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Yoo, Isaiah W.

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# Bridging the Gap between Research and Pedagogy: An Interview with Marianne Celce-Murcia[1]

Isaiah W. Yoo
University of California, Los Angeles

After a 30-year career as Professor of Applied Linguistics & TESL at the University of California, Los Angeles, Marianne Celce-Murcia plans to retire in June, 2002. Since joining the faculty in 1972, Professor Celce-Murcia has administered various TESOL related programs, including the UCLA ESL Service Courses program from January, 1975 to June, 1976, the Summer Program for Soviet Teachers of English in 1976, and the Fulbright Summer Program for Egyptian Teachers of English in 1987. She was awarded the UCLA Distinguished Teaching Award in 1976 and was selected for the Danforth Foundation's Associate Program (1977-83). She was acting chair of the department in 1992. In 1997, Heinle & Heinle Publishers presented her with their Lifetime Achievement Award. Professor Celce-Murcia has also taught outside the U.S. in Canada, Nigeria, and Egypt and has lectured and consulted in many other countries.

Professor Celce-Murica's main research interests are (a) empirical corpus-based studies of English syntax, discourse, and lexicon, (b) the application of findings in functional language analysis or applied linguistic theory to the preparation and testing of teaching materials, (c) developments in language analysis (functional syntax and discourse), and (d) the role of discourse and context in language teaching. Professor Celce-Murcia has published numerous books and articles in which she incorporates her research findings—and those of her students—into language pedagogy. Some of her notable publications include *Discourse and Context in Language Teaching* (2000), with Elite Olshtain; *The Grammar Book: An ESL/EFL Teacher's Course, Second Edition* (1999), with Diane Larsen-Freeman; *Teaching Pronunciation: A Reference for Teachers of English as a Second or Foreign Language* (1996), with Donna M. Brinton and Janet Goodwin; and *Teaching English as a Second or Foreign Language, Third Edition* (2001), a major anthology that she has edited. She has served in many professional organizations as an active member in various capacities, including member-at-large of the Executive Board of both TESOL and AAAL.

**Isaiah:** *I'd like to start out with some personal questions, if I may. Could you describe what your life was like when you were an undergraduate and a graduate student?*

**Marianne:** Sure. Things were easier when I was an undergraduate because I was

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supported by my father. I went to the University of Illinois at Urbana-Champaign, a state university. I majored in English and minored in German. Because my dad was paying all of my bills and I lived in the dorms where all of my meals were cooked, all I had to do for myself was go to the laundry every couple of weeks and wash a couple of things. So I was free to pursue my studies, and I was active in extracurricular affairs. I did a lot of things besides my coursework, and I think things came out pretty well because I graduated with honors and was president of Mortar Board, a kind of honor and service society, when I was a senior at Illinois. So I had a really good time as an undergraduate. But then as a graduate student, things changed. My father had three children, and he made it clear to us that he would support us through a B.A., all of us. But for anything beyond that, we were on our own. So when I came out here to UCLA to do graduate work, I had to support myself working as a TA and doing other jobs. A few times, I ran out of money and my father would loan me money and I eventually paid it all back. He was always kind of there as a backup but it really made me grow up when I was a graduate student. I had to support myself; I had to keep my little apartment clean; I had to do my cooking, laundry, and everything plus my schoolwork and my teaching. So I was really busy.

**Isaiah:** *You received a Ph.D. from the linguistics department here at UCLA in 1972. When you first came to UCLA to do your graduate studies, did you start as a linguistics student?*

**Marianne:** No, there wasn't even a linguistics department then. I came to UCLA in 1962, in September, right after my B.A. UCLA had a program in linguistics. First, I did the TESL certificate; then I did the M.A. in linguistics. But there was no linguistics department at the time. It was like an interdepartmental program with people like Bob Stockwell and Paul Schachter in the English department, Bill Bright and Harry Hoijer in Anthropology. And they were offering an M.A. and were starting to take students into a Ph.D. program. From 1962 to 1964, I did the TESL certificate and an M.A. in linguistics, but there was no M.A. program in TESL or applied linguistics then. When people did a TESL certificate and also wanted to do an M.A., they had three choices: linguistics, English, or education. Then after my M.A., I took a break from studies. I went to Nigeria for two years on a special contract to train English teachers and teach some ESL. Then I came back to UCLA in 1968, and by that time there was a linguistics department and Bob Stockwell was the chair. When I first came back to the States in 1966, I wasn't so sure whether I wanted to do the Ph.D., so I worked for a couple of years. And then I decided that I really wanted to do it. So I talked to Bob Stockwell, and he readmitted me. There wasn't even a formal admission process. When I received my M.A., I took a comprehensive exam and from the results of that exam, the faculty decided who could do the Ph.D. and who had to stop with a terminal M.A. And I was in the group that got invited to continue onto the Ph.D. if we wanted. So when

I came back several years later, I think they were still considering the results of my comprehensive exam to be valid.

