

Teaching English as a Second or Foreign Language

FOURTH EDITION



MARIANNE CELCE-MURCIA • DONNA M. BRINTON • MARGUERITE ANN SNOW
EDITORS

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**Teaching English as a Second or Foreign
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Donna M. Brinton,
and Marguerite Ann Snow

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Preface

Introduction

This is the fourth edition of *Teaching English as a Second or Foreign Language*, Cengage Learning's comprehensive textbook for use in courses designed to prepare teachers of English as a second language (ESL) or English as a foreign language (EFL). Although designed primarily as a textbook for a preservice teaching English as a second/foreign language methods course, this volume is also a useful reference and guide for those who are already teaching ESL or EFL without having had specific training and for practicing teachers who received their training some time ago and are looking to update their knowledge of the field. The field of Teaching English to Speakers of Other Languages is dynamic and constantly evolving, and the many developments between 2001 (the publication date of the third edition of the text) and 2013 have demonstrated the need for this new edition. The latest research findings are included and integrated with time-tested features of classroom practice.

Purpose in Preparing the Text

Our purpose in preparing this fourth edition of *Teaching English as a Second or Foreign Language* (also known as the “Apple Book”) remains the same as for the first (1979), second (1991), and third (2001) editions: to produce the best and most comprehensive introduction to the teaching of English to speakers of other languages. Our conceptual approach has been to reflect the most recent findings of current approaches to the teaching and learning of second languages, and to maintain a balance between theory and practice—that is, between providing necessary background information and relevant research, on the one hand, and offering many classroom suggestions and resources for teachers, on the other.

Organization of the Book

This edition covers all areas that are critical to successful language instruction and is organized into six units:

1. **Foundations of Methodology:** an overview of past and present teaching approaches and related research
2. **Language Skills:** the treatment of and techniques for teaching the four language skills (including pronunciation) plus grammar and vocabulary, along with guidance on how to assess these skills through large-scale and classroom-based assessment
3. **Skills for Teachers:** a close examination of skills that teachers need to be effective
4. **Integrated Approaches:** options for integrating the teaching of language skills with content
5. **Focus on the Learner:** information on language learners relevant to classroom instruction
6. **Focus on the Teacher:** issues for the professional development of language teachers

As editors, we have worked to produce an introduction to the field that is of sufficient depth and breadth to be suitable for students with some previous teaching experience yet straightforward enough not to needlessly bewilder the novice.

Features

Each chapter begins with key questions that preview the content of the chapter. Next is an “experience,” or example of how the topic at hand plays out in the classroom or in the life of an ESL/EFL learner or teacher. This is followed by a section that defines the topic and introduces readers to key concepts and terminology. These early sections frame the chapter and are referred to when appropriate. Chapters continue with a discussion of conceptual underpinnings (i.e., research and theory) followed by classroom applications. The body of each chapter ends with a section on future trends, a conclusion, and a bulleted summary. Following

the body of the chapter are discussion questions, suggested activities, and recommendations for further reading. These supplementary materials suggest ways in which the chapters can be used in methodology courses to stimulate critical thinking, application of the material presented, and further exploration of the topic.

New to this Edition

This new edition covers more topics and has more contributing authors than the previous ones:

- First edition (1979): 31 chapters, 27 contributors;
- Second edition (1991): 32 chapters, 36 contributors;
- Third edition (2001): 36 chapters, 40 contributors;
- Fourth edition (2013): 40 chapters, 46 contributors.

Twenty-three of the 40 authors who contributed to the third edition have also contributed to this volume (often—but not always—on the same topic). Eighteen of the chapters appearing in this edition are revised and updated versions of chapters in the third edition, and in most cases, the revisions have been substantial. Eleven chapters have been completely rewritten by new authors. The following 11 chapters are on topics that appear for the first time in this edition:

Principles of Instructed Second Language Learning (Rod Ellis)

Teaching English in the Context of World Englishes (Marianne Celce-Murcia)

Fluency-Oriented Second Language Teaching (David Bohlke)

Developing Engaged Second Language Readers (Neil J Anderson)

Spoken Grammar
(Michael McCarthy & Anne O’Keeffe)

Assessment in Second Language Classrooms
(Anne Katz)

Tools and Techniques of Effective Second/
Foreign Language Teaching
(Donna M. Brinton)

Teaching Language through Discourse
(Marianne Celce-Murcia & Elite Olshtain)

Task-Based Teaching and Learning
(David Nunan)

Motivation in Second Language Learning
(Zoltán Dörnyei)

Teaching Young Learners in English as a
Second/Foreign Language Settings
(Joan Kang Shin)

Many of these topics were suggested by users of the third edition and by reviewers commissioned by the publisher to provide feedback for the fourth edition. This feedback guided our decisions as we planned the new edition and led to revisions and expansion of the scope and content. In addition, the fourth edition has been greatly enriched by the addition of a more international focus—both in terms of the diverse settings in which the authors work and teach, and in the examples from second and foreign language classrooms they used to illustrate their topics.

