foreign	35	was
36	use	36	der	36	i	36	foreign	36	we	36	use
37	more	37	will	37	has	37	about	37	he	37	has
38	his	38	all	38	was	38	has	38	new	38	university
39	s	39	but	39	m	39	they	39	has	39	more
40	will	40	b	40	we	40	french	40	but	40	no
41	may	41	c	41	new	41	will	41	languages	41	modern
42	class	42	he	42	but	42	their	42	was	42	about
43	our	43	his	43	foreign	43	but	43	modern	43	i
44	no	44	d	44	german	44	la	44	more	44	de
45	their	45	university	45	will	45	more	45	they	45	p
46	english	46	spanish	46	all	46	new	46	about	46	jstor
47	if	47	n	47	spanish	47	i	47	english	47	languages
48	who	48	die	48	they	48	college	48	spanish	48	their

49	so	49	more	49	who	49	jstor	49	students	49	will
50	work	50	modern	50	their	50	languages	50	will	50	teachers
51	was	51	students	51	languages	51	terms	51	can	51	some
52	teachers	52	des	52	d	52	subject	52	their	52	school
53	some	53	english	53	modern	53	our	53	no	53	students
54	been	54	our	54	professor	54	who	54	terms	54	they
55	can	55	been	55	more	55	professor	55	org	55	its
56	should	56	le	56	no	56	university	56	school	56	there
57	these	57	foreign	57	been	57	spanish	57	university	57	york
58	study	58	vocabulary	58	may	58	content	58	some	58	these
59	would	59	use	59	students	59	other	59	teachers	59	english
60	method	60	e	60	reading	60	org	60	these	60	we
61	such	61	student	61	pp	61	school	61	may	61	teaching
62	time	62	l	62	its	62	german	62	other	62	who
63	about	63	should	63	there	63	modern	63	student	63	such
64	school	64	professor	64	english	64	teachers	64	its	64	can
65	students	65	they	65	college	65	https	65	our	65	than
66	them	66	study	66	l	66	been	66	german	66	also
67	first	67	school	67	student	67	study	67	there	67	two
68	teacher	68	year	68	school	68	should	68	only	68	other
69	words	69	reading	69	should	69	utc	69	https	69	were
70	there	70	no	70	study	70	were	70	subject	70	terms
71	pupils	71	may	71	these	71	only	71	been	71	been
72	what	72	german	72	c	72	two	72	many	72	book
73	two	73	words	73	can	73	english	73	who	73	french
74	than	74	such	74	our	74	can	74	two	74	may
75	do	75	if	75	first	75	these	75	study	75	would
76	modern	76	el	76	some	76	its	76	content	76	spanish
77	only	77	text	77	vocabulary	77	some	77	la	77	first
78	new	78	their	78	other	78	downloaded	78	teaching	78	org
79	student	79	first	79	course	79	there	79	what	79	study
80	college	80	there	80	such	80	no	80	should	80	only
81	other	81	only	81	only	81	time	81	such	81	most
82	jstor	82	book	82	le	82	first	82	d	82	student
83	when	83	und	83	if	83	so	83	utc	83	subject
84	its	84	who	84	time	84	if	84	words	84	american
85	read	85	so	85	en	85	student	85	so	85	content
86	each	86	new	86	two	86	most	86	college	86	https
87	many	87	two	87	so	87	what	87	first	87	education
88	then	88	were	88	work	88	had	88	also	88	time
89	foreign	89	these	89	were	89	them	89	were	89	schools



90	well	90	en	90	most	90	may	90	most	90	high
91	teaching	91	class	91	teaching	91	than	91	if	91	each
92	much	92	other	92	text	92	high	92	than	92	work
93	subject	93	teachers	93	high	93	would	93	time	93	so
94	book	94	y	94	than	94	you	94	e	94	e
95	any	95	college	95	words	95	course	95	pp	95	if
96	very	96	than	96	t	96	reading	96	would	96	la
97	were	97	que	97	book	97	words	97	n	97	should
98	high	98	can	98	well	98	many	98	when	98	what
99	must	99	m	99	b	99	year	99	do	99	college
100	translation	100	its	100	york	100	n	100	p	100	when
101	given	101	each	101	teacher	101	such	101	course	101	press
102	most	102	work	102	would	102	work	102	york	102	utc
103	spanish	103	subject	103	what	103	class	103	sep	103	well
104	out	104	would	104	them	104	do	104	downloaded	104	german
105	american	105	et	105	n	105	d	105	american	105	d
106	into	106	into	106	american	106	well	106	them	106	tion
107	pupil	107	high	107	teachers	107	teacher	107	word	107	into
108	terms	108	about	108	many	108	y	108	teacher	108	m
109	reading	109	some	109	un	109	very	109	work	109	teacher
110	upon	110	time	110	use	110	sep	110	any	110	author
111	year	111	what	111	each	111	teaching	111	l	111	many
112	give	112	languages	112	had	112	any	112	into	112	between
113	la	113	p	113	when	113	e	113	well	113	had
114	had	114	well	114	h	114	pp	114	read	114	group
115	schools	115	when	115	et	115	book	115	schools	115	program
116	board	116	second	116	year	116	into	116	book	116	text
117	literature	117	out	117	any	117	years	117	each	117	national
118	org	118	must	118	years	118	also	118	high	118	downloaded
119	direct	119	word	119	price	119	when	119	reading	119	sep
120	make	120	den	120	instructor	120	those	120	had	120	both
121	c	121	grammar	121	do	121	grammar	121	must	121	vol
122	part	122	used	122	class	122	vocabulary	122	out	122	those
123	course	123	many	123	el	123	out	123	class	123	l
124	text	124	given	124	grammar	124	york	124	professor	124	even
125	languages	125	made	125	into	125	p	125	m	125	state
126	made	126	un	126	literature	126	american	126	very	126	reading
127	number	127	any	127	very	127	made	127	c	127	very
128	those	128	les	128	general	128	el	128	elementary	128	three
129	content	129	method	129	also	129	much	129	tion	129	used
130	forms	130	very	130	used	130	en	130	used	130	journal

131	too	131	teacher	131	read	131	after	131	even	131	information
132	grammar	132	most	132	life	132	even	132	le	132	literature
133	questions	133	had	133	y	133	each	133	life	133	second
134	https	134	classes	134	must	134	must	134	national	134	any
135	question	135	read	135	education	135	up	135	made	135	do
136	p	136	notes	136	those	136	word	136	world	136	however
137	e	137	ptas	137	am	137	schools	137	b	137	years
138	three	138	course	138	material	138	used	138	much	138	professor
139	after	139	das	139	about	139	material	139	then	139	words
140	present	140	three	140	given	140	education	140	same	140	year
141	word	141	los	141	que	141	general	141	y	141	them
142	great	142	mr	142	you	142	world	142	journal	142	our
143	b	143	them	143	out	143	us	143	ing	143	number
144	oral	144	part	144	part	144	present	144	like	144	thu
145	up	145	test	145	much	145	three	145	h	145	much
146	de	146	t	146	f	146	same	146	three	146	out
147	how	147	american	147	r	147	classes	147	how	147	same
148	journal	148	do	148	les	148	literature	148	those	148	learning
149	modem	149	exercises	149	three	149	second	149	year	149	made
150	pronunciation	150	teaching	150	exercises	150	given	150	up	150	must
151	sentences	151	tests	151	author	151	l	151	years	151	course
152	vocabulary	152	h	152	word	152	however	152	good	152	con
153	him	153	then	153	even	153	m	153	second	153	does
154	latin	154	co	154	schools	154	c	154	con	154	lan
155	does	155	us	155	up	155	make	155	my	155	c
156	even	156	same	156	made	156	number	156	wed	156	n
157	utc	157	also	157	cloth	157	life	157	given	157	present
158	you	158	number	158	j	158	like	158	you	158	could
159	used	159	being	159	upon	159	department	159	italian	159	g
160	before	160	translation	160	est	160	few	160	your	160	public
161	same	161	after	161	company	161	author	161	man	161	ing
162	day	162	present	162	interest	162	courses	162	through	162	since
163	d	163	up	163	des	163	price	163	information	163	research
164	point	164	group	164	same	164	through	164	program	164	j
165	university	165	las	165	list	165	journal	165	un	165	mr
166	my	166	section	166	after	166	part	166	us	166	class
167	way	167	zu	167	romance	167	own	167	grammar	167	federation
168	few	168	g	168	second	168	people	168	literature	168	re
169	also	169	terms	169	like	169	russian	169	en	169	form
170	der	170	est	170	great	170	then	170	part	170	level
171	written	171	process	171	him	171	under	171	where	171	word

172	ii	172	semester	172	then	172	le	172	upon	172	editor
173	examination	173	france	173	through	173	how	173	another	173	department
174	material	174	man	174	books	174	between	174	after	174	instruction
175	oct	175	every	175	present	175	over	175	j	175	up
176	good	176	es	176	us	176	great	176	text	176	association
177	etc	177	much	177	make	177	text	177	example	177	how
178	both	178	price	178	under	178	too	178	education	178	then
179	downloaded	179	average	179	boston	179	committee	179	meaning	179	after
180	elementary	180	following	180	history	180	little	180	vocabulary	180	fles
181	form	181	content	181	good	181	tue	181	f	181	general
182	classes	182	ich	182	while	182	now	182	re	182	part
183	test	183	meeting	183	number	183	before	183	since	183	california
184	le	184	general	184	knowledge	184	france	184	etc	184	where
185	years	185	il	185	without	185	my	185	lan	185	point
186	while	186	those	186	both	186	during	186	published	186	might
187	little	187	fact	187	does	187	does	187	here	187	own
188	lesson	188	association	188	few	188	without	188	own	188	literary
189	let	189	him	189	g	189	que	189	t	189	actfl
190	us	190	dans	190	france	190	state	190	too	190	being
191	write	191	before	191	italian	191	four	191	available	191	b
192	second	192	ein	192	der	192	italian	192	both	192	century
193	done	193	means	193	between	193	war	193	does	193	man
194	own	194	my	194	radio	194	good	194	number	194	associations
195	place	195	good	195	assistant	195	another	195	great	195	through
196	however	196	years	196	pupils	196	list	196	present	196	here
197	order	197	j	197	too	197	fact	197	state	197	upon
198	me	198	found	198	classes	198	him	198	make	198	way
199	general	199	auf	199	form	199	read	199	however	199	because
200	here	200	ist	200	ticknor	200	interest	200	material	200	t
201	now	201	literature	201	latin	201	me	201	learning	201	test
202	possible	202	education	202	se	202	could	202	author	202	committee
203	without	203	pupils	203	state	203	group	203	federation	203	rather
204	colleges	204	du	204	test	204	thu	204	before	204	works
205	following	205	list	205	because	205	your	205	children	205	available
206	pictures	206	o	206	before	206	because	206	written	206	world
207	association	207	w	207	story	207	mon	207	now	207	approach
208	die	208	schools	208	courses	208	way	208	between	208	fact
209	view	209	even	209	however	209	written	209	classes	209	materials
210	sound	210	downloaded	210	literary	210	assistant	210	general	210	four
211	say	211	https	211	best	211	aug	211	being	211	good
212	being	212	jstor	212	how	212	method	212	under	212	states

