
Reviews/Comptes rendus

Readings in Second Language Acquisition

H. Douglas Brown and Susan T. Gonzo (Eds.)

Englewood Cliffs, NJ: Prentice Hall Regents, 1994

This volume is a collection of journal articles and book chapters covering a range of topics in second-language acquisition. Brown and Gonzo's goal is to give prospective language teachers their first exposure to the primary literature in their field, and through the preview and study material accompanying each article to encourage critical reading. Although the book is designed to accompany Brown's own text *Principles of language learning and teaching*, the editors claim that it can be used with equal success as an accompaniment to any comprehensive summary text.

Readings in Second Language Acquisition is divided into nine units, each consisting of two articles. Many of the expected topics are to be found (research methods, first vs. second language acquisition, cognitive, affective, and social factors, interlanguage, communicative competence, testing, and acquisition theories). However, two important issues, second language phonology and input/interaction research, are omitted, and a disappointingly small number of articles report original research: of the 18 articles, only six are quantitative studies that test a clear hypothesis about second-language acquisition. Five others either are not quantitative or do not deal specifically with language learning, and the remaining seven are essentially review articles. The inclusion of review articles (some of which contain reviews of other review articles) is clearly contrary to the editors' intended focus on the primary literature and duplicates the function of the course text to which *Readings* is meant to be a companion. Yet on the whole, the papers make for informative reading, and the perhaps unintended mixing of top-notch papers with some that are of less certain value provides readers with plenty of opportunity to hone their critical skills.

The editors' introduction focuses on the distinction between quantitative (experimental or quasi-experimental) and qualitative (ethnographic, diary, or case study) research and how each can be evaluated. This is followed by the first reprinted article, James Dean Brown's "Statistics as a Foreign Language—Part 1: What to Look for in Reading Statistical Language Studies." Brown, himself the author of a statistics text for second-language acquisition, sets himself a difficult task: to give readers who have no background in statistics an understanding of some basic statistical tests and experimental designs. The result is a casual and elementary treatment, confined to the

most superficial sorts of information (e.g., that " $p < .05$ " means that a difference is not significant). Perhaps Brown credits his readers with too little curiosity; for example, it would not have been too taxing to provide at least a conceptual, if not a mathematical, understanding of the definition of variance, without which it is impossible to convey what is meant by a significant difference. One would also like to see more interesting illustrative data; Brown's analyses of composition scores of native and nonnative speakers do not answer any compelling research questions, and the only analysis of variance table gives completely nonsignificant results. The second article in this section is Karen Watson-Gegeo's "Ethnography in ESL: Defining the Essentials." This article is obviously meant to complement Brown's presentation of quantitative data analysis methods, and it is quite successful in describing the principles and procedures of qualitative ethnographic research. However, Watson-Gegeo says little about second-language acquisition.

Thomas Scovel's "Genes and Teens—Sociobiological Explanations for the Presence of Accents After Puberty" is an odd choice for this book, as its purpose is mainly to support the theory of sociobiology rather than to give insight into second-language acquisition. Scovel's argument seems to be that because foreign accents help keep linguistic groups from cross-breeding, and because isolated groups evolve more rapidly (and hence adapt more quickly to their environments), accents are an adaptive trait for humans. Like many sociobiological claims, this speculative hypothesis is difficult to reject on the basis of hard data. More disturbingly, it could be construed by some as providing scientific support for xenophobic attitudes. The fourth chapter of *Readings* is also about the critical period hypothesis: Jacqueline S. Johnson and Elissa L. Newport's "Critical Period Effects in Second Language Learning: The Influence of Maturational State on the Acquisition of English as a Second Language." This paper follows the standard journal article format: a concise literature review of age effects in first- and second-language acquisition is followed by four clearly stated hypotheses that are then tested in a grammaticality judgment experiment. The most important finding is that those who acquired the language before the age of 8 had native speaker judgments, but that scores declined steadily for subsequent ages. There are a few errors in the Results section that could cause confusion: the correlation of age of acquisition with test scores is given sometimes as .77 and sometimes as $-.77$ (the latter is correct); a t -test on page 94 is given a probability level of $p > .01$ rather than $p < .01$; and when effects of age are statistically partialled out, they are described as being "parcelled out." Despite these glitches, the paper is of high caliber. Also, a purely experimental article, Joan Jamieson's "The Cognitive Styles of Reflection/Impulsivity and Field Independence/Dependence and ESL success" is a correlational study examining the relationship between these personality variables and TOEFL scores. The

two measures were both significantly related to performance, but were correlated with each other, suggesting that they measure overlapping traits.