Ancillary Materials

A new feature of this edition is the companion website (<http://www.NGL.Cengage.com/tesfl>), which accompanies this text. For each chapter, there is a list of Internet links with useful information to help the reader explore related research and teaching suggestions. There are also expanded biographical statements for all the authors to supplement the list of contributors and their affiliations on pp. x–xi. Perhaps the most important feature of the website is the glossary, which defines the hundreds of key terms introduced in the book. We have prepared this glossary as a tool to assist the reader.

Editors/Authors

This fourth edition benefits greatly from having three co-editors: Donna Brinton and Ann Snow have joined with Marianne Celce-Murcia to bring their expertise and knowledge of the field to the task of compiling this edition. Marianne Celce-Murcia is professor emerita of applied linguistics at the University of California, Los Angeles (UCLA) and served as the editor of the previous three editions of this book. Donna Brinton is a retired member of the TESL and applied

linguistics faculty at UCLA, and has also served on the faculty of the University of Southern California and Soka University of America; she brings extensive expertise as an author and editor. Ann Snow is professor of education at California State University, Los Angeles; she has significant experience as an author, researcher, series consultant, and editor. (See longer biographies for all three editors on the companion website [<http://www.NGL.Cengage.com/tesfl>].)

Suggestions on How to Use the Book

Our goal in compiling this volume has been to produce a comprehensive introduction to the field—one that would serve both as a course text and as a resource for the ESL/EFL teacher's professional library. As a result, the book may contain too much material for a single methods course. Thus, we advise instructors using this volume as a course text to be selective and to focus on the chapters most relevant to preparing their students as classroom teachers; alternatively, instructors may consider dividing up the content of the text over two or more courses. Different instructors and different teacher-preparation programs emphasize different topics and organize courses differently. This is understandable, and thus there is flexibility in how instructors will choose to use the book.

There are many options available for using *Teaching English as a Second or Foreign Language*. Using it as a course text, instructors can tailor the reading list to the anticipated needs of their students, taking into account the length of the course and its focus. In addition to simply assigning chapters to be read, many instructors assign pairs or small groups of students to present and lead a discussion on individual chapters of their choice. Instructors with access to a course management system may also wish to have students respond to selected end-of-chapter discussion questions by posting their answers in the online discussion forum section and also by responding to their peers' contributions. Any chapters that are not covered in a course as a result of time constraints will become useful reference materials for the teacher in training, whose interests, needs,

and target student population may well change after the completion of the methods course and the teacher education program. Finally, the book can serve as a single, comprehensive reference for language methodology—just as it is useful to have a comprehensive dictionary or a comprehensive reference grammar.

We welcome comments and feedback on this edition. In our role as teachers, we all have much to learn from one another.

Acknowledgments

Many colleagues, students, and friends have been of invaluable assistance in the preparation of this volume. Our greatest debt is to all the colleagues who graciously accepted our invitation to write or rewrite chapters for this fourth edition. The breadth and depth of their expertise make this collection truly unique.

We are especially indebted to many people at National Geographic Learning/Cengage Learning who have supported the production of this edition. Thanks, first of all, to our editor Tom Jefferies, who has shepherded this project from the initial planning to final production and who has been extremely helpful and supportive. We are also most grateful to our content project manager Andrea Bobotas and to our copy editor, Julie Nemer. Thanks also to those who have helped to prepare the authors' contracts (Vanessa Richards, David Spain, and Timothy Paquet), to obtain permissions (Julie Berggren, Kavitha Kuttikan, Catherine Pare, Gabriel Feldstein, and Miranda Paquet), and to ready the manuscript for production (Liza Ruano). We also thank Sarah Barnicle for her feedback on many chapters.

Finally, we have greatly appreciated the patience and encouragement of friends and family throughout the lengthy preparation process. We accept full responsibility for any errors or shortcomings due to our actions or inactions as editors.

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UNIT I

Foundations of Methodology

1

An Overview of Language Teaching Methods and Approaches

MARIANNE CELCE-MURCIA

KEY QUESTIONS

- What are the methods and approaches that language teachers have used over the years to teach foreign or second languages?
- What are the current methodological trends and challenges?
- Where does language teaching methodology appear to be heading?