213	better	213	org	213	over	213	oral	213	france	213	given
214	teach	214	utc	214	association	214	need	214	pro	214	w
215	every	215	books	215	being	215	where	215	r	215	council
216	best	216	both	216	own	216	since	216	speaking	216	f
217	short	217	material	217	questions	217	t	217	associations	217	published
218	author	218	under	218	subject	218	while	218	forms	218	make
219	tongue	219	upon	219	du	219	les	219	g	219	us
220	secondary	220	groups	220	lesson	220	b	220	translation	220	short
221	because	221	york	221	notes	221	upon	221	over	221	under
222	fact	222	author	222	world	222	both	222	service	222	forms
223	might	223	give	223	journal	223	day	223	while	223	life
224	difficult	224	make	224	little	224	del	224	few	224	like
225	far	225	point	225	give	225	find	225	sound	225	while
226	know	226	while	226	une	226	con	226	method	226	now
227	another	227	order	227	il	227	every	227	w	227	question
228	drill	228	introduction	228	learning	228	history	228	department	228	vocabulary
229	wed	229	how	229	city	229	un	229	him	229	him
230	certain	230	state	230	films	230	speaking	230	pronunciation	230	italian
231	professor	231	thought	231	now	231	following	231	see	231	history
232	room	232	form	232	five	232	being	232	could	232	russian
233	books	233	between	233	par	233	five	233	latin	233	too
234	examinations	234	interest	234	v	234	know	234	courses	234	educational
235	means	235	little	235	found	235	point	235	without	235	issue
236	find	236	sentence	236	four	236	less	236	writer	236	training
237	cannot	237	taken	237	here	237	published	237	people	237	her
238	could	238	con	238	lessons	238	short	238	stable	238	per
239	et	239	life	239	since	239	different	239	way	239	your
240	important	240	preface	240	way	240	give	240	wiley	240	books
241	exercises	241	pupil	241	die	241	past	241	el	241	over
242	matter	242	now	242	pages	242	j	242	need	242	r
243	papers	243	del	243	her	243	last	243	because	243	example
244	state	244	etc	244	where	244	verbs	244	co	244	following
245	long	245	third	245	w	245	better	245	group	245	meeting
246	often	246	sich	246	method	246	et	246	rather	246	mrs
247	value	247	ne	247	place	247	individual	247	archive	247	groups
248	les	248	edited	248	chicago	248	information	248	literary	248	h
249	your	249	history	249	edition	249	long	249	o	249	service
250	tion	250	composition	250	important	250	form	250	point	250	non
251	where	251	forms	251	every	251	might	251	dictionary	251	mla
252	courses	252	however	252	fact	252	possible	252	guage	252	com
253	l	253	por	253	iii	253	see	253	interest	253	little

254	different	254	five	254	short	254	h	254	america	254	material
255	g	255	von	255	social	255	man	255	learn	255	read
256	practice	256	journal	256	following	256	problem	256	th	256	order
257	practical	257	without	257	might	257	translation	257	every	257	studies
258	between	258	antrag	258	pupil	258	knowledge	258	others	258	written
259	under	259	does	259	question	259	various	259	lisbon	259	discussion
260	take	260	er	260	written	260	country	260	practice	260	district
261	still	261	f	261	educational	261	period	261	authors	261	few
262	attention	262	texts	262	instruction	262	still	262	following	262	mean
263	country	263	jul	263	others	263	associate	263	form	263	often
264	like	264	four	264	people	264	important	264	often	264	social
265	thus	265	ii	265	rather	265	others	265	article	265	volume
266	composition	266	mit	266	harvard	266	latin	266	important	266	executive
267	knowledge	267	own	267	ii	267	methods	267	basic	267	guage
268	life	268	einen	268	point	268	often	268	end	268	robert
269	pp	269	plus	269	works	269	program	269	oral	269	grammar
270	instruction	270	department	270	certain	270	forms	270	various	270	reader
271	m	271	might	271	introduction	271	r	271	always	271	although
272	meeting	272	above	272	mr	272	say	272	certain	272	analysis
273	paper	273	idea	273	see	273	among	273	several	273	john
274	through	274	subjunctive	274	another	274	certain	274	tue	274	chapter
275	results	275	another	275	possible	275	los	275	her	275	ii
276	easy	276	best	276	qu	276	report	276	knowledge	276	inc
277	sounds	277	soc	277	day	277	f	277	long	277	programs
278	end	278	day	278	man	278	here	278	drill	278	writing
279	last	279	because	279	order	279	rather	279	et	279	knowledge
280	o	280	you	280	department	280	books	280	lesson	280	need
281	beginning	281	possible	281	different	281	g	281	russian	281	linguistic
282	found	282	sie	282	last	282	just	282	history	282	portuguese
283	others	283	eine	283	ability	283	national	283	me	283	authors
284	sentence	284	grades	284	my	284	old	284	speech	284	thus
285	simple	285	table	285	meeting	285	take	285	vol	285	several
286	interest	286	here	286	often	286	means	286	cultural	286	city
287	plan	287	questions	287	per	287	order	287	ex	287	washington
288	america	288	plays	288	preface	288	federation	288	films	288	great
289	answer	289	u	289	published	289	learning	289	give	289	see
290	always	290	special	290	translation	290	special	290	fact	290	without
291	her	291	discussion	291	twenty	291	colleges	291	little	291	less
292	minutes	292	question	292	authors	292	linguistic	292	que	292	another
293	get	293	written	293	better	293	pupils	293	among	293	co
294	pages	294	city	294	cents	294	beginning	294	means	294	street

295	training	295	dem	295	less	295	least	295	might	295	v
296	case	296	necessary	296	always	296	literary	296	press	296	she
297	just	297	r	297	country	297	place	297	different	297	review
298	selection	298	international	298	find	298	pronunciation	298	v	298	y
299	phonetic	299	se	299	learn	299	states	299	able	299	others
300	least	300	since	300	review	300	found	300	les	300	poetry
301	next	301	different	301	simple	301	several	301	source	301	pro
302	ability	302	say	302	various	302	available	302	aural	302	before
303	immediate	303	rather	303	could	303	men	303	day	303	introduction
304	taken	304	editor	304	group	304	cannot	304	found	304	edition
305	committee	305	way	305	page	305	called	305	country	305	elementary
306	page	306	her	306	during	306	conversation	306	level	306	still
307	why	307	lesson	307	old	307	cultural	307	questions	307	en
308	verb	308	age	308	say	308	end	308	field	308	le
309	parts	309	agen	309	still	309	service	309	five	309	speaking
310	perhaps	310	value	310	und	310	thought	310	still	310	art
311	sie	311	ability	311	whole	311	city	311	states	311	development
312	over	312	matter	312	long	312	experience	312	writing	312	possible
313	half	313	qu	313	program	313	matter	313	del	313	problems
314	whether	314	through	314	type	314	questions	314	order	314	america
315	information	315	wisconsin	315	america	315	thus	315	problems	315	experience
316	io	316	zur	316	among	316	writing	316	studies	316	interest
317	position	317	done	317	edited	317	ability	317	least	317	among
318	seems	318	let	318	perhaps	318	der	318	problem	318	courses
319	est	319	mind	319	art	319	press	319	short	319	during
320	several	320	tion	320	need	320	public	320	assistant	320	seems
321	almost	321	note	321	public	321	speech	321	exercises	321	linguistics
322	discussion	322	take	322	film	322	whose	322	increase	322	major
323	und	323	write	323	george	323	best	323	though	323	means
324	tenses	324	courses	324	los	324	large	324	above	324	ex
325	believe	325	least	325	qui	325	never	325	help	325	notes
326	group	326	results	326	thus	326	w	326	last	326	place
327	large	327	type	327	value	327	again	327	less	327	office
328	put	328	find	328	con	328	association	328	old	328	perhaps
329	third	329	jemand	329	matter	329	far	329	question	329	ability
330	merely	330	pas	330	tests	330	type	330	review	330	last
331	called	331	au	331	del	331	able	331	best	331	si
332	list	332	expression	332	cultural	332	change	332	chinese	332	coordinator
333	das	333	im	333	men	333	des	333	known	333	five
334	four	334	often	334	national	334	paris	334	say	334	miss
335	shall	335	grammatical	335	dans	335	week	335	matter	335	set

336	per	336	wird	336	interesting	336	elementary	336	times	336	end
337	exercise	337	direct	337	me	337	did	337	tongue	337	important
338	learn	338	hat	338	stories	338	discussion	338	come	338	least
339	past	339	great	339	states	339	las	339	know	339	stable
340	table	340	attention	340	take	340	twenty	340	paris	340	different
341	though	341	short	341	beginning	341	become	341	works	341	presented
342	members	342	vereins	342	called	342	enough	342	thus	342	though
343	see	343	long	343	illustrated	343	especially	343	yet	343	you
344	verbs	344	practice	344	oral	344	hours	344	books	344	case
345	excellent	345	especially	345	paper	345	paper	345	four	345	found
346	mind	346	nous	346	dr	346	re	346	better	346	story
347	tests	347	states	347	know	347	se	347	century	347	become
348	r	348	vols	348	studies	348	story	348	com	348	individual
349	speaking	349	world	349	third	349	itself	349	experience	349	play
350	york	350	committee	350	true	350	meeting	350	take	350	dr
351	less	351	put	351	century	351	training	351	type	351	my
352	phonetics	352	review	352	did	352	value	352	far	352	organization
353	rather	353	like	353	means	353	done	353	native	353	wiley
354	period	354	me	354	series	354	question	354	records	354	based
355	facts	355	une	355	von	355	come	355	speak	355	contains
356	thought	356	thus	356	editor	356	her	356	grades	356	latin
357	ask	357	during	357	far	357	scientific	357	system	357	points
358	des	358	few	358	information	358	test	358	called	358	questions
359	known	359	important	359	thought	359	ohio	359	conditions	359	find
360	later	360	italian	360	co	360	th	360	never	360	illinois
361	necessary	361	knowledge	361	just	361	above	361	special	361	people
362	quite	362	over	362	pour	362	seems	362	teach	362	report
363	recitation	363	miss	363	view	363	set	363	wide	363	system
364	sometimes	364	page	364	volume	364	third	364	find	364	translation
365	until	365	romance	365	yet	365	example	365	min	365	type
366	literary	366	national	366	attention	366	himself	366	series	366	various
367	enough	367	end	367	based	367	romance	367	mar	367	large
368	national	368	minutes	368	done	368	basic	368	ment	368	long
369	subjunctive	369	again	369	never	369	complete	369	city	369	supervisor
370	think	370	better	370	picture	370	difficult	370	culture	370	audio
371	old	371	interesting	371	speech	371	learned	371	des	371	drills
372	t	372	ce	372	times	372	yet	372	especially	372	practice
373	yet	373	werden	373	cannot	373	field	373	research	373	un
374	correct	374	could	374	pronunciation	374	instruction	374	spoken	374	best
375	methods	375	certain	375	texts	375	level	375	common	375	certain
376	original	376	just	376	es	376	per	376	early	376	classroom

377	principles	377	though	377	past	377	reader	377	ii	377	did
378	able	378	cases	378	washington	378	series	378	instruction	378	texts
379	advanced	379	oder	379	wisconsin	379	speak	379	pupils	379	critical
380	greater	380	called	380	children	380	studies	380	st	380	field
381	makes	381	free	381	individual	381	taught	381	just	381	archive
382	article	382	sentences	382	known	382	excellent	382	possible	382	either
383	future	383	usually	383	ne	383	exercises	383	range	383	ment
384	real	384	excellent	384	six	384	notes	384	although	384	o
385	report	385	classroom	385	whose	385	science	385	grade	385	structure
386	un	386	last	386	field	386	situation	386	true	386	third
387	among	387	subjects	387	henry	387	social	387	united	387	members
388	idea	388	cents	388	novel	388	today	388	against	388	section
389	j	389	learning	389	article	389	true	389	classroom	389	yet
390	come	390	literary	390	come	390	company	390	during	390	better
391	mr	391	motion	391	complete	391	don	391	indicates	391	el
392	am	392	qui	392	difficult	392	es	392	john	392	th
393	associations	393	pages	393	international	393	section	393	needs	393	tions
394	set	394	america	394	paris	394	taken	394	place	394	common
395	again	395	place	395	several	395	always	395	scholars	395	list
396	based	396	sind	396	son	396	america	396	presented	396	period
397	entrance	397	conversation	397	taken	397	classroom	397	contact	397	laboratory
398	france	398	country	398	idioms	398	review	398	explained	398	view
399	above	399	based	399	large	399	times	399	himself	399	scholars
400	especially	400	par	400	cent	400	although	400	pronounced	400	table
401	having	401	federation	401	especially	401	educational	401	seems	401	total
402	need	402	educational	402	style	402	let	402	taught	402	united
403	usually	403	edition	403	verbs	403	president	403	association	403	tests
404	difficulty	404	v	404	associate	404	small	404	case	404	further
405	show	405	always	405	etc	405	teach	405	per	405	novel
406	ten	406	case	406	help	406	article	406	public	406	pages
407	kind	407	dr	407	letters	407	meaning	407	support	407	u
408	n	408	facts	408	re	408	practical	408	young	408	writers
409	preparation	409	too	409	sentences	409	presented	409	living	409	learn
410	reader	410	far	410	sound	410	united	410	notes	410	method
411	special	411	old	411	young	411	based	411	perhaps	411	methods
412	conditions	412	examination	412	almost	412	dr	412	ph	412	page
413	interesting	413	heath	413	experience	413	get	413	colleges	413	scores
414	asked	414	less	414	hundred	414	go	414	edition	414	come
415	er	415	members	415	play	415	learn	415	either	415	president
416	learned	416	achievement	416	plays	416	case	416	linguistic	416	der
417	stories	417	suitable	417	something	417	instructor	417	past	417	native