The sixth paper, "Listening Comprehension Strategies in Second Language Acquisition" is by J. Michael O'Malley, Anna Uhl Chamot, and Lisa Küpper. These researchers suggest that there are three components to listening comprehension (perceptual processing, parsing, and utilization), all of which are characterized by active processing and strategy use. They present think-aloud data from students who were interrupted during a listening task and find significant differences in the use of certain strategies between their three "ineffective" and five "effective" listeners. They also present transcripts of the students' observations in order to garner support for the three-stage model. The critical reader might wonder why the authors used a qualitative approach when a more quantitative approach would have been possible. One should also note the limitations of the think-aloud task, which attempts to render unconscious processes conscious. Kathleen M. Bailey's chapter "Competitiveness and Anxiety in Adult Second Language Learning: Looking at and Through the Diary Studies" is also a qualitative study. Bailey uses transcripts from language learners' diaries (including her own) to show that adult learners are strongly affected by competitiveness and anxiety. The transcripts are convincing on this point, but the study is limited to this single finding.

In the eighth paper, "An Instrumental Motivation in Language Study: Who Says it isn't Effective?" Robert C. Gardner and Peter D. MacIntyre show that performance on a paired-associate vocabulary learning task is correlated with both instrumental motivation (a \$10 reward for high performance) and integrative motivation (an aggregate score from several motivation scales). Those who stood to win money also spent longer studying the words on each trial. Although the study is technically well executed, the dependent measure is of dubious relevance to second-language acquisition because it promotes relatively short-term, decontextualized learning.

Braj B. Kachru's article "World Englishes: Approaches, Issues and Resources" is a survey of topics related to the idea that the native/nonnative dichotomy is not helpful with respect to the use of English in multilingual societies. Unfortunately, there is little to be learned from the paper itself, which is essentially a list of issues and references (Kachru somewhat immodestly includes 31 of his own works).

The 10th paper, John H. Schumann's "Second Language Acquisition: The Pidginization Hypothesis," is a classic; it is also by far the oldest (1976) to be found in this collection. Schumann argues that early fossilization in learners like Alberto, the subject of this case study, arises under the same circumstances (social and personal distance) as pidgin languages. The idea is fascinating, but Schumann presents little evidence for the claim that fossilized English really is a pidgin. Although Alberto's syntax contained many fea-

tures that can also be found in pidgin languages (lack of inversion in questions, lack of auxiliaries and possessives, etc.), these are all extremely common interlanguage features, even in learners who make rapid gains across time. Another difference between Alberto (whose untutored learning was based on exposure to native speakers) and true pidgin speakers is that the latter receive their input from other pidgin speakers and so hear only simplified speech containing influences from a different native language. These differences in input could well lead to differences in the acquired language, and this too casts doubt on the idea that Alberto's English is a true pidgin. Nonetheless, the paper offers an extensive discussion of social factors that can impede language learning.

In the 11th paper, "Task-related Variation in Interlanguage: The Case of Articles," Elaine Tarone and Betsy Parrish show that different kinds of tasks (grammaticality judgment, interview, and oral narration) yield not only different frequencies of NP types (based on the givenness of the NP and the specificity of the referent), but also different degrees of accuracy. Readers should note an error in the data analysis: the relative frequencies of the NP types across tasks should be compared with the chi-square statistic and not with *t*-tests. The 12th paper is also about interlanguage. In "Focus-on-form and Corrective Feedback in Communicative Language Teaching," Pasty M. Lightbown and Nina Spada attribute differences in the accuracy of English grammatical forms used by intensive ESL students to relatively minor differences in their teachers' use of form-focused teaching techniques. This finding is contrary to the predictions of second-language acquisition models that deny the value of conscious correction and explanation.