EXPERIENCE

A committee of professors reviewing applications for their graduate program in TESOL come upon the statement of another applicant who declares in his statement of purpose that he wishes to be admitted to discover or (more ambitiously) to develop the one best method for teaching English as a second or foreign language. Several committee members utter words of impatience and disappointment:

“Oh, no! Not another one!”

“Here we go again!”

The reasons for the committee’s reactions to this statement of purpose will become clear in the course of this chapter.

WHAT IS A METHOD OR AN APPROACH TO LANGUAGE TEACHING?

Anthony (1963) was one of the first applied linguists to distinguish the terms *approach*, *method*, and *technique* as they apply to language teaching.¹ For Anthony, an approach reflects a theoretical model or research paradigm. It provides a broad philosophical perspective on language teaching, such as found in the justifications for the direct method, the reading approach, or the communicative approach (all are discussed

in this chapter). A method, on the other hand, is a set of procedures for Anthony. It spells out rather precisely in a step-by-step manner how to teach a second or foreign language. Examples of methods are the Silent Way, Community Language Learning, and Suggestopedia (all of which are also described here). A method is more specific than an approach but less specific than a technique. Anthony’s methods are typically compatible with one (or sometimes two) approaches. A technique in Anthony’s system is a specific classroom activity; it thus represents the most specific and concrete of the three concepts that he discusses. Some techniques are widely used and found in many methods (e.g., dictation, listen and repeat drills, and read the passage and fill in the blanks); other techniques, however, are specific to or characteristic of a given method (e.g., using cuisenaire rods in the Silent Way) (Gattegno, 1976).

A more recent framework for discussing language teaching methodology has been proposed by Richards and Rodgers (2001); it is presented in Figure 1. Richards and Rodgers use *method* as the most general and overarching term. Under method, they have the terms *approach*, *design*, and *procedure*. Their use of the term *approach* is similar to Anthony’s use, but their concept is more comprehensive and explicit. It includes theories of the nature of language (including units of language analysis) and the nature of language learning with reference to psychological and pedagogical principles. The design portion of Richards and