**Isaiah:** *And how long did it take you to complete your Ph.D.?*

**Marianne:** About three and a half years from the start to finish. I filed at the end of winter quarter 1972.

**Isaiah:** *Was your dissertation mainly on syntax?*

**Marianne**: Yes, I looked at the comparative constructions and related degree constructions in English. I looked at the syntax and the semantics, and it had a psycholinguistic component. I was interested in markedness: Why people tend to say *John is taller than Mary*, rather than *Mary is shorter than John*. They can say that, but most of the time comparisons go in the positive direction, and that really interested me. So I read about markedness theory, and I looked at the acquisition of comparatives by L1 English-speaking children. I looked typologically at how languages compared to see the different structural possibilities that were there. And eventually I even discovered there were languages that don't even have an explicit structure for comparing. They have to have two clauses next to each other, like *John is little*, *Mary is little little*. And, by having that kind of juxtaposition, it means *Mary is littler than John*. Some American Indian languages and some languages in New Guinea operate like that, but most languages have some kind of construction: they have grammaticalized comparison. Once I had looked at English, I wanted to look at everything else, too.

**Isaiah**: *You mentioned earlier that you majored in English and minored in German in college. So how did you get involved with teaching ESL and applied linguistics?*

**Marianne**: I came here to do the TESL certificate right out of my B.A. because I was interested in English as a second language. I got tired of literature, and I started taking linguistics courses, and that's how I found out about ESL. I enjoyed reading literature for pleasure, but not analyzing it. I liked studying languages and learning about language. So I was lucky to have taken a few linguistics classes as an undergraduate. And when I looked at available graduate programs, I decided to come to UCLA because other programs were starting to go downhill at the time. And when I talked to people at Illinois who were ESL specialists, they told me that UCLA had an up-and-coming program and that I should go work with Cliff Prator.

**Isaiah**: *Did you have any personal experiences that led you to the ESL field?*

**Marianne**: Yeah, I think so. Like many other students in our program, I came from a bicultural, bilingual family. My parents were native speakers of German. They

immigrated to the U.S. around 1930, pre-World War II. They could speak English very well, but with a German accent. And then there was my grandmother, who came to live with us right after I was born. I had an older sister, so when I was born, it was getting to be a lot for my mother to take care of both of us. So they brought my grandmother from Germany. She was monolingual in German, and she was my primary caretaker until I was five years old. She passed away when I was five. My family switched over to English then, but I at least had that foundation. And I think this personal experience got me interested in language.

**Isaiah**: *When did you join the faculty of our department and what was our department like at the time?*

**Marianne**: That's also an interesting story. Just as I was finishing up my Ph.D. dissertation, John Oller, who was on the faculty of the ESL section in the English department, decided to go to the University of New Mexico. But he gave the department only one quarter's notice. So they asked me, "Can you be finished with your dissertation and file it by the end of winter quarter? If you can, we'll hire you for a year and a quarter on a temporary position, which then might become permanent." So I said, "Yeah, I can finish." Of course, I had to work really hard. I had to write like 20 hours a day for a while to finish. But I did, just barely. I filed one week, and the next week I had to come into the department and start teaching classes. And I even had to administer the ESLPE (English as a Second Language Placement Exam) because that was something that John Oller did. That was a really horrendous experience because I didn't know anything about assessment. So it was really initiation by fire when I came into the department. But I was lucky. The classes that John Oller had been assigned to teach were fortunately not assessment classes. In the spring quarter, he had to teach a pronunciation course for ESL teachers and also an advanced ESL course in pronunciation for nonnative speakers. So I felt comfortable handling those pronunciation classes. By the time the next year rolled around, they'd brought on Andrew Cohen to handle assessment. And they put me into the grammar position. But I still often had to teach the pronunciation course, because not everyone in the department had a degree in linguistics with the background in phonetics that comes with that. So I joined the faculty in the Spring of 1972, and then the Fall of 1972 was the beginning of my first complete academic year. That was when they then offered me the permanent appointment. The only one around who's been here longer than I have at this stage is Russ Campbell. I believe he was hired in 1964. In 1975, John Schumann and Diane Larsen-Freeman were hired. And I think in 1976 or 1977 Roger Andersen was hired. We had Andrew Cohen too, but he went to Israel, and then Diane went to Vermont. So people kind of came and went.