418	ist	418	wir	418	expression	418	novel	418	learned	418	results
419	reason	419	paris	419	expressions	419	practice	419	novel	419	source
420	en	420	boys	420	go	420	semester	420	today	420	far
421	grammatical	421	club	421	least	421	therefore	421	appointments	421	take
422	states	422	common	422	note	422	view	422	become	422	quite
423	latter	423	einem	423	o	423	common	423	beginning	423	say
424	men	424	several	424	pictures	424	est	424	reader	424	george
425	rules	425	she	425	charles	425	ever	425	story	425	range
426	she	426	original	426	excellent	426	o	426	week	426	support
427	five	427	pro	427	practice	427	poetry	427	within	427	william
428	meaning	428	reader	428	taught	428	points	428	methods	428	etc
429	therefore	429	whole	429	become	429	preparation	429	sense	429	teach
430	castilian	430	easy	430	press	430	results	430	social	430	sense
431	hand	431	scores	431	reader	431	until	431	volume	431	above
432	ing	432	see	432	teach	432	articles	432	approach	432	company
433	since	433	know	433	understanding	433	examples	433	bilingual	433	director
434	become	434	board	434	period	434	human	434	complete	434	special
435	go	435	difficult	435	able	435	literatura	435	discover	435	chairman
436	iii	436	seems	436	columbia	436	names	436	lessons	436	difficult
437	points	437	verbs	437	living	437	por	437	quite	437	east
438	really	438	shall	438	points	438	usually	438	scholarship	438	specific
439	tense	439	latin	439	presented	439	associations	439	stories	439	basic
440	boy	440	passage	440	said	440	back	440	tions	440	conference
441	notes	441	still	441	she	441	effective	441	verb	441	indicates
442	ought	442	program	442	though	442	necessary	442	committee	442	significant
443	passage	443	works	443	again	443	purpose	443	done	443	useful
444	selections	444	writer	444	available	444	six	444	let	444	whether
445	either	445	academic	445	composition	445	importance	445	vowel	445	beginning
446	example	446	cannot	446	culture	446	perhaps	446	art	446	makes
447	mon	447	deutschen	447	let	447	saint	447	dissertation	447	able
448	true	448	followed	448	seems	448	leave	448	leave	448	essays
449	man	449	full	449	think	449	pages	449	period	449	film
450	thing	450	leave	450	training	450	development	450	thought	450	included
451	times	451	pour	451	committee	451	edition	451	view	451	small
452	aural	452	pronunciation	452	learned	452	help	452	acceptance	452	pre
453	devices	453	according	453	meaning	453	home	453	almost	453	seem
454	followed	454	business	454	results	454	interesting	454	braille	454	taken
455	result	455	durch	455	secondary	455	texts	455	build	455	institute
456	soon	456	name	456	although	456	themselves	456	facilitate	456	past
457	experience	457	plan	457	comprehension	457	things	457	nodier	457	problem
458	instead	458	play	458	forms	458	understanding	458	songs	458	wide

459	gives	459	advanced	459	grammatical	459	whole	459	sounds	459	nature
460	except	460	whether	460	pas	460	young	460	technology	460	old
461	review	461	beginners	461	por	461	basis	461	third	461	original
462	purpose	462	ou	462	problems	462	die	462	understanding	462	cultural
463	said	463	yet	463	service	463	gives	463	writers	463	meaning
464	himself	464	division	464	until	464	groups	464	comprehension	464	plays
465	ich	465	learned	465	age	465	materials	465	difficult	465	addition
466	lessons	466	secretary	466	au	466	news	466	ever	466	itself
467	phrases	467	together	467	discussion	467	sense	467	profit	467	taught
468	small	468	basis	468	end	468	within	468	said	468	bibliography
469	note	469	lect	469	linguistic	469	almost	469	small	469	chapters
470	pass	470	mere	470	sounds	470	early	470	tools	470	especially
471	sure	471	need	471	articles	471	mr	471	free	471	himself
472	during	472	nouns	472	case	472	native	472	having	472	il
473	nouns	473	right	473	hand	473	secretary	473	helps	473	interesting
474	clear	474	story	474	heath	474	she	474	page	474	self
475	story	475	aims	475	library	475	why	475	sentence	475	verb
476	seem	476	company	476	ohio	476	known	476	training	476	country
477	system	477	get	477	seem	477	original	477	value	477	criticism
478	il	478	problem	478	sense	478	particular	478	whether	478	professional
479	speech	479	article	479	usually	479	st	479	am	479	chicago
480	statement	480	merely	480	your	480	write	480	cannot	480	within
481	various	481	readers	481	contains	481	already	481	examples	481	action
482	proper	482	sense	482	early	482	future	482	ideas	482	me
483	speak	483	series	483	enough	483	grammatical	483	international	483	pattern
484	whole	484	verb	484	mind	484	john	484	please	484	usually
485	against	485	information	485	necessary	485	political	485	preserve	485	achievement
486	basis	486	meaning	486	prepared	486	records	486	purpose	486	appear
487	learning	487	purpose	487	real	487	editor	487	simple	487	conditions
488	probably	488	volumes	488	war	488	half	488	test	488	differences
489	similar	489	chicago	489	get	489	name	489	useful	489	james
490	aim	490	doubt	490	having	490	next	490	access	490	change
491	con	491	iv	491	itself	491	note	491	materials	491	dialogue
492	federation	492	latter	492	members	492	prepared	492	behalf	492	international
493	opinion	493	think	493	miss	493	pupil	493	mind	493	love
494	follow	494	various	494	either	494	simple	494	promotions	494	michigan
495	themselves	495	drill	495	ibid	495	whether	495	standard	495	north
496	expression	496	example	496	preparation	496	chairman	496	did	496	said
497	ideas	497	iii	497	subjects	497	conditions	497	est	497	systems
498	increase	498	particular	498	th	498	hand	498	go	498	avenue
499	miss	499	practical	499	further	499	historia	499	interesting	499	early

500	nor	500	times	500	himself	500	international	500	set	500	hand
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## 9.2 Wordlist Modern Language Journal 1977-2015

wordlist 1977		wordlist 1987		wordlist 1997		wordlist 2007		wordlist 2015	
1	the	1	the	1	the	1	the	1	the
2	of	2	of	2	of	2	of	2	of
3	and	3	and	3	and	3	and	3	and
4	in	4	in	4	in	4	in	4	in
5	to	5	to	5	to	5	to	5	to
6	a	6	a	6	a	6	a	6	a
7	is	7	for	7	is	7	language	7	language
8	for	8	is	8	that	8	that	8	that
9	as	9	language	9	for	9	for	9	for
10	that	10	that	10	language	10	is	10	as
11	s	11	on	11	as	11	as	11	on
12	on	12	are	12	on	12	on	12	is
13	language	13	as	13	s	13	this	13	with
14	with	14	with	14	this	14	with	14	this
15	this	15	be	15	are	15	s	15	c
16	are	16	this	16	with	16	from	16	l
17	by	17	s	17	be	17	by	17	s
18	be	18	by	18	or	18	are	18	from
19	it	19	from	19	from	19	it	19	by
20	an	20	or	20	by	20	l	20	are
21	pp	21	an	21	an	21	be	21	learning
22	which	22	not	22	it	22	an	22	english
23	from	23	it	23	not	23	use	23	were
24	his	24	students	24	learning	24	their	24	or
25	or	25	use	25	use	25	or	25	their
26	not	26	foreign	26	students	26	not	26	an
27	at	27	at	27	l	27	students	27	i
28	university	28	all	28	about	28	at	28	was
29	one	29	one	29	their	29	learning	29	be
30	have	30	which	30	at	30	study	30	use
31	new	31	have	31	p	31	was	31	it
32	he	32	about	32	i	32	i	32	not
33	english	33	jstor	33	all	33	all	33	students
34	all	34	their	34	teachers	34	about	34	all
35	has	35	more	35	more	35	p	35	study
36	use	36	they	36	they	36	they	36	at

37	de	37	english	37	which	37	research	37	about
38	students	38	i	38	teaching	38	have	38	research
39	i	39	will	39	research	39	which	39	they
40	was	40	can	40	jstor	40	were	40	which
41	but	41	teachers	41	e	41	english	41	learners
42	ed	42	but	42	have	42	more	42	teacher
43	more	43	terms	43	one	43	learners	43	have
44	french	44	other	44	m	44	jstor	44	more
45	no	45	teaching	45	was	45	e	45	p
46	foreign	46	new	46	teacher	46	one	46	e
47	their	47	p	47	these	47	terms	47	content
48	p	48	reading	48	other	48	second	48	jstor
49	about	49	de	49	terms	49	org	49	teaching
50	will	50	has	50	modern	50	content	50	terms
51	jstor	51	text	51	j	51	these	51	teachers
52	spanish	52	information	52	org	52	we	52	one
53	modern	53	two	53	english	53	modern	53	second
54	student	54	these	54	can	54	can	54	task
55	two	55	spanish	55	we	55	other	55	journal
56	book	56	org	56	such	56	also	56	speakers
57	its	57	content	57	content	57	journal	57	also
58	they	58	second	58	second	58	how	58	these
59	been	59	book	59	foreign	59	m	59	between
60	study	60	such	60	journal	60	teachers	60	m
61	some	61	than	61	new	61	ing	61	org
62	teaching	62	were	62	university	62	has	62	we
63	work	63	each	63	information	63	subject	63	two
64	other	64	ing	64	how	64	such	64	g
65	these	65	modern	65	ing	65	teacher	65	but
66	each	66	some	66	were	66	but	66	https
67	only	67	french	67	but	67	social	67	motion
68	teachers	68	https	68	pp	68	university	68	other
69	information	69	was	69	also	69	than	69	such
70	education	70	its	70	https	70	https	70	subject
71	languages	71	also	71	what	71	what	71	how
72	may	72	would	72	group	72	two	72	can
73	such	73	university	73	c	73	foreign	73	participants
74	first	74	we	74	tion	74	new	74	li
75	most	75	no	75	some	75	teaching	75	modern
76	than	76	first	76	has	76	utc	76	studies
77	l	77	learning	77	study	77	b	77	utc

78	terms	78	most	78	d	78	classroom	78	test
79	also	79	subject	79	g	79	g	79	j
80	well	80	student	80	reading	80	first	80	new
81	can	81	utc	81	subject	81	her	81	al
82	york	82	only	82	student	82	between	82	each
83	d	83	study	83	may	83	j	83	group
84	we	84	may	84	b	84	acquisition	84	proficiency
85	german	85	many	85	r	85	downloaded	85	both
86	who	86	languages	86	than	86	each	86	her
87	there	87	program	87	learners	87	reading	87	mon
88	second	88	there	88	utc	88	oct	88	than
89	org	89	been	89	will	89	both	89	what
90	subject	90	who	90	social	90	c	90	downloaded
91	would	91	well	91	classroom	91	sla	91	oct
92	should	92	pp	92	work	92	year	92	time
93	were	93	education	93	re	93	may	93	b
94	content	94	research	94	education	94	pp	94	ing
95	e	95	level	95	lan	95	no	95	languages
96	reading	96	work	96	each	96	education	96	et
97	la	97	should	97	two	97	knowledge	97	word
98	text	98	e	98	de	98	will	98	has
99	into	99	grammar	99	most	99	when	99	may
100	if	100	national	100	downloaded	100	tion	100	level
101	literature	101	teacher	101	oct	101	there	101	knowledge
102	https	102	lan	102	its	102	group	102	linguistic
103	studies	103	test	103	text	103	she	103	different
104	what	104	downloaded	104	who	104	languages	104	d
105	author	105	oct	105	many	105	task	105	words
106	many	106	tion	106	there	106	do	106	through
107	tion	107	what	107	when	107	would	107	based
108	test	108	vocabulary	108	her	108	who	108	first
109	so	109	american	109	course	109	d	109	university
110	school	110	if	110	between	110	had	110	data
111	american	111	german	111	first	111	used	111	had
112	bilingual	112	into	112	knowledge	112	its	112	development
113	paper	113	programs	113	languages	113	time	113	been
114	time	114	three	114	well	114	re	114	acquisition
115	c	115	those	115	do	115	some	115	used
116	utc	116	chapter	116	guage	116	been	116	only
117	three	117	proficiency	117	both	117	development	117	cognitive
118	teacher	118	time	118	french	118	learner	118	spanish

