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Review

Reviewed Work(s): Communicative Language Teaching in Action: Putting Principles to Work by Klaus Brandl

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effective grammar study are presented, the authors note several objections to explicit grammar teaching and present the notion that grammar can be integrated during real language use opportunities.

Chapter 5 provides the premise for autonomous language learning, in which learners accept responsibility for their learning with L2 proficiency as the goal. Two broad approaches to autonomous language learning—radicalism and gradualism—as well as the learner's metalinguistic and metacognitive knowledge in the learning process, are discussed. The discussion may be helpful to the in-service instructor who is attempting to learn more about the changing learning environment.

Chapters 6 and 7 should be of particular interest to administrators and language coordinators. Chapter 6 describes the learning environment for autonomous language learning in the United Kingdom, pointing out that effective autonomous language learning is costly. Allford and Pachler explain that reducing teaching staff positions and increasing new technology do not create the conditions for autonomous language learning. The authors argue that greater teacher involvement may be necessary, and they advocate elements of constructivist and sociocultural theories as a conceptual framework for autonomous language learning. Chapter 7 contains a discussion of UK educational policy as it relates to information and communication technology. A description of how traditional education is being revised as learning takes place outside of educational establishments precedes a discussion of the major implications of distance learning opportunities. The authors note that "traditional notions of literacy are no longer adequate" (p. 210) because of the stability of technology in our lives. New technologies are emerging, and the authors discuss their characteristics and potential for language learning, which may be of interest to veteran teachers who tend to not include technology in the language classroom.

Chapter 8 focuses on cognitive and social-interactionist perspectives, in which Allford and Pachler give a concise and valuable overview of CALL for the language educator, which leads to a discussion of models and principles of online and e-learning. A critical examination of the implications from distance learning in the L2 context follows. The final chapter summarizes the previous eight chapters, and the authors offer some conclusions that they feel are significant yet controversial. Although the authors highlight examples from the United Kingdom, the content appears to be universal for a variety of readers and rel-

evant to the discussion of autonomous language learning.

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BRANDL, KLAUS. *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, NJ: Pearson Prentice Hall, 2008. Pp. 464. \$86.60, paper, ISBN 9780131579064.

Filling the need for a new text to guide second and foreign language (FL) methodological instruction, this book describes and demonstrates principles and practices associated with communicative language teaching (CLT) and task-based instruction. With an intended readership that includes "pre- and in-service teacher education majors, university teaching assistants, and English as a second language (ESL) majors and instructors" (p. vii), the author presents a conceptual approach to CLT that does not adhere to one particular theory of learning but rather is based on "a plethora of theoretical and empirical findings drawn from second language acquisition research, cognitive psychology, and brain research" (p. vii). Unencumbered by the need to promote one particular theory or approach, Brandl presents an expansive and thorough overview of the current state of CLT and offers practical suggestions for task-based instruction in the FL classroom.

The work begins with a general review of the history associated with CLT and task-based instruction and identifies eight methodological principles that form the theoretical foundation that underlies Brandl's approach to language teaching. Brandl then discusses lesson planning before introducing specific components of language teaching, including vocabulary instruction, grammar teaching, and error correction. Later chapters focus on instructional sequencing, task design, and the development of listening, oral communication, and reading skills. The book concludes with a chapter dealing with assessment and language learning.

Chapters that are particularly well developed include those treating the role of feedback and error correction and lesson planning and the chapter on instructional sequencing and task design. Especially welcome is the chapter on lesson planning, a topic of importance to new language teachers that is often overlooked in FL methodology texts. All of the chapters contain a variety of practical suggestions and activities that demonstrate

how concepts can be implemented in the classroom environment. In addition to clearly delineated objectives, each chapter concludes with an "Explorations" section that presents topics for discussion and activities such as lesson and language textbook analyses. Also included at the end of each chapter is an "Application" section intended to allow novice teachers to demonstrate and use what they have learned.

The decision to begin the book with a chapter that provides an introduction to CLT, a common practice for FL teaching texts, makes sense. However, many new teachers are required to instruct language students while taking a language methodology class. Given that new instructors come from a variety of cultures with diverse approaches to language instruction, clear guidelines describing their instructional role and exploring issues related to classroom management in the CLT context would have been helpful and will likely need to be provided through another source, given that instructors new to the CLT environment are in need of more practical advice and less theory during their first weeks in the classroom.

In addition to classroom management, other topics not thoroughly addressed are FL writing and the teaching of culture. Although Brandl makes references to each throughout the book, one wonders why neither topic merited its own chapter. The absence of coverage is especially perplexing with regard to FL writing, as the author repeatedly advocates a process rather than product approach to language instruction and yet he focuses primarily on writing as a product; for example, when he refers to writing, he pays more attention to feedback, error correction, and grammatical concerns than he does to content and rhetorical issues. This treatment of writing is not in line with the process-oriented, multidraft approach currently advocated by writing specialists in both first and second language instruction. With regard to culture, perhaps the vastness of the topic makes it difficult to address adequately; yet its absence, except for the occasional reference, is obvious and a bit disconcerting.

Another interesting aspect of the text is the role of the student in the FL classroom. Although the methodological approaches to instruction advocated in this work are varied, the individualization of instruction to meet specific learner needs is not consistently treated, nor is the need for students to become active participants in their own learning. A description of the benefits of learner-centered instruction does not appear until page 288, and although instructors are repeat-

edly asked to reflect on the rationale behind instructional choices, rarely are they reminded to discuss these choices with students. Additionally, although Brandl refers to learner self-evaluation and self-monitoring, he does not suggest that student input be solicited with regard to instructional practices. In addition, nowhere is it suggested that instructors explore students' individual learning styles in an attempt to tailor instruction to students' needs.

Still, the work is refreshingly open-ended, as the author does not stake out a position in the theoretical debates on how second languages are acquired. This openness to eclectic ways of teaching allows for the inclusion of approaches that have fallen out of favor in other methods texts, such as repetition for pronunciation practice and reading aloud by students and instructors. Moreover, Brandl suggests presentation of grammatical explanations and paradigms when appropriate, as well as the occasional reliance on students' first language codeswitching in the FL classroom setting. By including a wider variety of activities than seen in some CLT methods texts, Brandl leaves it to instructors and students in the teaching methods classroom to discuss the merits and limitations of each.

Finally, some small editing errors in the text, particularly with regard to erroneous appendix references and page numbering in the subject index, are distracting. These minor diversions, however, do not detract from the text's overall quality. The book is replete with useful information, and it provides a broad conceptual foundation for CLT and task-based FL instruction.

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BRUCE, IAN. *Academic Writing and Genre: A Systematic Analysis*. New York: Continuum, 2008. Pp. v, 268. \$150.00, cloth. ISBN 0-8264-9844-2.

In the field of second language (L2) teaching, there is a general consensus that instruction that focuses on isolated pieces of language, be they phonemes, words, or sentences, is inadequate. This belief has led to arguments for a kind of pedagogy that integrates various language skills and knowledge sources to develop learners' ability to interpret and produce extended discourse. Bruce's book provides a detailed discussion of how genre-based approaches to language pedagogy can inform the teaching of academic