**Isaiah**: *Since you joined the faculty in 1972, our programs have gone through many changes. Could you briefly take me through the evolution of our department—that is to say, how our current M.A. and Ph.D. programs have emerged after going through various changes?*

**Marianne**: Yes, our programs went through many changes. As I said earlier, there wasn't even an M.A. in TESL when I was a graduate student. By the time I was a Ph.D. student, they had just started an M.A. in TESL in 1968 or 1969. And then it was another ten years or so before we had a Ph.D. program in applied linguistics. The interdepartmental Ph.D. program was established in 1978 or 1979. Several years ago, we broke away from English and got independent departmental status, and last year we made a formal break with the Linguistics Department for the Ph.D. in Applied Linguistics. Our Ph.D. program is still interdisciplinary, and we have given joint appointments to four professors in the Linguistics Department as well as to professors in other departments. It seems there is always some flux and change. That's what I've learned by being around all these years. Just don't expect things to stay the same, because they are going to change.

**Isaiah**: *I guess that's true for everything. Speaking of changes, there have been tremendous changes in the field of TESOL over the course of your career. Could you also briefly describe the evolution of the field?*

**Marianne**: Oh, golly. When I came to UCLA, the most popular method in the U.S. was the audiolingual method. But I was lucky that I came to UCLA because they were beginning to criticize that method. They were saying it's too manipulative. Clifford Prator published a famous article where he said we've got to move our learners from manipulation to communication. He was saying that in 1962 already. And his colleague Lois McIntosh, who was much more of a practitioner than a theoretician, was very strong on contexualization in language teaching, that you have to provide a good context and use lots of visual aids. If you gave her a grammar point, she could prepare an excellent lesson around it that would involve the students. She was a master at doing that. So I learned a lot from her about teaching, about the practical end of things. After the audiolingual method, then we had a spurt of what was called the cognitive approach, which was tied in with transformational grammar and cognitive psychology. They said that acquiring a language is acquiring rules, not forming habits. So they were trying to make that break with behaviorism, which the audiolingualism was based on. And then, the field turned to the communicative approach. It started over in England, and it came here very quickly. People like David Wilkins, Henry Widdowson, and Chris Candlin developed this approach, and I think they were influenced a lot by Halliday's approach to grammar. And then the American anthropologist Dell Hymes came along in the late 60's and early 70's with his model of communicative competence. So between what Dell Hymes was saying and what we were getting from the Brits, that really brought the communicative approach solidly to the U.S. And that's been

the developing paradigm for other teaching methods. A lot of things are compatible with the communicative approach since it allows for a wide range of teaching procedures and activities. Any aspect of language teaching—grammar, vocabulary, pronunciation, and the four skills—implicitly or explicitly should be taught with a communicative approach.

**Isaiah**: *What do you see as the most important developments in TESOL?*

**Marianne**: I think the real important developments have been things like content-based language teaching, task-based language teaching, and I'd like to think that the discourse approach to language teaching that Olshtain and I have proposed is also a useful innovation. I think these are some of the important things that have come along because of the communicative approach. It created an environment for these different proposals to emerge. Project work is another example that is totally in line with the communicative approach. And what people call social constructivism, or a Vygotskian approach, is also fully compatible with the communicative approach to language learning. They've all been very interesting developments.

**Isaiah**: *Our ESL service program here at UCLA also must have gone through a lot of changes. Were those changes in line with the developments of the TESOL field that you just outlined?*

**Marianne:** Yes, just by adding courses and refining the materials, we had to evolve with the approaches that were being used at the time. The curriculum was pretty simple-minded when I first came to UCLA as a TA. So, of course, what we've done over the years has greatly expanded the curriculum. Things get added all the time when the need arises for something, like training the nonnative TAs. That became an issue, so we had to develop a course to respond to that issue.