119	journal	119	guage	119	book	119	based	119	education
120	linguistics	120	both	120	no	120	through	120	vocabulary
121	general	121	l	121	learner	121	so	121	no
122	when	122	exercises	122	into	122	studies	122	into
123	m	123	however	123	would	123	level	123	self
124	place	124	used	124	only	124	well	124	r
125	chapter	125	do	125	interaction	125	into	125	when
126	college	126	instruction	126	sla	126	n	126	xe
127	learning	127	con	127	development	127	because	127	n
128	oct	128	while	128	level	128	only	128	chapter
129	both	129	journal	129	so	129	speech	129	three
130	state	130	college	130	been	130	you	130	who
131	between	131	paper	131	strategies	131	data	131	classroom
132	downloaded	132	word	132	cultural	132	lan	132	cognition
133	volume	133	la	133	theory	133	linguistic	133	pp
134	conference	134	how	134	class	134	abroad	134	information
135	very	135	re	135	american	135	de	135	text
136	those	136	school	136	through	136	participants	136	she
137	works	137	between	137	grammar	137	t	137	there
138	program	138	out	138	time	138	word	138	some
139	used	139	review	139	con	139	he	139	target
140	had	140	course	140	based	140	student	140	well
141	out	141	his	141	tue	141	see	141	reading
142	part	142	pro	142	because	142	school	142	do
143	con	143	skills	143	studies	143	different	143	results
144	words	144	classroom	144	chinese	144	speakers	144	t
145	professor	145	them	145	should	145	chapter	145	would
146	analysis	146	words	146	acquisition	146	press	146	writing
147	course	147	cultural	147	however	147	r	147	manner
148	do	148	com	148	if	148	interaction	148	meaning
149	even	149	year	149	linguistic	149	analysis	149	analysis
150	bibliography	150	when	150	those	150	work	150	french
151	grammar	151	author	151	k	151	most	151	context
152	research	152	state	152	t	152	although	152	foreign
153	however	153	literature	153	used	153	guage	153	tion
154	linguistic	154	given	154	our	154	con	154	however
155	translation	155	available	155	ed	155	however	155	groups
156	rather	156	so	156	see	156	example	156	its
157	does	157	states	157	she	157	context	157	form
158	since	158	studies	158	own	158	native	158	speaking
159	literary	159	he	159	them	159	his	159	because

160	press	160	univ	160	data	160	chinese	160	learner
161	any	161	through	161	press	161	if	161	xf
162	ing	162	acquisition	162	process	162	focus	162	so
163	children	163	four	163	three	163	wed	163	native
164	association	164	number	164	analysis	164	information	164	class
165	reader	165	writing	165	his	165	over	165	most
166	b	166	example	166	n	166	national	166	number
167	given	167	ed	167	h	167	writing	167	tasks
168	through	168	computer	168	self	168	out	168	will
169	j	169	texts	169	spanish	169	words	169	social
170	et	170	make	170	different	170	them	170	them
171	how	171	your	171	role	171	many	171	our
172	our	172	any	172	culture	172	three	172	path
173	them	173	even	173	w	173	linguistics	173	grammar
174	must	174	center	174	writing	174	f	174	out
175	t	175	d	175	example	175	book	175	german
176	level	176	forms	176	national	176	ns	176	oral
177	number	177	g	177	discourse	177	text	177	re
178	could	178	high	178	texts	178	within	178	using
179	written	179	c	179	email	179	spanish	179	while
180	own	180	culture	180	part	180	fl	180	across
181	g	181	activities	181	comprehension	181	part	181	example
182	year	182	authors	182	practice	182	those	182	speech
183	years	183	much	183	any	183	years	183	levels
184	r	184	does	184	com	184	k	184	same
185	because	185	linguistic	185	words	185	talk	185	differences
186	approach	186	part	186	although	186	french	186	my
187	then	187	thu	187	model	187	like	187	see
188	while	188	very	188	activities	188	com	188	table
189	life	189	must	189	context	189	learn	189	chinese
190	group	190	learners	190	learn	190	theory	190	features
191	national	191	york	191	out	191	case	191	those
192	writing	192	social	192	state	192	texts	192	found
193	available	193	group	193	had	193	communication	193	lan
194	after	194	since	194	linguistics	194	process	194	instruction
195	point	195	us	195	school	195	applied	195	specific
196	published	196	class	196	approach	196	instruction	196	x
197	vocabulary	197	practice	197	even	197	proficiency	197	goal
198	her	198	comprehension	198	cognitive	198	practice	198	practice
199	much	199	need	199	within	199	did	199	student
200	high	200	tests	200	native	200	same	200	did



201	speaking	201	dictionary	201	you	201	self	201	within
202	present	202	based	202	literature	202	should	202	course
203	development	203	ii	203	paper	203	class	203	significant
204	n	204	read	204	speakers	204	levels	204	texts
205	tests	205	materials	205	applied	205	cefr	205	feedback
206	review	206	present	206	u	206	form	206	part
207	up	207	different	207	instruction	207	children	207	high
208	dates	208	you	208	way	208	need	208	school
209	four	209	form	209	york	209	rather	209	effects
210	material	210	development	210	word	210	important	210	effect
211	same	211	native	211	among	211	my	211	k
212	century	212	then	212	communication	212	test	212	role
213	w	213	could	213	your	213	turn	213	although
214	made	214	questions	214	much	214	eds	214	focus
215	edition	215	approach	215	rather	215	forms	215	four
216	thu	216	groups	216	long	216	among	216	if
217	world	217	analysis	217	using	217	then	217	japanese
218	pages	218	system	218	very	218	world	218	de
219	word	219	section	219	my	219	assessment	219	book
220	class	220	our	220	speech	220	meaning	220	assessment
221	h	221	where	221	often	221	discourse	221	experience
222	form	222	although	222	educational	222	even	222	eds
223	cultural	223	chapters	223	does	223	could	223	linguistics
224	example	224	had	224	mary	224	h	224	attention
225	order	225	rather	225	change	225	researchers	225	guage
226	com	226	five	226	chapter	226	cambridge	226	scores
227	f	227	general	227	f	227	ed	227	motivation
228	le	228	provide	228	he	228	programs	228	type
229	your	229	see	229	could	229	our	229	con
230	major	230	over	230	need	230	cultural	230	learn
231	materials	231	same	231	proficiency	231	field	231	like
232	skills	232	written	232	experience	232	grammar	232	whether
233	books	233	b	233	teach	233	present	233	given
234	under	234	mon	234	researchers	234	american	234	model
235	history	235	per	235	like	235	role	235	verb
236	poetry	236	reader	236	individual	236	way	236	could
237	re	237	useful	237	high	237	using	237	event
238	classroom	238	major	238	eds	238	tasks	238	items
239	exercises	239	because	239	task	239	pro	239	thus
240	inc	240	learner	240	thus	240	approach	240	during
241	questions	241	testing	241	world	241	specific	241	f

242	states	242	after	242	important	242	www	242	press
243	critical	243	years	243	make	243	activities	243	way
244	often	244	united	244	over	244	competence	244	over
245	upon	245	volume	245	review	245	understanding	245	h
246	items	246	grammatical	246	less	246	where	246	you
247	useful	247	topics	247	system	247	read	247	work
248	being	248	important	248	processes	248	cognitive	248	findings
249	might	249	often	249	program	249	program	249	his
250	oral	250	order	250	up	250	during	250	grammatical
251	communication	251	basic	251	discussion	251	questions	251	after
252	series	252	en	252	written	252	state	252	interaction
253	authors	253	ex	253	groups	253	en	253	related
254	few	254	mlj	254	skills	254	issues	254	teach
255	structure	255	up	255	must	255	order	255	then
256	read	256	own	256	order	256	up	256	present
257	us	257	various	257	view	257	course	257	he
258	here	258	listening	258	article	258	culture	258	order
259	him	259	m	259	input	259	al	259	strategies
260	lan	260	less	260	tions	260	given	260	events
261	view	261	page	261	case	261	speaking	261	lexical
262	way	262	theory	262	cooperative	262	high	262	program
263	basic	263	without	263	field	263	authors	263	theory
264	practice	264	edition	264	japanese	264	russian	264	bilingual
265	theory	265	educational	265	meaning	265	skills	265	online
266	chapters	266	several	266	might	266	target	266	applied
267	ex	267	speech	267	specific	267	contexts	267	questions
268	good	268	training	268	fax	268	particular	268	understanding
269	over	269	among	269	understanding	269	long	269	up
270	culture	270	way	270	edu	270	performance	270	among
271	en	271	stu	271	form	271	article	271	processing
272	notes	272	james	272	another	272	speaker	272	should
273	another	273	point	273	la	273	w	273	practices
274	courses	274	short	274	where	274	results	274	complex
275	different	275	call	275	given	275	thus	275	mean
276	make	276	made	276	number	276	communicative	276	even
277	y	277	material	277	questions	277	question	277	approach
278	found	278	published	278	then	278	tue	278	current
279	during	279	tions	279	german	279	states	279	patterns
280	papers	280	books	280	good	280	ca	280	forms
281	man	281	international	281	people	281	groups	281	process
282	various	282	might	282	ex	282	provide	282	verbs

283	based	283	oral	283	help	283	view	283	does
284	end	284	role	284	focus	284	wagner	284	accuracy
285	pro	285	another	285	pro	285	much	285	figure
286	thus	286	teach	286	authors	286	identity	286	case
287	field	287	thus	287	children	287	toward	287	sla
288	forms	288	news	288	effects	288	individual	288	com
289	my	289	find	289	collaborative	289	support	289	written
290	section	290	learn	290	tive	290	educational	290	advanced
291	social	291	under	291	same	291	firth	291	researchers
292	important	292	h	292	forms	292	policy	292	tests
293	list	293	notes	293	others	293	any	293	cambridge
294	problems	294	associations	294	available	294	own	294	factors
295	where	295	found	295	ment	295	does	295	range
296	provide	296	like	296	read	296	practices	296	wtc
297	find	297	meaning	297	support	297	being	297	sentence
298	although	298	problems	298	professional	298	strategies	298	total
299	editor	299	textbook	299	issues	299	discussion	299	any
300	grammatical	300	wiley	300	results	300	contact	300	courses
301	several	301	xxxx	301	found	301	number	301	where
302	department	302	academic	302	tasks	302	activity	302	activities
303	further	303	courses	303	association	303	make	303	skills
304	al	304	j	304	dictionary	304	point	304	ed
305	fact	305	range	305	develop	305	ex	305	grade
306	too	306	upon	306	programs	306	chapters	306	need
307	beginning	307	levels	307	readers	307	issue	307	input
308	center	308	pre	308	cambridge	308	perspective	308	comprehension
309	introduction	309	specific	309	fl	309	immersion	309	types
310	now	310	focus	310	problem	310	web	310	sentences
311	page	311	stable	311	provide	311	action	311	academic
312	without	312	support	312	point	312	items	312	performance
313	you	313	world	313	section	313	vocabulary	313	system
314	per	314	guide	314	communicative	314	written	314	future
315	she	315	input	315	russian	315	your	315	question
316	short	316	conference	316	here	316	differences	316	general
317	non	317	federation	317	upon	317	line	317	particular
318	possible	318	good	318	while	318	less	318	possible
319	programs	319	list	319	author	319	another	319	similar
320	john	320	service	320	vocabulary	320	german	320	many
321	latin	321	early	321	being	321	very	321	years
322	robert	322	linguistics	322	structure	322	review	322	discussion
323	contains	323	non	323	speaker	323	section	323	evidence