In the 13th article, "Learning to communicate in the classroom: A study of two language learners' requests," Rod Ellis shows that the classroom setting (especially the large number of interactions arising from classroom management goals) limited the range of request types used by two young boys. For example, they had no opportunity to use the more polite forms that are needed for addressing a socially distant interlocutor. On the other hand, there was a clear developmental progression of requesting skills (e.g., reducing the proportion of verbless requests), and Ellis suggests that this is because classroom management goals do provide plenty of opportunity for learners to make requests. According to Janet Holmes ("Sex Differences and Apologies: One Aspect of Communicative Competence"), it is important to document sex differences in native speakers' language use so that this information can eventually be conveyed to learners. For example, the females in her study apologized more for intrusions on the space of others (e.g., bumping into someone), whereas the males apologized more for time offences (e.g., being late). However, the paper does not describe apologies by second-language learners.

Two papers deal with language testing. Carol A. Chapelle and Roberta G. Abraham present an experimental study of four types of cloze test in "Cloze Method: What Difference Does it Make?" They show that the four types differ in difficulty, although all are statistically reliable; they also examine correlations with a number of other variables. This paper might be daunting for readers with no background in psychometrics, but it does serve as a good example of how researchers go about comparing different testing methods. The other testing paper is Lyle F. Bachman's "What Does Language Testing Have to Offer?" This begins as a review article, covering issues such as testing methods, statistical techniques, the effects of the characteristics of test takers, and so forth. In the second part, Bachman presents his own interactional framework for test development, emphasizing the need for a good understanding of the various aspects of language knowledge and communication strategies, and then focusing on how to assess and increase the level of situational and interactional authenticity in testing. Although the paper does touch on many important testing issues, Bachman exaggerates somewhat in claiming that this constitutes a "theoretical framework of the nature of language ability and test tasks" (p. 440).

The final two papers deal with second-language acquisition theories. Lydia White's "Universal Grammar: Is it Just a New Name for Old Problems?" outlines the goals of universal-grammar-based approaches, especially with respect to how learners react to parametric variation across languages. White has written a simplified yet accurate account of the nature of parameters (clusters of properties, binary vs. multivalued parameters, interaction among parameters) and learnability issues (the Subset Principle, markedness, the "no negative evidence" stipulation, and so on), but readers with no background in generative linguistics are nonetheless likely to be overwhelmed by the terminology and technical detail. White gives examples of both the successes and the failures of research within the universal grammar framework and is careful to explain how it differs from language transfer. Her answer to the question in her title is a definite No. Michael Long's contribution, "The Least a Second Language Acquisition Theory Needs to Explain," ends the book with an overview of what counts as explanation in the second-language acquisition literature. Like so many others in this volume, Long's article is a quick tour through the literature rather than a primary research paper. He emphasizes the need for researchers to understand what counts as evidence and what counts as a theory, as well as the need for more attention to the mechanisms underlying acquisition. He rounds out the paper with an overview of some of the well-established findings that any second-language acquisition theory must be able to account for.

Editing a book of readings is a difficult task. It requires a careful balance between the sometimes conflicting goals of broad coverage, currency, and

pedagogical appropriateness. Although Brown and Gonzo have done a fair job in the first two domains, their anthology falls short on the third. *Readings* is not a collection of primary research articles on second language acquisition, but rather a quirky mix of primary research, literature reviews, and papers that have little connection to mainstream research in second language acquisition.

Ron Smyth

The Reviewer

Ron Smyth is an associate professor of linguistics and psychology at the University of Toronto and a former ESL teacher and teacher trainer. His research is now focused on issues of reference resolution in first-language acquisition, adult sentence processing, and computational models of language understanding.

Pronunciation

C. Dalton and B. Seidlhofer

Oxford University Press, 1994, ISBN 0-19-437197-2

This book is one in a series intended for teacher self-education in specific areas of language teaching. Dalton and Seidlhofer set out to cover basic knowledge about pronunciation to help the teacher advance classroom teaching and as a guide to sources for further self-development. The book is not intended as an introduction to phonetics, but as what the authors call a "frame of reference" for various aspects of what is now included in "pronunciation," including stress and intonation as well as sound production. The book has three sections: *Explanation*, *Demonstration*, and *Exploration*. Each section assembles small amounts of information, points of view, and meditative or classroom activities from a wide variety of sources to guide the teacher's investigation.