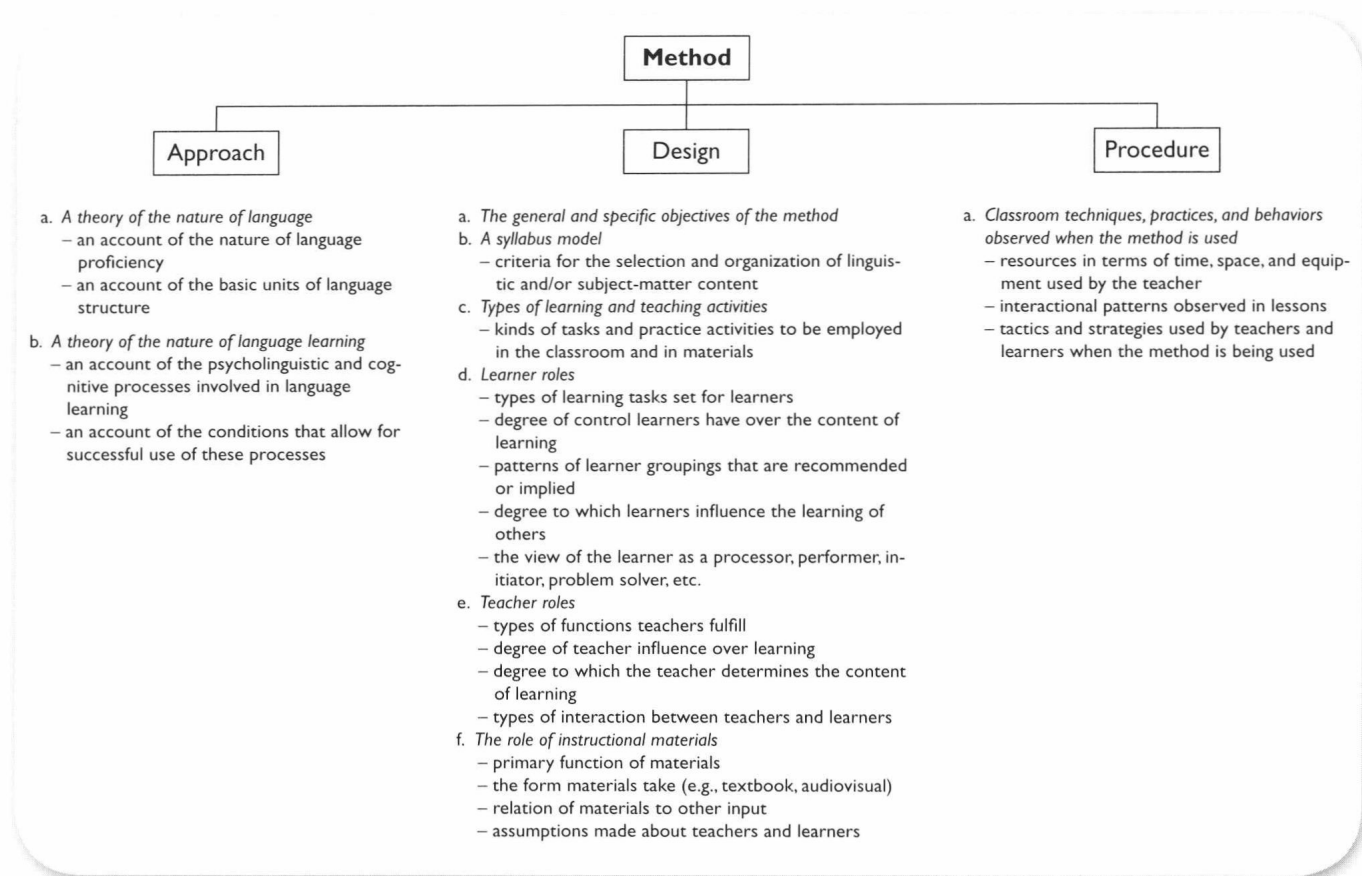


Figure 1. Summary of elements and subelements that constitute a method (adapted from J. C. Richards & T. S. Rodgers, 2001).

Rodgers's framework entails the curriculum objectives and syllabus types (e.g., structural, notional-functional, or content-based). (See Graves, this volume.) It also includes learning and teaching activities and spells out the roles of teachers and learners. Finally, it includes instructional materials along with their form, function, and role in the teaching-learning process. The term *procedure* for Richards and Rodgers refers to techniques, practices, behaviors, and equipment observable in the classroom. The interactional patterns and the strategies used by teachers and students are also part of their procedural component. (See Brinton, this volume.)

CONCEPTUAL UNDERPINNINGS

The field of second language (L2) teaching has undergone many fluctuations and shifts over the years. In contrast to disciplines like physics or

chemistry, in which progress is more or less steady until a major discovery causes a radical theoretical revision (referred to as a paradigm shift by Kuhn, 1970), language teaching is a field in which fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur when people jump from one bandwagon to the next (M. Clarke, 1982). One reason for the frequent swings of the pendulum is that very few language teachers have a sense of history about their profession and are thus unaware of the linguistic, psychological, and sociocultural underpinnings of the many methodological options they have at their disposal. It is hoped that this overview will encourage language teachers to learn more about the origins of their profession. Such knowledge will ensure some perspective when teachers evaluate any so-called innovations or new approaches to methodology, developments that will surely arise in the future.

Pre-twentieth-century trends: A survey of key approaches

Prior to the twentieth century, language teaching methodology vacillated between two types of approaches: getting learners to use a language (i.e., to speak and understand it) and getting learners to analyze a language (i.e., to learn its grammatical rules). Both the classical Greek and medieval Latin periods were characterized by an emphasis on teaching people to use foreign languages. The classical languages, first Greek and then Latin, were used as *lingua francas* (i.e., languages used for communication among people speaking different first languages). Higher learning was conducted primarily through these languages all over Europe. Manuscripts and letters were written in these languages. They were used widely in philosophy, religion, politics, and business. Thus the educated elite became fluent speakers, readers, and writers of the classical language appropriate to their time and context (Prator, 1974).

We can assume that during these earlier eras language teachers or tutors used informal and more or less direct approaches to convey the form and meaning of the language they were teaching and that they used aural-oral techniques with no language textbooks per se; instead, they probably had a small stock of hand-copied written manuscripts of some sort, perhaps a few texts in the target language (the language being learned), or crude dictionaries that listed equivalent words in two or more languages side by side.

During the Renaissance, the formal study of the grammars of Greek and Latin became popular through the mass production of books made possible by Gutenberg's invention of moveable type and the printing press in 1440. In the case of Latin, it was discovered that the grammar of the classical texts was different from that of the Latin then being used as a *lingua franca*—the latter subsequently being labeled *vulgate Latin* (the Latin of the common people). Major differences had developed between the classical Latin described in the Renaissance grammars, which became the formal object of instruction in schools, and the Latin being used for everyday purposes. This occurred at about the same time that Latin was gradually beginning to be abandoned as a *lingua franca*. No one was speaking classical

Latin as a first language anymore, and various European vernaculars (languages with an oral tradition but with little or no written tradition) had begun to rise in respectability and popularity; these vernacular languages, such as French and German, had begun to develop their own written traditions (Prator, 1974).²