324	system	324	pages	324	video	324	sense	324	structure
325	articles	325	speaking	325	materials	325	after	325	important
326	groups	326	field	326	test	326	range	326	support
327	knowledge	327	presented	327	general	327	beginning	327	contexts
328	presented	328	twenty	328	ways	328	often	328	review
329	italian	329	advanced	329	made	329	awareness	329	very
330	interest	330	process	330	response	330	rate	330	control
331	points	331	r	331	stu	331	perspectives	331	eye
332	reference	332	she	332	particular	332	common	332	including
333	like	333	data	333	al	333	lexical	333	make
334	standard	334	intermediate	334	oxford	334	made	334	following
335	complete	335	press	335	processing	335	might	335	your
336	april	336	case	336	problems	336	european	336	york
337	vol	337	discussion	337	positive	337	found	337	further
338	five	338	issues	338	us	338	model	338	hl
339	instruction	339	literary	339	exercises	339	processes	339	analyses
340	tions	340	variety	340	understand	340	ac	340	pro
341	ability	341	workbook	341	issue	341	accuracy	341	author
342	child	342	able	342	perspective	342	means	342	culture
343	see	343	interest	343	y	343	develop	343	main
344	data	344	question	344	related	344	significant	344	measures
345	discussion	345	children	345	place	345	community	345	o
346	ii	346	errors	346	question	346	et	346	past
347	illinois	347	archive	347	technology	347	radical	347	thinking
348	federation	348	cai	348	differences	348	york	348	less
349	great	349	addition	349	during	349	ers	349	might
350	lesson	350	six	350	mon	350	table	350	point
351	within	351	verbs	351	present	351	able	351	toward
352	meeting	352	wide	352	theoretical	352	author	352	individual
353	scholars	353	include	353	esl	353	tions	353	multiple
354	among	354	included	354	little	354	response	354	posttest
355	individual	355	n	355	ns	355	various	355	states
356	art	356	w	356	participants	356	ways	356	ability
357	case	357	communication	357	year	357	repair	357	chapters
358	early	358	structure	358	psychology	358	experience	358	rather
359	v	359	using	359	stable	359	fact	359	variables
360	age	360	within	360	systems	360	volume	360	higher
361	contemporary	361	being	361	ac	361	general	361	long
362	experience	362	further	362	after	362	per	362	w
363	o	363	immersion	363	did	363	four	363	exposure
364	recent	364	possible	364	following	364	advanced	364	included

365	richard	365	provides	365	wiley	365	available	365	arabic
366	style	366	articles	366	greetings	366	current	366	aspect
367	working	367	develop	367	nature	367	email	367	cultural
368	need	368	esl	368	critical	368	just	368	fluency
369	final	369	few	369	events	369	multilingual	369	immersion
370	france	370	help	370	levels	370	possible	370	previous
371	little	371	long	371	better	371	further	371	relationship
372	texts	372	speakers	372	four	372	here	372	several
373	washington	373	life	373	further	373	tive	373	v
374	acquisition	374	needs	374	reader	374	understand	374	goals
375	addition	375	place	375	current	375	related	375	provide
376	associations	376	here	376	ii	376	set	376	end
377	last	377	instructor	377	years	377	united	377	being
378	applied	378	percent	378	college	378	across	378	concepts
379	though	379	points	379	cross	379	including	379	conditions
380	able	380	contact	380	without	380	paper	380	programs
381	james	381	now	381	range	381	teach	381	difficulty
382	novel	382	problem	382	tional	382	attitudes	382	discourse
383	six	383	third	383	useful	383	oral	383	processes
384	univ	384	though	384	various	384	system	384	abroad
385	certain	385	ability	385	associations	385	take	385	russian
386	provides	386	her	386	curriculum	386	testing	386	show
387	best	387	technology	387	en	387	third	387	reported
388	guage	388	best	388	least	388	mean	388	low
389	international	389	knowledge	389	listening	389	whether	389	perspective
390	problem	390	take	390	several	390	change	390	national
391	speech	391	too	391	aspect	391	europe	391	set
392	following	392	translation	392	dis	392	nss	392	technology
393	long	393	results	393	term	393	place	393	change
394	schools	394	robert	394	per	394	therefore	394	co
395	evaluation	395	sentences	395	volume	395	now	395	complexity
396	perhaps	396	series	396	page	396	processing	396	transfer
397	question	397	attention	397	under	397	project	397	ers
398	educational	398	beginning	398	archive	398	call	398	frequency
399	excellent	399	context	399	federation	399	access	399	influence
400	title	400	little	400	bilingual	400	higher	400	uk
401	aspects	401	papers	401	chapters	401	oxford	401	view
402	guide	402	t	402	practices	402	framework	402	means
403	historical	403	toward	403	fact	403	inter	403	ment
404	plays	404	view	404	factors	404	conversation	404	speaker
405	self	405	designed	405	find	405	instructional	405	article

406	write	406	fact	406	needs	406	must	406	conceptual
407	selected	407	ment	407	person	407	stu	407	overall
408	testing	408	scores	408	recall	408	ability	408	ways
409	please	409	above	409	collaboration	409	mlj	409	xa
410	become	410	f	410	examples	410	scholars	410	another
411	communicative	411	others	411	situation	411	addition	411	action
412	un	412	researchers	412	source	412	effects	412	average
413	yet	413	communicative	413	topics	413	emotion	413	focused
414	sentence	414	items	414	why	414	end	414	presented
415	twenty	415	russian	415	possible	415	interactions	415	made
416	les	416	source	416	type	416	grammatical	416	year
417	service	417	total	417	www	417	freeman	417	authors
418	specific	418	verb	418	features	418	la	418	making
419	hand	419	yet	419	international	419	findings	419	thought
420	interesting	420	article	420	responses	420	fusi	420	listening
421	levels	421	dents	421	standards	421	concepts	421	gesture
422	poems	422	introduction	422	take	422	control	422	age
423	includes	423	sections	423	activity	423	council	423	own
424	almost	424	taught	424	competence	424	early	424	tions
425	pre	425	answer	425	inter	425	edu	425	often
426	set	426	el	426	published	426	little	426	per
427	council	427	access	427	addition	427	input	427	production
428	include	428	particular	428	contact	428	nature	428	scale
429	native	429	seems	429	items	429	professional	429	asked
430	wed	430	appropriate	430	target	430	provides	430	issues
431	california	431	examples	431	approaches	431	following	431	much
432	nature	432	john	432	department	432	international	432	pre
433	special	433	related	433	lexical	433	several	433	semester
434	stable	434	performance	434	presented	434	attention	434	activity
435	wiley	435	schools	435	schools	435	features	435	theoretical
436	method	436	summer	436	yoruba	436	help	436	cross
437	free	437	manual	437	academic	437	theoretical	437	gestures
438	ment	438	association	438	basic	438	ap	438	en
439	people	439	current	439	project	439	character	439	positive
440	period	440	strategies	440	though	440	presented	440	right
441	scholarship	441	structures	441	dents	441	academic	441	athanasopoulos
442	stories	442	arabic	442	et	442	grade	442	available
443	classes	443	classes	443	history	443	sentence	443	direct
444	etc	444	end	444	goal	444	wiley	444	ex
445	original	445	limited	445	iii	445	ment	445	setting
446	support	446	readings	446	include	446	pedagogical	446	mandarin

447	readers	447	eign	447	nns	447	stable	447	able
448	stress	448	main	448	special	448	topics	448	monolingual
449	clearly	449	past	449	url	449	authentic	449	provided
450	every	450	practical	450	whether	450	home	450	therefore
451	index	451	scholars	451	evaluation	451	na	451	think
452	less	452	ten	452	performance	452	types	452	increase
453	united	453	areas	453	relationship	453	u	453	participant
454	before	454	aspects	454	set	454	approaches	454	score
455	criticism	455	self	455	access	455	association	455	fl
456	examples	456	software	456	beginning	456	people	456	memory
457	learn	457	un	457	computer	457	type	457	users
458	value	458	etc	458	means	458	corpus	458	experiences
459	designed	459	increase	459	provided	459	lantolf	459	materials
460	main	460	latin	460	v	460	ma	460	note
461	significant	461	mexican	461	provides	461	though	461	shown
462	using	462	set	462	table	462	similar	462	significantly
463	archive	463	clear	463	training	463	me	463	early
464	co	464	reference	464	aspects	464	under	464	addition
465	least	465	gram	465	clear	465	impact	465	classes
466	others	466	includes	466	conditions	466	interactional	466	difference
467	percent	467	lesson	467	grammatical	467	literature	467	johnson
468	play	468	standard	468	instructor	468	term	468	psychology
469	process	469	vol	469	making	469	arabic	469	week
470	still	470	works	470	production	470	future	470	ap
471	teach	471	americans	471	types	471	play	471	bylund
472	annual	472	ap	472	wide	472	comprehension	472	curriculum
473	help	473	choice	473	able	473	excerpt	473	framework
474	real	474	people	474	ma	474	find	474	intermediate
475	report	475	readers	475	toward	475	include	475	project
476	itself	476	features	476	higher	476	reference	476	united
477	means	477	following	477	nj	477	un	477	world
478	results	478	indicates	478	now	478	us	478	awareness
479	role	479	table	479	pre	479	dents	479	experimental
480	toward	480	theoretical	480	background	480	japanese	480	perspectives
481	indeed	481	better	481	evidence	481	according	481	y
482	me	482	seven	482	five	482	become	482	sd
483	speakers	483	tape	483	ideas	483	dis	483	sense
484	times	484	textbooks	484	just	484	pragmatic	484	strategy
485	america	485	tional	485	small	485	tional	485	aspects
486	brief	486	applied	486	strategy	486	verb	486	just
487	cannot	487	before	487	best	487	characters	487	u

488	des	488	differences	488	know	488	examples	488	volume
489	el	489	especially	489	search	489	making	489	without
490	manual	490	future	490	tesol	490	service	490	empirical
491	meaning	491	please	491	attention	491	associations	491	field
492	references	492	whether	492	members	492	negotiation	492	identity
493	society	493	last	493	states	493	bilingual	493	pedagogical
494	third	494	aspect	494	traditional	494	li	494	people
495	throughout	495	common	495	act	495	nns	495	showed
496	whether	496	difficult	496	scholars	496	note	496	hand
497	always	497	il	497	value	497	non	497	measure
498	ap	498	key	498	appropriate	498	previous	498	mind
499	followed	499	lessons	499	concepts	499	result	499	recognition
500	activities	500	business	500	major	500	either	500	commitment

### 9.3 Keyword List Modern Language Journal 1917-1967

Brown corpus as reference corpus

keywordlist 1917	keywordlist 1927	Keywordlist 1937	keywordlist 1947	keywordlist 1957	keywordlist 1967
1 of	1 of	1 of	1 of	1 of	1 of
2 the	2 de	2 and	2 language	2 language	2 the
3 and	3 french	3 the	3 and	3 and	3 language
4 is	4 the	4 language	4 the	4 the	4 and
5 i	5 la	5 de	5 is	5 is	5 is
6 language	6 language	6 is	6 de	6 french	6 foreign
7 german	7 is	7 french	7 french	7 are	7 are
8 are	8 and	8 la	8 students	8 jstor	8 jstor
9 french	9 der	9 e	9 are	9 de	9 modern
10 or	10 spanish	10 p	10 this	10 use	10 languages
11 this	11 die	11 are	11 use	11 languages	11 use
12 it	12 b	12 german	12 foreign	12 this	12 this
13 class	13 des	13 university	13 la	13 modern	13 university
14 not	14 le	14 spanish	14 jstor	14 spanish	14 de
15 english	15 n	15 foreign	15 languages	15 foreign	15 teachers
16 use	16 modern	16 languages	16 all	16 english	16 students
17 as	17 students	17 a	17 terms	17 or	17 english
18 that	18 english	18 professor	18 spanish	18 students	18 or
19 teachers	19 vocabulary	19 modern	19 content	19 org	19 as
20 a	20 are	20 or	20 org	20 terms	20 p
21 method	21 professor	21 students	21 professor	21 german	21 french