The *Explanation* section briefly describes speech sounds, stress in words and syllables, and the use of intonation in sentences and discourse. Fifty-five exercises or Tasks are provided here, encouraging examination of concepts and issues. After each Task, the authors provide possible responses. As an example, Task 4 asks "What accent—if any in particular—do you use as a model for teaching?" The response includes arguments for and against adoption of a prestige accent. One response may lead to another Task on that concept. One of the responses to Task 4 cites statements to the effect that it is "morally wrong" to change pronunciation because it is an aspect of one's self-image. Task 5 then asks readers to consider if they agree with these statements and what they would do to counteract the self-image damage. The major strength (and purpose) of the book is the many viewpoints (and many examples of class exercise emerging from these view points) presented.

The second section, *Demonstration*, provides 58 Tasks. Using excerpts from textbooks and pedagogical articles, teachers are encouraged to examine and reflect on activities derived from many suggested approaches. For example, section 8.3 focuses on stress-timing. In the *Explanation* section (4.4), the authors discuss the concept of stress-timed and syllable-timed languages. They conclude that all languages have rhythmic elements, but differ in manifestation of these elements. Section 8.3 returns to stress to demonstrate activities that would follow from accepting the principle that English has regular beats (practice with a metronome, for example). As a competing principle, they then offer weak and strong syllable alternation and activities designed to improve discrimination of stressed and unstressed syllables.

The final section, *Exploration*, offers 17 general Tasks. For the most part, these last activities are meant for students at all levels of proficiency. The Tasks ask readers to reflect on the approaches they currently use and suggest starting points for discussions meant to raise their students' awareness of aspects of pronunciation. For example, in Task 130 students explore the differences in memorized dialogue, read dialogue, and role-playing based on the same dialogue.

There are several obstacles to the usefulness of this book for the teacher who is studying alone. First, the basic information on sounds presented in the first section is insufficient for informed judgment of the applications presented in later sections. The reader unfamiliar with phonetics would have difficulty with many of the concepts and exercises presented in the second section. If some experience with phonetics is required to make full use of these materials, then the *Explanation* presented is too basic.

Second, the brief passages from so many opposing viewpoints on so many issues are confusing. Positions from many sides are presented, but the justification for acceptance of one or the other position is absent or contradictory from Task to Task. Because one purpose of the book is to give teachers a principled basis for choosing what and how to teach pronunciation, I tried to find out if and how sounds should be taught. A few of the many points offered were that second-language learners cannot perceive the sounds of the new language accurately (p. 18), that real connected speech is an approximation of any model that we may offer (p. 24), that most learners will pick up sounds by mimicry (p. 135), and, finally, the authors' conclusion that there are "no right or wrong answers to the question of how to go about teaching the sounds of a foreign language" (p. 150). This seems more to reflect our current lack of a basis for decisions than it contributes to a reduction of the confusion.

Although the book cannot be recommended for teacher self-development, it could be useful in a seminar setting if the original texts cited were accessible, with enough background provided for more extensive discussion of the arguments for and against each point raised. The issues raised by the

authors are significant, because decisions do need to be made about what to teach and how to teach pronunciation.

Anna Marie Schmidt

The Reviewer

Anna Marie Schmidt is an assistant professor at Kent State University, Ohio. She teaches speech pathology and TESL students to work with second-language pronunciation and is the Director of the English Language Proficiency Center.

Cultural Issues Faced by the American-Educated Teacher in a Japanese High School: Suggestions for Expanded Training

Robert Engels

In *Cultural Issues Faced by the American-Educated Teacher in a Japanese High School*, Robert Engels clearly makes his case for both more general and specific cultural awareness training for teachers in MA TESOL programs. In addition to enhanced training in intercultural communication and world religions, he points out that most TESOL programs teach methodology courses from an ESL perspective, despite the fact that many new graduates usually find themselves overseas in EFL situations for their initial teaching experiences.

Through a discussion of the various cultural issues facing MA graduates or any EFL teacher in the Japanese high school classroom, Engels' prescription for success requires a teacher to be able to "internalize the underlying philosophy of life in the country in which she is teaching" and to be flexible and open-minded regarding the best methodological approach. Although this is not a new message, Engels pursues in a rather cursory fashion why he feels this is particularly important in Japan.

This slim monograph (33 pages) comprises four sections. Section One reviews Zahorik's (1986) framework for classifying general conceptions of teaching into three main categories: science/research conceptions, theory/philosophy conceptions, and art/craft conceptions. These notions are merely outlined and left undeveloped, with the exception of the art/craft conception, which Engels recommends as the most desirable for EFL teaching in the Japanese high school situation.