Since the European vernaculars had grown in prestige and utility, it is not surprising that people in one country or region began to find it necessary and useful to learn the language of another country or region. Thus during the early seventeenth century the focus on language study shifted from an exclusive analysis of the classical languages back to a focus on utility. Perhaps the most famous language teacher and methodologist of this period is Johann (or Jan) Amos Comenius, a Czech scholar and teacher, who published books about his teaching techniques between 1631 and 1658. Some of the techniques that Comenius used and espoused were:

- Use imitation instead of rules to teach a language.
- Have your students repeat after you.
- Use a limited vocabulary initially.
- Help your students practice reading and speaking.
- Teach language through pictures to make it meaningful.

Thus Comenius, perhaps for the first time, made explicit an essentially inductive approach to learning a foreign language (i.e., an approach based on exposure to the target language in use rather than through rules), the goal of which was to teach the use rather than the analysis of the language being taught (Kelly, 1969).

The next section of this chapter outlines the major approaches that still resonate and influence the practice of language teaching today—some to a greater and some to a lesser degree.

The grammar-translation approach. Comenius's progressive views held sway for some time; however, by the beginning of the nineteenth century, the systematic study of the grammar of classical Latin and of classical texts had once again taken hold in schools and universities throughout Europe. The analytical grammar-translation approach became firmly entrenched as a way to teach not only Latin but also, by extension, the vernaculars that had

become modern languages as well. Grammar-translation was perhaps best codified in the work of Karl Ploetz (1819–1881), a German scholar who had a tremendous influence on the language teaching profession during his lifetime and afterward. The following is a synthesis of the key elements of the grammar-translation approach (Kelly, 1969):

- Instruction is given in the native language of the students.
- There is little use of the target language for communication.
- The focus is on grammatical parsing, that is, the forms and inflections of words.
- There is early reading of difficult texts.
- A typical exercise is to translate sentences from the target language into the mother tongue (or vice versa).
- The result of this approach is usually an inability on the part of the student to use the language for communication.
- The teacher does not have to be able to speak the target language fluently.

The direct method. The swinging of the pendulum continued. By the end of the nineteenth century, the direct method, which once more stressed as its goal the ability to use rather than to analyze a language, had begun to function as a viable alternative to grammar-translation. François Gouin, a Frenchman, began to publish his work on the direct method in 1880.³ He advocated exclusive use of the target language in the classroom, having been influenced by an older friend, the German philosopher-scientist Alexander von Humboldt, who had espoused the notion that a language cannot be taught, that one can only create conditions for learning to take place (Kelly, 1969). The direct method became very popular in France and Germany, and even today it has enthusiastic followers among language teachers in many countries (as does the grammar-translation approach). Key features of the direct method are:

- No use of the mother tongue is permitted (i.e., the teacher does not need to know the students' native language).
- Lessons begin with dialogues and anecdotes in modern conversational style.
- Actions and pictures are used to make meanings clear.

- Grammar is learned inductively (i.e., by repeated exposure to language in use, not through rules about forms).
- Literary texts are read for pleasure and are not analyzed grammatically.
- The target culture is also taught inductively.
- The teacher must be a native speaker or have native-like proficiency in the target language.

The influence of the direct method grew; it crossed the Atlantic in the early twentieth century when Emile de Sauzé, a disciple of Gouin, traveled to Cleveland, Ohio, to see to it that all foreign language instruction in the public schools there implemented the direct method. De Sauzé's endeavor, however, was not completely successful (in Cleveland or elsewhere) since at the time there were too few foreign language teachers in the United States who were highly proficient speakers of the language they were teaching (Prator, 1974).

The reform movement. In 1886, during the same period that the direct method first became popular in Europe, the International Phonetic Association was established by scholars such as Henry Sweet, Wilhelm Viëtor, and Paul Passy. They developed the International Phonetic Alphabet—a transcription system designed to unambiguously represent the sounds of any language—and became part of the reform movement in language teaching in the 1890s. These phoneticians made some of the first truly scientific contributions to language teaching when they advocated principles such as the following (Howatt, 2004):

- The spoken form of a language is primary and should be taught first.
- The findings of phonetics should be applied to language teaching.
- Language teachers must have solid training in phonetics.
- Learners should be given basic phonetic training to establish good speech habits.

The work of these influential phoneticians focused on the teaching of pronunciation and oral skills, which they felt had been ignored in grammar-translation. Thus, although the reform movement is not necessarily considered a full-blown pedagogical approach to language teaching, its adherents did have a significant influence on certain subsequent approaches, as we will see.