22	pupils	22	c	22	reading	22	german	22	https	22	terms
23	words	23	german	23	english	23	or	23	teachers	23	spanish
24	students	24	university	24	vocabulary	24	subject	24	all	24	org
25	all	25	or	25	m	25	https	25	content	25	teaching
26	we	26	a	26	le	26	from	26	from	26	book
27	study	27	reading	27	student	27	utc	27	student	27	a
28	our	28	student	28	en	28	modern	28	a	28	content
29	teacher	29	und	29	which	29	downloaded	29	utc	29	https
30	jstor	30	this	30	l	30	english	30	subject	30	that
31	have	31	words	31	study	31	teachers	31	as	31	which
32	modern	32	text	32	course	32	which	32	la	32	not
33	read	33	en	33	text	33	college	33	words	33	subject
34	student	34	e	34	words	34	a	34	university	34	all
35	translation	35	que	35	as	35	about	35	sep	35	student
36	spanish	36	foreign	36	not	36	study	36	downloaded	36	utc
37	from	37	book	37	book	37	university	37	teaching	37	from
38	may	38	l	38	this	38	we	38	study	38	german
39	pupil	39	by	39	un	39	reading	39	not	39	tion
40	book	40	d	40	grammar	40	words	40	with	40	la
41	so	41	study	41	literature	41	student	41	about	41	study
42	subject	42	class	42	d	42	our	42	which	42	author
43	terms	43	el	43	et	43	as	43	it	43	york
44	reading	44	teachers	44	college	44	sep	44	n	44	new
45	literature	45	et	45	teaching	45	not	45	reading	45	downloaded
46	org	46	y	46	price	46	that	46	course	46	sep
47	which	47	as	47	teachers	47	course	47	tion	47	vol
48	one	48	use	48	instructor	48	class	48	e	48	about
49	these	49	our	49	teacher	49	it	49	read	49	literature
50	teaching	50	subject	50	it	50	grammar	50	our	50	text
51	content	51	den	51	material	51	vocabulary	51	le	51	with
52	forms	52	languages	52	with	52	n	52	word	52	these
53	work	53	grammar	53	que	53	y	53	book	53	reading
54	grammar	54	we	54	class	54	have	54	these	54	thu
55	direct	55	les	55	n	55	book	55	many	55	press
56	for	56	un	56	we	56	en	56	professor	56	journal
57	https	57	notes	57	from	57	teacher	57	we	57	e
58	la	58	ptas	58	c	58	material	58	class	58	professor
59	text	59	which	59	les	59	teaching	59	teacher	59	words
60	languages	60	das	60	b	60	one	60	ing	60	lan
61	oral	61	classes	61	have	61	literature	61	one	61	it

62	modem	62	method	62	read	62	these	62	elementary	62	ing
63	pronunciati on	63	word	63	s	63	with	63	wed	63	teacher
64	sentences	64	exercises	64	exercises	64	e	64	journal	64	learning
65	vocabulary	65	not	65	h	65	author	65	italian	65	school
66	foreign	66	all	66	our	66	classes	66	college	66	one
67	such	67	it	67	author	67	school	67	grammar	67	such
68	utc	68	read	68	that	68	russian	68	literature	68	con
69	should	69	used	69	by	69	le	69	en	69	instruction
70	with	70	i	70	el	70	many	70	that	70	no
71	college	71	translation	71	cloth	71	so	71	school	71	by
72	journal	72	las	72	y	72	their	72	i	72	files
73	if	73	zu	73	used	73	tue	73	con	73	used
74	course	74	tests	74	est	74	el	74	may	74	literary
75	der	75	est	75	may	75	should	75	l	75	on
76	written	76	es	76	des	76	word	76	an	76	actfl
77	ii	77	teacher	77	am	77	price	77	vocabulary	77	have
78	examination	78	college	78	romance	78	used	78	p	78	association s
79	material	79	content	79	these	79	que	79	etc	79	federation
80	them	80	ich	80	life	80	journal	80	lan	80	an
81	they	81	il	81	one	81	italian	81	used	81	materials
82	etc	82	dans	82	well	82	high	82	can	82	for
83	downloaded	83	ein	83	italian	83	thu	83	by	83	california
84	more	84	terms	84	der	84	very	84	un	84	american
85	questions	85	course	85	pupils	85	mon	85	y	85	class
86	le	86	france	86	all	86	written	86	material	86	forms
87	many	87	los	87	ticknor	87	text	87	text	87	education
88	by	88	one	88	se	88	oral	88	example	88	vocabulary
89	can	89	p	89	story	89	les	89	author	89	italian
90	lesson	90	price	90	literary	90	well	90	written	90	editor
91	very	91	auf	91	school	91	france	91	meaning	91	g
92	write	92	ist	92	should	92	on	92	have	92	course
93	to	93	literature	93	du	93	us	93	life	93	century
94	upon	94	pupils	94	lesson	94	del	94	published	94	russian
95	latin	95	should	95	notes	95	they	95	associations	95	informatio n
96	well	96	du	96	i	96	them	96	forms	96	l
97	word	97	downloade d	97	such	97	verbs	97	translation	97	college
98	school	98	https	98	f	98	p	98	d	98	mla
99	classes	99	jstor	99	une	99	courses	99	for	99	com
100	about	100	org	100	york	100	more	100	pronunciati on	100	material

101	pictures	101	utc	101	il	101	other	101	learning	101	published
102	die	102	process	102	word	102	translation	102	so	102	studies
103	no	103	such	103	high	103	read	103	stable	103	written
104	de	104	material	104	films	104	life	104	wiley	104	more
105	used	105	so	105	france	105	by	105	h	105	guage
106	given	106	have	106	use	106	can	106	federation	106	grammar
107	elementary	107	author	107	lessons	107	con	107	such	107	n
108	number	108	section	108	die	108	un	108	archive	108	well
109	what	109	these	109	pages	109	few	109	literary	109	ii
110	author	110	g	110	many	110	aug	110	your	110	linguistic
111	tongue	111	teaching	111	classes	111	method	111	classes	111	portuguese
112	e	112	test	112	edition	112	forms	112	dictionary	112	high
113	wed	113	semester	113	knowledge	113	may	113	guage	113	authors
114	colleges	114	preface	114	so	114	what	114	france	114	approach
115	much	115	pupil	115	books	115	published	115	lisbon	115	word
116	time	116	h	116	list	116	same	116	authors	116	educationa l
117	part	117	may	117	iii	117	most	117	new	117	may
118	examination s	118	del	118	pupil	118	linguistic	118	york	118	group
119	but	119	etc	119	written	119	pupils	119	article	119	example
120	oct	120	school	120	very	120	literary	120	oral	120	poetry
121	high	121	from	121	instruction	121	pronunciati on	121	b	121	number
122	exercises	122	sich	122	journal	122	such	122	more	122	edition
123	papers	123	ne	123	new	123	you	123	tue	123	en
124	question	124	edited	124	an	124	d	124	well	124	le
125	great	125	us	125	ii	125	et	125	us	125	non
126	les	126	well	126	learning	126	cultural	126	available	126	its
127	let	127	forms	127	qu	127	speaking	127	same	127	same
128	tion	128	por	128	american	128	for	128	lesson	128	can
129	few	129	von	129	preface	129	l	129	russian	129	available
130	b	130	with	130	translation	130	time	130	vol	130	linguistics
131	secondary	131	antrag	131	g	131	der	131	cultural	131	discussion
132	each	132	er	132	authors	132	any	132	american	132	notes
133	any	133	texts	133	cents	133	list	133	speaking	133	schools
134	practical	134	jul	134	simple	134	only	134	films	134	reader
135	give	135	ii	135	interest	135	des	135	what	135	analysis
136	drill	136	mit	136	page	136	associate	136	que	136	si
137	professor	137	einen	137	und	137	an	137	should	137	stable
138	american	138	subjunctiv e	138	radio	138	number	138	on	138	inc
139	instruction	139	high	139	work	139	your	139	les	139	many

140	teach	140	soc	140	us	140	las	140	learn	140	writing
141	sounds	141	introduction	141	edited	141	if	141	aural	141	story
142	p	142	average	142	part	142	work	142	method	142	level
143	et	143	sie	143	par	143	se	143	very	143	wiley
144	same	144	sentence	144	v	144	story	144	del	144	contains
145	some	145	con	145	can	145	war	145	studies	145	translation
146	must	146	eine	146	latin	146	individual	146	writer	146	rather
147	value	147	grades	147	qui	147	federation	147	exercises	147	audio
148	their	148	that	148	educational	148	learning	148	g	148	drills
149	simple	149	very	149	del	149	scientific	149	information	149	classroom
150	does	150	composition	150	harvard	150	colleges	150	chinese	150	texts
151	too	151	written	151	cultural	151	its	151	tongue	151	so
152	us	152	many	152	introduction	152	knowledge	152	other	152	read
153	test	153	dem	153	subject	153	various	153	drill	153	archive
154	pages	154	given	154	dans	154	those	154	et	154	ment
155	phonetic	155	se	155	method	155	romance	155	f	155	review
156	present	156	second	156	their	156	york	156	com	156	very
157	c	157	journal	157	chicago	157	instruction	157	no	157	tions
158	on	158	an	158	its	158	studies	158	its	158	introduction
159	page	159	lesson	159	r	159	different	159	grades	159	volume
160	point	160	agen	160	oral	160	present	160	min	160	however
161	composition	161	each	161	no	161	conversation	161	latin	161	does
162	view	162	same	162	history	162	exercises	162	mar	162	scholars
163	verb	163	books	163	published	163	notes	163	ment	163	research
164	sie	164	qu	164	studies	164	writing	164	any	164	some
165	sound	165	wisconsin	165	few	165	es	165	culture	165	pages
166	io	166	zur	166	von	166	even	166	des	166	between
167	paper	167	tion	167	same	167	classroom	167	spoken	167	books
168	est	168	above	168	learn	168	fact	168	ii	168	page
169	results	169	note	169	review	169	interest	169	instruction	169	scores
170	und	170	write	170	courses	170	article	170	pupils	170	chapter
171	easy	171	number	171	pour	171	practical	171	they	171	works
172	tenses	172	m	172	pronunciation	172	great	172	most	172	most
173	then	173	for	173	texts	173	new	173	various	173	der
174	form	174	jemand	174	great	174	american	174	sound	174	knowledge
175	books	175	pas	175	questions	175	est	175	classroom	175	each
176	sentence	176	au	176	upon	176	poetry	176	indicates	176	also
177	das	177	expression	177	es	177	preparation	177	only	177	etc

178	order	178	im	178	wisconsin	178	discussion	178	scholars	178	form
179	exercise	179	part	179	company	179	less	179	high	179	coordinator
180	cannot	180	grammatical	180	ne	180	beginning	180	c	180	their
181	verbs	181	wird	181	given	181	paper	181	writing	181	but
182	difficult	182	hat	182	any	182	articles	182	knowledge	182	street
183	answer	183	list	183	education	183	examples	183	some	183	indicates
184	knowledge	184	table	184	article	184	literatura	184	notes	184	significant
185	make	185	vereins	185	film	185	por	185	ph	185	useful
186	phonetics	186	fact	186	them	186	value	186	edition	186	v
187	facts	187	nous	187	value	187	associations	187	linguistic	187	makes
188	selection	188	vols	188	idioms	188	however	188	above	188	us
189	board	189	discussion	189	con	189	importance	189	review	189	essays
190	des	190	une	190	tests	190	saint	190	courses	190	robert
191	recitation	191	work	191	if	191	own	191	upon	191	test
192	sometimes	192	following	192	style	192	latin	192	story	192	short
193	literary	193	if	193	verbs	193	pages	193	my	193	your
194	room	194	italian	194	most	194	to	194	few	194	based
195	an	195	page	195	etc	195	edition	195	bilingual	195	although
196	subjunctive	196	romance	196	sentences	196	texts	196	discover	196	d
197	my	197	idea	197	boston	197	world	197	lessons	197	elementary
198	short	198	ce	198	expression	198	die	198	tions	198	fact
199	different	199	werden	199	expressions	199	materials	199	verb	199	cultural
200	advanced	200	oder	200	note	200	education	200	even	200	even
201	makes	201	co	201	pictures	201	above	201	rather	201	life
202	g	202	value	202	various	202	much	202	vowel	202	work
203	article	203	sentences	203	interesting	203	books	203	v	203	supervisor
204	do	204	classroom	204	stories	204	g	204	century	204	speaking
205	schools	205	cents	205	each	205	example	205	basic	205	un
206	beginning	206	literary	206	test	206	type	206	dissertation	206	bibliography
207	done	207	motion	207	number	207	write	207	records	207	il
208	how	208	qui	208	illustrated	208	part	208	braille	208	verb
209	important	209	pages	209	paper	209	find	209	facilitate	209	we
210	associations	210	sind	210	type	210	short	210	nodier	210	criticism
211	those	211	results	211	culture	211	grammatical	211	songs	211	structure
212	attention	212	direct	212	important	212	history	212	sounds	212	pattern
213	entrance	213	edition	213	century	213	reader	213	world	213	thus
214	discussion	214	plus	214	comprehension	214	taught	214	schools	214	f
215	thus	215	facts	215	forms	215	elementary	215	always	215	differences