In Section Two he presents a concise summary of the contrasting attributes of American and Japanese high schools. Here he addresses some of the potential problems commonly encountered by EFL teachers in the context of Japanese social and cultural dynamics. For example, he discusses communication problems that may arise because of our misinterpretation of Japanese silence and the inherent indirectness in the Japanese manner of communicating. We get only a nibble at this intercultural communication

issue, which for the most part lies at the crux of most problems for foreign language teachers in Japan, especially those trained exclusively in the communicative approach.

Engels revisits the notion of the art/craft conception of teaching in Section Four, entitled "Obstacles Faced by the Art/Craft Type of Teacher in a Japanese High School." He cautions that even being flexible and open-minded and having no predispositions toward using a particular methodology will not suffice without an understanding that our much-prized North American individualism will not be equally regarded in a country that values conformity and group harmony. EFL teachers can therefore not expect the usual conversational ball game in a Japanese high school classroom where grammar, translation, and rote learning prevail in order to fulfill the requirements of national entrance exams.

The author closes with 10 practical recommendations, ranging from how to correct Japanese students in class to how to modify courses at the MA level. These suggestions are generalizable for most graduate programs and overseas teaching situations and worthy of consideration for those teaching ESL/EFL methodology at both the undergraduate and graduate levels.

Cultural Issues is valuable reading for anyone considering teaching at any level in Japan. However, its brevity precludes it from being the handbook that it could have been. With Engels' obvious knowledge of teaching and life in Japan, one wonders why he did not embellish some of his points that beg for illustrative anecdotes. An added bonus would have been a bibliography for further reading and a list of organizations committed to helping the foreign teacher become acculturated to teaching and living in Japan. For example, the Japanese Association of Language Teachers (JALT) is one of the largest affiliates of International TESOL, devoted to providing information regarding instructional methods as well as cultural information through books and publications invaluable for the EFL teacher aspiring to work in Japan.

Christine Laurell

The Reviewer

Christine Laurell is an ESL/special needs resource teacher with the Calgary Board of Education. Her work experience includes teaching EFL in Europe and Japan, French immersion, and ESL and adult literacy, as well as sessional teaching in French, linguistics, and ESL/EFL methodology at both the college and university levels.

Research in Reading and Writing: A Southeast Asian Collection

Makhan L. Tickoo (Ed.)

Singapore: SEAMEO Regional Language Centre, 1994, ISBN 9971-74-044-3

In his Foreword to this collection of articles, Edwin Goh, the director of the Regional Language Centre (RELC) in Singapore, indicates that this is the first work of its kind to emanate from Southeast Asia, and that its primary focus is on the work of reading and writing teachers and researchers in the region encompassing Singapore, Malaysia, Brunei Darussalam, and Thailand. This is indeed significant, as the Introduction later points out, because the situations surrounding the acquisition of English in Southeast Asia differ greatly from those in North America where the bulk of studies on second language acquisition are done. The book consists of 16 articles grouped into three sections:

Section 1: Reading is the largest, being made up of eight articles, three of which deal with reading in Singapore, two with Brunei Darussalam, and three with Malaysia.

Singapore has long occupied a unique position in the English-speaking world because of its conscious efforts toward making English the first official language despite the fact that its population is made up primarily of Malays, Chinese, and Tamils. The success of any such policy would, of course, depend on its education system, and it is readily apparent on reading this section that Singapore has looked to the West for the latest interactive reading theories and methods for use in their classrooms. In the early 1980s the Singaporean education authorities made a conscious move away from the chalk-and-talk methods that hitherto had been employed in most Asian countries. The results have been spectacular, and therein lies the reason why Singaporean students usually demonstrate a much higher skill level in English than other students from the same geographical region. The Singaporean program of promoting English over the native languages was accepted wholeheartedly by the population and has been successful beyond all expectations, as evinced by the statistics offered in the first article "Patterns in Bilingual Reading Students," which reports that most university-level students actually feel more comfortable using English than their own native language. In fact a large percentage were unable to relate to their own language (p. 5). Most Canadians would find this type of situation quite disturbing, because in our country, although English and French are the official languages, we have a policy of multiculturalism where ethnic minorities are encouraged to maintain and foster their own language and culture among their children. To read of programs such as the Singaporean experience wherein the native languages are gradually being lost would be a

cause for concern in Canada. Indeed, an interesting parallel could be drawn with our Aboriginal peoples who are now struggling to regain aboriginal languages lost to English dominance.

