Principles of Language Learning and Teaching

Third Edition

H. Douglas Brown

San Francisco State University

Prentice Hall Regents
Englewood Cliffs, NJ 07632

Library of Congress Cataloging-in-Publication Data

Brown, H. Douglas H., (date)
Principles of language learning and teaching/H. Douglas Brown.--3rd ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-13-191966-0
1. Language and languages—Study and teaching. 2. Language acquisition. I. Title.
P51.B775 1993 93-26090
418'.007—dc20 CIP

Publisher: Tina Carver
Project Management: J. Carey Publishing Service
Interior Design: Shirley Hinkamp
Cover Design: YES Graphics
Cover Photo: Servizio Editorale Fotografico
Buyer: Raymond Keating

Copyright © 1994 by Prentice Hall Regents
Prentice Hall, Inc.
A Paramount Communication Company
Englewood Cliffs, New Jersey 07632

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in the United States of America

10 9 8 7 6 5 4 3 2

ISBN 0-13-191966-0

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Prentice-Hall of Southeast Asia Pte. Ltd., *Singapore*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

Contents

Preface xi

Acknowledgments xv

1 Language, Learning, and Teaching 1

Language, 4
Learning and Teaching, 7
Trends in Linguistics and Psychology, 8
Applied Linguistics, 12
Theories and Methods, 14
In the Classroom: The Grammar Translation Method, 16
Suggested Readings, 17
Topics and Questions for Study and Discussion, 18

2 First Language Acquisition 20

Theories of First Language Acquisition, 21
Behavioristic Approaches, 22
The Nativist Approach, 24
Functional Approaches, 28
Competence and Performance, 31
Comprehension and Production, 33
Nature or Nurture?, 34
Universals, 35
Systematicity and Variability, 36
Language and Thought, 37
Imitation, 38
Practice, 39
Input, 40
Discourse, 41

In the Classroom: Gouin and Berlitz—
The First Reformers, 42
Suggested Readings, 45
Topics and Questions for Study and Discussion, 45

3 Comparing and Contrasting First and Second Language Acquisition **48**

Types of Comparison and Contrast, 51
The Critical Period Hypothesis, 52
Neurological Considerations, 53
Psychomotor Considerations, 56
Cognitive Considerations, 58
Affective Considerations, 61
Linguistic Considerations, 64
Issues in First Language Acquisition Revisited, 66
In the Classroom: The Audiolingual Method, 70
Suggested Readings, 71
Topics and Questions for Study and Discussion, 72

4 Human Learning **74**

Of Mice and Men, 74
Classical Behaviorism, 76
Skinner's Operant Conditioning, 77
Ausubel's Meaningful Learning Theory, 79
Systematic Forgetting, 82
Rogers's Humanistic Psychology, 85
Types of Learning, 87
Transfer, Interference, and Overgeneralization, 89
Inductive and Deductive Reasoning, 92
Intelligence and Second Language Learning, 93
In the Classroom: The "Designer" Methods of the Seventies, 95
Suggested Readings, 100
Topics and Questions for Study and Discussion, 100

5 Styles and Strategies **103**

Process, Style, and Strategy, 103
Learning Styles, 104
Field Independence, 105
Left- and Right-Brain Functioning, 109

Ambiguity Tolerance, 111
Reflectivity and Impulsivity, 112
Visual and Auditory Styles, 113
Strategies, 114
Learning Strategies, 115
Communication Strategies, 118
Learner Strategy Training, 124
In the Classroom: Styles and Strategies in Practice, 128
Suggested Readings, 132
Topics and Questions for Study and Discussion, 132

6 Personality Factors **134**

The Affective Domain, 135
Self-Esteem, 136
Inhibition, 138
Risk-Taking, 140
Anxiety, 141
Empathy, 143
Extroversion, 145
Myers-Briggs Character Types, 147
Measuring Affective Factors, 150
Motivation, 152
Instrumental, Integrative, and
Assimilative Motivation, 153
Intrinsic and Extrinsic Motivation, 155
In the Classroom: Putting Methods
into Perspective, 157
Suggested Readings, 160
Topics and Questions for Study and Discussion, 161

7 Sociocultural Factors **163**

Cultural Stereotypes, 165
Attitudes, 167
Acculturation, 169
Culture in the Classroom, 173
Social Distance, 176
Pidginization, 178
Perceived and Optimal Social Distance, 179
Sociopolitical Considerations, 181
Language, Thought, and Culture, 183

In the Classroom: Toward a Principled Approach to Language Pedagogy, 187
Intrinsically Motivating Techniques: A Check List, 188
Suggested Readings, 189
Topics and Questions for Study and Discussion, 190

8 Contrastive Analysis, Interlanguage, and Error Analysis **192**

The Contrastive Analysis Hypothesis, 193
Hierarchy of Difficulty, 194
Moderating the Contrastive Analysis Hypothesis, 199
Markedness and Universal Grammar, 202
Interlanguage, 203
Error Analysis, 204
Identifying and Describing Errors, 207
Stages of Interlanguage Development, 211
Sources of Error, 213
Fossilization, 217
In the Classroom: Error Correction, 219
Suggested Readings, 222
Topics and Questions for Study and Discussion, 223

9 Communicative Competence **226**

On Defining Communicative Competence, 227
Pragmatics, 230
Language Functions, 231
Discourse Analysis, 235
Styles and Registers, 238
Language and Gender, 240
Nonverbal Communication, 241
Communicative Language Teaching, 244
In the Classroom: Notional-Functional Syllabuses, 246
Suggested Readings, 248
Topics and Questions for Study and Discussion, 249

10 Language Testing **251**

What is a Test?, 251
Practicality, 253
Reliability, 253
Validity, 254

Kinds of Tests, 257
Historical Perspectives, 261
Discrete Point and Integrative Testing, 262
Language Proficiency: Unitary or Divisible?, 264
Assessing Communicative Language Ability, 265
Oral Proficiency Testing, 267
In the Classroom: Steps to Creating Intrinsically Motivating Tests, 270
Suggested Readings, 272
Topics and Questions for Study and Discussion, 273

11 Theories of Second Language Acquisition 275

Taxonomies, Hypotheses, and Models, 276
Krashen's Input Hypothesis, 279
McLaughlin's Attention-Processing Model, 282
Bialystok's Analysis/Automaticity Model, 284
Variability Models, 287
The Believing and Doubting Games, 288
From Theory to Practice, 290
Intuition: The Search for Relevance, 292
Out on a Limb: The Ecology of Language Acquisition, 295
Suggested Readings, 297
Topics and Questions for Study and Discussion, 297

Bibliography 300

Index 335