216	following	216	must	216	grammatic al	216	note	216	comprehens ion	216	than
217	way	217	examinatio n	217	pas	217	pupil	217	tools	217	dialogue
218	often	218	heath	218	por	218	simple	218	their	218	im
219	difficulty	219	more	219	his	219	excellent	219	them	219	training
220	your	220	suitable	220	different	220	little	220	conditions	220	laboratory
221	preparation	221	wir	221	au	221	least	221	america	221	verbs
222	university	222	review	222	linguistic	222	does	222	page	222	table
223	er	223	einem	223	sounds	223	historia	223	examples	223	other
224	ist	224	editor	224	based	224	spoken	224	simple	224	guages
225	shall	225	scores	225	picture	225	important	225	useful	225	nfmlta
226	courses	226	every	226	articles	226	others	226	number	226	style
227	en	227	life	227	heath	227	i	227	others	227	often
228	grammatical	228	groups	228	library	228	ii	228	access	228	tests
229	fact	229	found	229	twenty	229	lesson	229	materials	229	oral
230	learn	230	any	230	contains	230	often	230	great	230	b
231	little	231	verbs	231	others	231	no	231	promotions	231	collection
232	practice	232	interesting	232	what	232	available	232	practice	232	learn
233	table	233	academic	233	those	233	review	233	el	233	y
234	than	234	deutschen	234	time	234	especially	234	part	234	article
235	excellent	235	type	235	always	235	adjectives	235	est	235	die
236	castilian	236	present	236	rather	236	cannot	236	poetry	236	essay
237	tests	237	pour	237	ibid	237	educational	237	texts	237	grammatic al
238	ing	238	pronunciat ion	238	preparatio n	238	some	238	www	238	articles
239	iii	239	group	239	motion	239	itself	239	often	239	wisconsin
240	tense	240	order	240	whole	240	assistant	240	grade	240	present
241	certain	241	durch	241	activities	241	los	241	portuguese	241	results
242	notes	242	advanced	242	vii	242	sentences	242	productivity	242	individual
243	ought	243	internation al	243	son	243	thinking	243	researchers	243	point
244	only	244	beginners	244	but	244	verb	244	visual	244	di
245	mon	245	ou	245	assistant	245	meaning	245	if	245	history
246	parts	246	different	246	does	246	rather	246	important	246	programs
247	aural	247	thought	247	short	247	experience	247	extend	247	h
248	devices	248	excellent	248	beginning	248	thus	248	practical	248	exercises
249	own	249	subjects	249	associate	249	il	249	se	249	historical
250	even	250	interest	250	letters	250	page	250	trusted	250	shakespear e
251	always	251	lect	251	content	251	readers	251	pro	251	s
252	most	252	mere	252	las	252	sounds	252	accessed	252	art
253	correct	253	nouns	253	makes	253	based	253	collaboratin g	253	culture

254	ich	254	story	254	sur	254	learn	254	digital	254	spoken
255	lessons	255	learning	255	art	255	given	255	digitize	255	illinois
256	phrases	256	o	256	form	256	h	256	il	256	type
257	find	257	aims	257	true	257	activities	257	url	257	various
258	believe	258	article	258	advanced	258	aims	258	contact	258	experience
259	note	259	readers	259	classroom	259	objective	259	different	259	data
260	nouns	260	verb	260	spain	260	recording	260	work	260	above
261	un	261	volumes	261	her	261	instructor	261	does	261	indiana
262	story	262	especially	262	often	262	therefore	262	dictionaries	262	lingual
263	has	263	conversati on	263	they	263	b	263	pronounced	263	listening
264	least	264	iv	264	thus	264	ohio	264	taught	264	those
265	il	265	based	265	for	265	results	265	du	265	seems
266	others	266	iii	266	historical	266	ing	266	mlj	266	specific
267	based	267	practical	267	silent	267	following	267	own	267	contempor ary
268	france	268	questions	268	editor	268	human	268	type	268	drama
269	say	269	federation	269	less	269	aim	269	native	269	her
270	above	270	aim	270	excellent	270	du	270	speak	270	few
271	aim	271	difficulty	271	taught	271	mexico	271	colleges	271	mean
272	life	272	sch	272	com	272	objectives	272	textbook	272	academic

#### 9.4 Keyword List Modern Language Journal 1977-2015

keywordlist 1977		Keywordlist 1987		Keywordlist 1997		keywordlist 2007		Keywordlist 2015	
1	of	1	of	1	language	1	language	1	language
2	and	2	language	2	of	2	and	2	and
3	language	3	and	3	and	3	of	3	of
4	the	4	the	4	learning	4	l	4	l
5	is	5	is	5	students	5	students	5	c
6	english	6	are	6	is	6	learning	6	learning
7	are	7	students	7	use	7	the	7	english
8	university	8	foreign	8	l	8	use	8	students
9	students	9	jstor	9	are	9	study	9	learners
10	french	10	use	10	jstor	10	english	10	use
11	de	11	english	11	the	11	learners	11	study
12	ed	12	or	12	teachers	12	this	12	the
13	jstor	13	terms	13	or	13	jstor	13	teacher
14	spanish	14	teachers	14	p	14	that	14	content
15	this	15	reading	15	teaching	15	research	15	jstor
16	use	16	spanish	16	this	16	as	16	research

17	a	17	org	17	research	17	p	17	as
18	modern	18	content	18	e	18	org	18	this
19	as	19	text	19	terms	19	content	19	terms
20	book	20	teaching	20	org	20	terms	20	e
21	or	21	ing	21	that	21	is	21	teachers
22	foreign	22	french	22	content	22	e	22	task
23	student	23	https	23	english	23	ing	23	journal
24	languages	24	de	24	modern	24	journal	24	org
25	p	25	book	25	teacher	25	modern	25	p
26	which	26	this	26	as	26	are	26	teaching
27	terms	27	a	27	ing	27	or	27	speakers
28	german	28	for	28	about	28	https	28	https
29	teachers	29	modern	29	journal	29	teachers	29	motion
30	org	30	information	30	https	30	from	30	participants
31	teaching	31	learning	31	tion	31	subject	31	li
32	content	32	utc	32	reading	32	utc	32	that
33	study	33	p	33	learners	33	their	33	studies
34	literature	34	as	34	utc	34	classroom	34	or
35	https	35	languages	35	classroom	35	about	35	g
36	studies	36	grammar	36	g	36	acquisition	36	utc
37	reading	37	about	37	lan	37	downloaded	37	proficiency
38	author	38	lan	38	from	38	teacher	38	modern
39	information	39	subject	39	subject	39	sla	39	were
40	text	40	from	40	downloaded	40	reading	40	mon
41	tion	41	downloaded	41	student	41	tion	41	about
42	subject	42	tion	42	a	42	g	42	downloaded
43	la	43	vocabulary	43	information	43	second	43	subject
44	bilingual	44	on	44	foreign	44	on	44	ing
45	l	45	student	45	text	45	teaching	45	their
46	utc	46	german	46	study	46	languages	46	are
47	from	47	all	47	guage	47	task	47	from
48	with	48	not	48	french	48	learner	48	linguistic
49	linguistics	49	proficiency	49	learner	49	social	49	languages
50	an	50	guage	50	languages	50	knowledge	50	et
51	paper	51	exercises	51	j	51	studies	51	on
52	all	52	instruction	52	interaction	52	a	52	data
53	downloaded	53	that	53	these	53	oct	53	knowledge
54	journal	54	study	54	sla	54	her	54	words
55	e	55	with	55	b	55	how	55	acquisition
56	learning	56	level	56	strategies	56	based	56	test
57	not	57	oct	57	university	57	data	57	oct



58	for	58	second	58	cultural	58	foreign	58	second
59	bibliography	59	university	59	theory	59	lan	59	cognitive
60	education	60	chapter	60	oct	60	linguistic	60	spanish
61	grammar	61	teacher	61	m	61	abroad	61	al
62	chapter	62	con	62	knowledge	62	all	62	vocabulary
63	linguistic	63	classroom	63	group	63	participants	63	based
64	translation	64	journal	64	de	64	b	64	word
65	literary	65	paper	65	grammar	65	these	65	all
66	ing	66	research	66	second	66	university	66	her
67	on	67	an	67	on	67	used	67	different
68	test	68	cultural	68	how	68	interaction	68	xe
69	well	69	test	69	tue	69	guage	69	is
70	con	70	e	70	book	70	not	70	with
71	words	71	com	71	for	71	context	71	between
72	professor	72	these	72	their	72	chinese	72	classroom
73	analysis	73	author	73	studies	73	focus	73	cognition
74	volume	74	literature	74	chinese	74	wed	74	a
75	s	75	review	75	acquisition	75	for	75	i
76	written	76	programs	76	social	76	an	76	level
77	these	77	studies	77	course	77	analysis	77	text
78	teacher	78	la	78	all	78	con	78	self
79	about	79	univ	79	not	79	speakers	79	b
80	reader	80	acquisition	80	linguistic	80	speech	80	french
81	oct	81	words	81	data	81	chapter	81	these
82	york	82	computer	82	con	82	example	82	how
83	vocabulary	83	texts	83	r	83	linguistics	83	context
84	one	84	used	84	based	84	n	84	chapter
85	et	85	can	85	class	85	ns	85	tion
86	that	86	skills	86	c	86	with	86	reading
87	each	87	forms	87	her	87	she	87	used
88	new	88	culture	88	spanish	88	spanish	88	group
89	work	89	activities	89	culture	89	fl	89	target
90	material	90	authors	90	an	90	different	90	results
91	used	91	word	91	such	91	level	91	learner
92	by	92	such	92	discourse	92	word	92	writing
93	edition	93	linguistic	93	texts	93	writing	93	xf
94	thu	94	thu	94	email	94	french	94	meaning
95	pages	95	learners	95	comprehension	95	com	95	analysis
96	course	96	writing	96	analysis	96	theory	96	tasks
97	second	97	example	97	com	97	texts	97	m
98	such	98	many	98	with	98	words	98	path

99	have	99	each	99	role	99	student	99	grammar
100	writing	100	comprehension	100	activities	100	communication	100	n
101	cultural	101	dictionary	101	k	101	native	101	german
102	works	102	ii	102	context	102	m	102	oral
103	com	103	materials	103	linguistics	103	applied	103	manner
104	le	104	well	104	writing	104	although	104	levels
105	materials	105	course	105	example	105	instruction	105	speaking
106	published	106	available	106	process	106	proficiency	106	j
107	poetry	107	education	107	cognitive	107	de	107	differences
108	d	108	l	108	literature	108	text	108	chinese
109	classroom	109	written	109	self	109	group	109	features
110	exercises	110	mon	110	level	110	such	110	lan
111	rather	111	useful	111	applied	111	levels	111	instruction
112	useful	112	learner	112	instruction	112	between	112	x
113	tests	113	tests	113	words	113	cefr	113	native
114	oral	114	testing	114	ed	114	eds	114	significant
115	review	115	based	115	communication	115	forms	115	texts
116	communication	116	ed	116	d	116	press	116	development
117	authors	117	grammatical	117	learn	117	learn	117	feedback
118	approach	118	en	118	used	118	assessment	118	information
119	dates	119	mlj	119	different	119	development	119	such
120	century	120	listening	120	education	120	discourse	120	class
121	lan	121	which	121	re	121	book	121	example
122	theory	122	analysis	122	proficiency	122	researchers	122	effects
123	culture	123	page	123	paper	123	cultural	123	focus
124	en	124	theory	124	model	124	grammar	124	japanese
125	press	125	edition	125	researchers	125	j	125	table
126	notes	126	g	126	eds	126	c	126	for
127	speaking	127	class	127	press	127	k	127	assessment
128	g	128	chapters	128	more	128	tasks	128	eds
129	example	129	stu	129	although	129	www	129	linguistics
130	papers	130	their	130	written	130	activities	130	guage
131	many	131	one	131	approach	131	competence	131	scores
132	forms	132	pro	132	many	132	cognitive	132	an
133	inc	133	material	133	n	133	education	133	motivation
134	may	134	tions	134	native	134	were	134	not
135	no	135	read	135	h	135	process	135	specific
136	available	136	oral	136	educational	136	en	136	verb
137	grammatical	137	your	137	article	137	meaning	137	university
138	page	138	reader	138	input	138	culture	138	she
139	structure	139	native	139	tions	139	cambridge	139	findings