**Isaiah**: *And now we have great lecturers—Donna (Brinton), Janet (Goodwin), Christine (Holten), and Linda (Jensen)—who are doing such a great job in running the ESL service program and the recently created undergraduate minor in TESL.*

**Marianne:** Right. That's why we have such a good program.

**Isaiah**: *Let's switch gears and talk about applied linguistics and functional grammar. Applied linguistics was largely viewed as merely serving the research needs of TESOL, and as a result, many scholars tried to, as it were, break with TESOL, creating the existent gap between the two fields. The unfortunate ramification is that some of the valuable research done in applied linguistics does not find its way into actual classroom teaching. Many people look up to you as someone who has*

*been bridging this gap between the two fields. Do you think this is a fair characterization of you and your research and the relationship between the two fields?*

**Marianne:** I think so. There is no reason to have a gap. That's always disturbed me. I've always said, "Look, I've got this wonderful Ph.D. in linguistics. Let me use it to train language teachers, because I'm someone who has always believed that a language teacher who knows about the grammatical system, who knows about the phonological system, and who knows something about how discourse operates—other things being equal—will be a better language teacher than a language teacher who is linguistically naïve." I mean, it's the same idea in other fields: How can you teach math if you don't know math yourself? You've got to know your subject matter. How can you teach the English language if you don't know English as declarative knowledge? There is much more to teaching than that, of course. Language teachers have to find ways to make the declarative knowledge procedural knowledge for their learners. That's the real challenge, isn't it? But I really think they are going to have a difficult time doing that if they don't have an understanding of their subject matter. So with books like *The Grammar Book* with Diane Larsen-Freeman and *Teaching Pronunciation* with Donna Brinton and Janet Goodwin, I've tried to bring that training and experience as a linguist into language pedagogy, to find a way to make it accessible to language teachers and show them how they can use and apply this kind of knowledge in order to be more effective in their classrooms. So yes, I'd agree with that characterization. I've really been trying very hard to do that all my professional life. This has always been one of my top priorities.

**Isaiah:** *Speaking of* The Grammar Book, *you've produced a lot of invaluable research findings and contributed so much to the fields of functional grammar and TESOL. And I would say that* The Grammar Book, *which is indeed regarded as* the *grammar book by most, if not all, ESL/EFL teachers, is the culmination of your research in functional grammar and your own experience as a language teacher. Could you tell me how you and Professor Larsen-Freeman, co-author of* The Grammar Book, *worked together to produce such a monumental work?*

**Marianne:** When Diane came to UCLA, I was already teaching the grammar course. And the certificate program got really big, so they divided the course up into two sections. I had one section, and Diane got the other section because she had a Ph.D. in linguistics from Michigan. She asked me what I was doing, and I said, "Frankly, Diane, I'm writing class notes because I cannot find a good textbook to use for what I think the teachers need to know. So I'm kind of developing my own sketch of English grammar, and we are going through things topic by topic. I don't like what's out there on the market. If you can find something out there, be my guest." There were only reference grammars. How could you use Quirk and Greenbaum's *Concise Grammar* to do a teacher prep course? It's just a traditional

descriptive grammar. So Diane wanted to start using my notes and to contribute to the notes, too. We did that for a couple of years, and then people in other universities heard about our work and said, "Can we see your notes?" And then Diane and I said, "Hey, wait a minute! Before we send our notes around to a lot of different people, maybe we should think about writing a book." And I think it took us between seven or eight years to go from the note writing to the publication of the book. Diane came to UCLA in 1975, and the first edition came out in 1983. At that time there were no word processors; everything had to be typed. It was really a struggle, Isaiah, to do all of that. I think if we had known what we were getting into when we decided to do the book, maybe we would've said, "Forget it." But we didn't. We were both young, starting out our careers and everything, and it seemed like a really good and necessary thing to do at the time. Later it took us almost as long to do the second edition because we were busy and doing a lot of other things, too. We had other projects that intervened, and that made the rewriting period take a lot longer than it should have. *The Grammar Book* became the focus for my own research and also for the research of my graduate students. The first M.A. thesis I supervised was by Nguyen Van So,[2] an M.A. student from Vietnam, who wanted to look at infinitives and gerunds. So right from the very beginning, I was attracting students who were interested in grammar. By 1975, I had a pretty good initial working model of my contextual analysis approach so that my students would get an idea of what they could be doing or should be doing if they took on a grammar project. So when we would hit a chapter in *The Grammar Book*, I'd say, "Darn, we just don't know enough about that topic." I would try to find a student who was bright and interested in grammar and say, "Hey, why don't you do your M.A.thesis on this?" So under my supervision, the student would do the work, and of course they would get their name in *The Grammar Book* that way, too.