Article #2 puts the situation into an even more alarming perspective. Considering the success of the Singaporean program, the author, Swathi Vanniarajan, investigates whether Singaporean students can compare to native speakers of English in reading skills. The answer given by this article is No. Despite the fact that Singaporean students are educated entirely in English, they apparently only acquire academic language competence but lack the general cognitive competence that native speakers possess (p. 24). This is indeed unfortunate, because taken together, the first two articles of this collection would give the impression that the Singaporean education system is producing students who do not have native language competence in English or any other language.

The situation differs in the other three countries represented in this volume. Although it is true that the Singaporean example inspired them to adopt similar instructional methods, the fact remains that, unlike Singapore, these countries continued to maintain their own native languages as their first official languages, with English taking a second-language role. There was obvious concern on the part of some education authorities that English, because of its international importance and new, more effective methods of instruction, would threaten the position of the native languages as it did in Singapore. However, Lewis Larking investigated reading comprehension ability in primary schools in Brunei Darussalam and concluded that, despite the effectiveness of the new reading programs, the Malay language is in no danger of being supplanted by English (p. 61).

Perhaps one of the most interesting articles in the collection, and one that might be of use to North American ESL educators, is the one by Hyacinth Gaudart on "Selecting Readers: Children's Choice." In it the author describes a project used to promote interest in reading among Malaysian primary school children. Case studies had revealed that many students found the teacher-prescribed reading material uninteresting, and as a result, the students had not developed any interest in reading.

In the project, 28 writers submitted 64 manuscripts, which were then handed over to children for selection. No adults were involved in the selection process. Ultimately, 18 stories were chosen for publication and distribution to schools for testing. The ensuing studies showed some interesting results and disproved many preconceived notions that teachers had previously held. Most important of all was the revelation that children know what they like in the way of reading material and are fully capable of making choices (pp. 74-75).

Section 2: Writing has five articles, four of which deal specifically with academic writing at the undergraduate and postgraduate levels. One is given

the impression, especially if one has just finished Section 1, that little writing instruction is offered at the primary and secondary school levels, at least in comparison with reading instruction. Nesamalar Chitravelu confirms this in his article "Composition Research in Malaysia," but he also explains why writing has (at least until recently) taken a back seat to reading. "In pedagogic circles writing was seen primarily as an ancillary skill supporting the learning of grammar and, rarely, as a means of expressing comprehension" (p. 100). As a result of this attitude, little research has been done on writing instruction. However, it is clear from the article itself, and from the others in this section, that things are about to change toward more positive and active modes of writing instruction.

Section 3: Reading and Writing comprises three articles that deal with the two skills in tandem. Two deal with issues in Singapore and the third with Brunei Darussalam. The latter article would be of interest to Canadian readers as it makes specific reference to the bilingual education system employed in some of the immersion schools in Canada. It points out that, even though the Canadian system is by and large considered successful where increasing fluency in a second language is concerned, it falls short in the area of syntactical accuracy, especially in writing skills. In the Brunei system, the opposite holds true, but despite the shortcomings of both systems, the faith of the author Gary M. Jones in bilingual education remains unshaken; he holds that an efficient system would promote both fluency and accuracy.

Research in Reading and Writing offers an invaluable insight into English language instruction in Southeast Asia and should be on the reading list of any teacher who intends to teach English in the region. It is definitely not a how-to book, but rather an update report on how the education systems of Singapore, Malaysia, Brunei Darussalam, and Thailand are adapting the latest theories to their own classroom use. It is clear that their efforts to move away from the traditional teacher-centered models of instruction are being felt all the way from the primary up through the university/polytechnic levels. The editor acknowledges that much work still remains to be done and indicates several areas that require more research, but by and large one is left with the sense that in due course, especially with the Asian reputation for hard-work and diligence, we can expect much higher standards of English among students from these countries.

Tony Souza

The Reviewer

Tony Souza teaches in the ESL Department at Capilano College, North Vancouver. Previously, he taught at Vancouver Community College, King Edward Campus, and has served on the BC TEAL executive. His main interest is in reading skills, and he has also been teaching the Teaching Reading course for the TESL Program at VCC-KEC.