140	class	140	notes	140	development	140	authors	140	grammatical
141	place	141	associations	141	cooperative	141	russian	141	role
142	contains	142	textbook	142	speakers	142	self	142	interaction
143	articles	143	wiley	143	japanese	143	contexts	143	using
144	italian	144	xxxx	144	fax	144	article	144	groups
145	chapters	145	academic	145	edu	145	class	145	strategies
146	skills	146	approach	146	can	146	i	146	lexical
147	research	147	other	147	practice	147	communicative	147	theory
148	vol	148	levels	148	german	148	role	148	bilingual
149	instruction	149	focus	149	focus	149	tue	149	online
150	tions	150	stable	150	task	150	ca	150	r
151	data	151	input	151	what	151	identity	151	applied
152	ii	152	however	152	authors	152	specific	152	each
153	most	153	linguistics	153	effects	153	firth	153	con
154	lesson	154	pages	154	review	154	can	154	learn
155	scholars	155	more	155	collaborative	155	what	155	processing
156	based	156	advanced	156	tive	156	strategies	156	more
157	c	157	different	157	well	157	re	157	complex
158	life	158	data	158	other	158	information	158	both
159	contemporary	159	educational	159	forms	159	they	159	k
160	level	160	intermediate	160	mary	160	perspective	160	patterns
161	style	161	literary	161	ment	161	immersion	161	forms
162	read	162	workbook	162	processes	162	web	162	verbs
163	texts	163	archive	163	discussion	163	practice	163	speech
164	b	164	cai	164	tasks	164	vocabulary	164	also
165	acquisition	165	practice	165	chapter	165	f	165	book
166	associations	166	published	166	dictionary	166	written	166	accuracy
167	books	167	verbs	167	readers	167	turn	167	they
168	applied	168	role	168	fl	168	differences	168	sla
169	does	169	section	169	using	169	talk	169	related
170	univ	170	volume	170	between	170	particular	170	com
171	introduction	171	communication	171	communicative	171	well	171	written
172	guage	172	topics	172	russian	172	approach	172	advanced
173	non	173	immersion	173	meaning	173	german	173	researchers
174	n	174	although	174	specific	174	read	174	type
175	critical	175	learn	175	teach	175	results	175	form
176	more	176	articles	176	author	176	ed	176	foreign
177	evaluation	177	esl	177	vocabulary	177	each	177	wtc
178	american	178	meaning	178	may	178	perspectives	178	events
179	items	179	various	179	individual	179	lexical	179	model
180	word	180	pre	180	materials	180	rather	180	across

181	part	181	specific	181	i	181	important	181	activities
182	historical	182	questions	182	word	182	educational	182	education
183	college	183	us	183	she	183	ac	183	input
184	write	184	translation	184	your	184	accuracy	184	practice
185	its	185	sentences	185	stu	185	more	185	comprehension
186	it	186	guide	186	s	186	significant	186	student
187	testing	187	context	187	oxford	187	radical	187	although
188	various	188	papers	188	processing	188	discussion	188	sentences
189	reference	189	federation	189	rather	189	using	189	academic
190	communicative	190	american	190	exercises	190	also	190	course
191	standard	191	ment	191	perspective	191	contact	191	which
192	les	192	scores	192	skills	192	speaking	192	experience
193	your	193	number	193	they	193	activity	193	attention
194	her	194	researchers	194	experience	194	author	194	through
195	levels	195	non	195	speech	195	tions	195	contexts
196	poems	196	communicative	196	own	196	both	196	d
197	very	197	russian	197	often	197	r	197	teach
198	wed	198	verb	198	differences	198	skills	198	items
199	basic	199	rather	199	mon	199	target	199	thus
200	questions	200	article	200	theoretical	200	see	200	goal
201	children	201	dents	201	work	201	programs	201	analyses
202	stable	202	sections	202	each	202	chapters	202	author
203	wiley	203	have	203	esl	203	d	203	culture
204	editor	204	most	204	results	204	advanced	204	measures
205	discussion	205	teach	205	ns	205	email	205	thinking
206	federation	206	access	206	participants	206	multilingual	206	tests
207	number	207	basic	207	psychology	207	tive	207	number
208	ment	208	discussion	208	stable	208	attitudes	208	posttest
209	often	209	appropriate	209	thus	209	oral	209	cambridge
210	etc	210	examples	210	ac	210	which	210	factors
211	conference	211	manual	211	wiley	211	testing	211	sentence
212	beginning	212	strategies	212	greetings	212	europe	212	variables
213	different	213	structures	213	develop	213	nss	213	well
214	h	214	college	214	la	214	however	214	exposure
215	readers	215	arabic	215	cambridge	215	individual	215	can
216	stress	216	readings	216	levels	216	we	216	grade
217	index	217	range	217	however	217	processing	217	arabic
218	y	218	may	218	ii	218	review	218	aspect
219	criticism	219	eign	219	tional	219	through	219	cultural
220	examples	220	practical	220	useful	220	access	220	fluency
221	significant	221	scholars	221	associations	221	oxford	221	immersion

222	france	222	work	222	curriculum	222	h	222	relationship
223	archive	223	those	223	en	223	framework	223	effect
224	their	224	structure	224	listening	224	inter	224	approach
225	however	225	software	225	aspect	225	instructional	225	types
226	thus	226	etc	226	dis	226	understanding	226	event
227	knowledge	227	mexican	227	structure	227	awareness	227	concepts
228	section	228	develop	228	video	228	stu	228	however
229	should	229	how	229	page	229	mlj	229	difficulty
230	view	230	gram	230	archive	230	scholars	230	process
231	des	231	lesson	231	bilingual	231	other	231	discourse
232	manual	232	vol	232	recall	232	because	232	abroad
233	references	233	instructor	233	particular	233	effects	233	russian
234	throughout	234	important	234	collaboration	234	emotion	234	de
235	so	235	often	235	examples	235	interactions	235	what
236	practice	236	speaking	236	change	236	grammatical	236	particular
237	activities	237	readers	237	important	237	have	237	social
238	readings	238	books	238	read	238	questions	238	perspective
239	comprehension	239	international	239	www	239	test	239	discussion
240	although	240	contact	240	features	240	processes	240	structure
241	educational	241	thus	241	standards	241	freeman	241	complexity
242	excellent	242	features	242	understand	242	thus	242	frequency
243	practical	243	indicates	243	which	243	findings	243	uk
244	aspects	244	theoretical	244	less	244	fusi	244	review
245	guide	245	process	245	competence	245	concepts	245	same
246	courses	246	groups	246	inter	246	edu	246	ment
247	illinois	247	news	247	related	247	develop	247	eye
248	dialect	248	tape	248	approaches	248	input	248	range
249	selected	249	textbooks	249	lexical	249	et	249	article
250	order	250	tional	250	yoruba	250	ers	250	conceptual
251	between	251	program	251	see	251	table	251	overall
252	stu	252	applied	252	academic	252	within	252	xa
253	x	253	differences	253	dents	253	features	253	may
254	few	254	results	254	iii	254	theoretical	254	press
255	please	255	less	255	url	255	character	255	authors
256	british	256	variety	256	view	256	course	256	main
257	f	257	aspect	257	evaluation	257	academic	257	skills
258	pronunciation	258	il	258	relationship	258	wiley	258	listening
259	sections	259	lessons	259	access	259	ment	259	current
260	individual	260	speech	260	computer	260	pedagogical	260	tions
261	can	261	they	261	systems	261	stable	261	h
262	un	262	above	262	grammatical	262	authentic	262	multiple

263	sentence	263	tasks	263	production	263	na	263	production
264	only	264	tive	264	ma	264	approaches	264	found
265	history	265	introduction	265	nature	265	same	265	theoretical
266	v	266	taught	266	understanding	266	corpus	266	gestures
267	specific	267	contains	267	f	267	lantolf	267	chapters
268	us	268	fl	268	nj	268	ma	268	en
269	eric	269	than	269	events	269	range	269	questions
270	iii	270	does	270	also	270	understand	270	understanding
271	structures	271	include	271	part	271	beginning	271	athanasopoulos
272	verb	272	answer	272	available	272	impact	272	mandarin
273	latin	273	abroad	273	reader	273	interactional	273	monolingual
274	robert	274	write	274	w	274	literature	274	participant
275	interesting	275	particular	275	response	275	related	275	have
276	other	276	ethnic	276	tesol	276	issues	276	fl
277	own	277	related	277	scholars	277	arabic	277	f
278	includes	278	also	278	questions	278	paper	278	practices
279	i	279	ma	279	american	279	comprehension	279	memory
280	competence	280	speakers	280	appropriate	280	excerpt	280	users
281	pre	281	reviews	281	concepts	281	may	281	experiences
282	colorado	282	situations	282	positive	282	dents	282	materials
283	important	283	twenty	283	we	283	japanese	283	note
284	researchers	284	social	284	assessment	284	dis	284	significantly
285	translations	285	intelligence	285	section	285	pragmatic	285	conditions
286	list	286	note	286	topic	286	tional	286	psychology
287	point	287	references	287	federation	287	verb	287	processes
288	academic	288	topic	288	motivation	288	characters	288	bylund
289	note	289	percent	289	note	289	examples	289	curriculum
290	verbal	290	should	290	visual	290	therefore	290	framework
291	california	291	dis	291	chapters	291	form	291	intermediate
292	nature	292	quality	292	intermediate	292	associations	292	perspectives
293	makes	293	throughout	293	notes	293	so	293	ed
294	access	294	form	294	factors	294	view	294	sd
295	edited	295	classes	295	qualitative	295	part	295	empirical
296	narrative	296	training	296	reflection	296	european	296	identity

## 9.5 REFLECTION-NOTE

Finding myself at the end of the process, and with all the new knowledge that I have acquired from working with the Master's thesis, it is a strange thought to try to go back and imagine starting over again. It would have been very different if I were to start the process and knowing what I now know. There are some certain things that I believe would have made the process easier. These will be presented in the following, as well as some thoughts on how the study might be useful in teaching.

Starting the work with my thesis, I was quite sure about the method I wanted to use: conduct a corpus study with SLA literature to see the historical development. It took time to decide on which topic within the SLA field I wanted to look at. My first thought was to compare linguistics and intercultural communication, but was recommended not to pursue this idea, since intercultural communication is a relatively new concept within SLA research. I have found it interesting to look at grammar and linguistics, but it might have been an easier process if I had started out with a more specified aim for my study. I started collecting the corpora early, mainly to see if my method would work. If I were to start over, I would have wanted a more thorough base of background research before I started with my own research. Collecting the corpus turned out, though useful learning, to be more work than expected. The corpora used in the study are quite large. It would have been possible to delimit the texts that entered the corpora, for example, by using only the articles from the journals and not the book reviews, notes and other short texts. If it had been easier to collect texts for a corpus, it would also have been easier to collect and study more corpora than the eleven used in the study. It might have been of great interest to look more in detail on the years from 2000 to the present.

The main tendencies found were much as expected. It was interesting to note the increase in words related to grammar the last decades and see how that connected well to research and curriculum. The study shows that grammar teaching is relevant. I do not think that it is necessary to be afraid of the traditional grammar teaching methods. These are now far back in time and it is highly unlikely that a teacher would copy the teaching conducted at the grammar translation time. There is a greater risk of staying put in the communicative theories and not knowing how to include grammar. It is not likely that the teaching would aim for knowing all the grammar rules instead of targeting how to use the language. It is more likely that we do not see the opportunities in teaching language awareness.