**Isaiah**: *It doesn't surprise me at all that it took you and Professor Larsen-Freeman seven or eight years to write* The Grammar Book. *When you look at the book, it's just one volume. But then when you really study it, you get amazed by the tremendous number of research studies that are incorporated in it.*

**Marianne**: Of course, we tried to read and bring in things from other sources, too. When good things were published in journals that we had access to, we'd try to include those references as well. Books would come out on a particular topic, and we would try to have a look at them and everything. I'm still interested in grammar and the English language. That's never going to change, I guess.

**Isaiah**: *Do you think you'll be able to do another edition?*

**Marianne**: I don't know, Isaiah. I mean, this is like something that happens only every 15 to 20 years, so we'll see. But it's been really interesting. I've learned a lot doing it. It's been a real learning experience.

**Isaiah**: *Well, you started it, and someone else is going to keep on doing it.*

**Marianne:** I hope so.

**Isaiah**: *Can we talk about the pronunciation book (*Teaching Pronunciation: A Reference for Teachers of English as a Second or Foreign Language*) that you wrote with Donna (Brinton) and Janet (Goodwin), how it got started and what it was like to work with them?*

**Marianne**: Yeah, sure. We had the pronunciation course for the teacher prep in our TESL program, and again there was nothing useful to order as the textbook for the course. I would put together a reading packet and my own materials and so on, and Donna and Janet were doing the same when they were teaching the course. Then, at some point we decided to write a book. So, first I talked to publishers. I talked to Ellen Shaw at Cambridge University Press and asked, "Would you be interested in a book for teachers that would give a good solid, but non-technical, non-formal, outline of the English sound system but also embed a pedagogical approach with a lot of teaching suggestions running through it, so that by the time a teacher went from the beginning of the book to the end of the book, they would understand English pronunciation and how to teach it?" And she said, "Oh, that sounds terrific!" She bounced it off a few people at the New York office, and she told us to write up a proposal. So we did, and it was approved almost immediately. And then we had to write the book. It took us three or four years to finish the book. It wasn't quite as long as *The Grammar Book*. But it was fun working with Donna and Janet. They were really good to work with. So was Diane. All of my non-edited books have been coauthored. I did a little how-to-grammar-pedagogy book called *Techniques and Resources in Teaching Grammar* with Sharon Hilles, one of our former Ph.D. students, who's now a full professor at Cal Poly in Pomona. And then my recent book with Elite Olshtain (*Discourse and Context in Language Teaching*) is also coauthored, the discourse book where we try to move up to the global level and look at how we do everything. We were asking, "What's a unified way of looking at everything we do?"

**Isaiah**: *I remember taking your discourse class two years ago, and we used the manuscript in class at the time.*

**Marianne**: Yeah, that's right. So it seems that I've always been writing a book or revising a book or doing something like that.

**Isaiah**: *That's true. What are your thoughts about the future of applied linguistics and TESOL?*

**Marianne:** I'm hoping there will be a kind of coming together again. They are not going to become identical because applied linguistics is useful for lots of other areas. It's useful for teaching any language, not just English. It also has uses beyond language teaching, looking at institutional discourse, for instance. Just look at what some of our graduates do: One of our Ph.D.'s, Greg Orr, works for the U.S. State Department; Peter Coughlin is writing educational software; a fellow who got his Ph.D. years ago, Mike Gasser, does artificial intelligence at Indiana University; and Bob Jacobs is doing research on the brain. So our students aren't all becoming traditional applied linguists with a link to language teaching. I hope that this link will remain a strong one, though.

**Isaiah:** *Do you foresee any major challenges for the two fields?*

**Marianne:** Yeah, there are always challenges. For TESOL, I think there are some political worries. This "English Only" movement, on the one hand, is good for ESL teachers because everybody has to learn English, but people have to see that politically and socially this is probably not the best direction to go in, and thankfully the TESOL organization has been against that position. Their political arm has lobbied against that position. And in spite of this, laws have passed requiring the use of English only in some states and areas. I think TESOL has to become a little bit broader, so that it's not just about ESL or English. It has to be about the total language learning of the child or the adult—whoever the learner is—so that we all find it normal and desirable for people to be bilingual or multilingual. This is really important, and this is a real challenge. I like the Canadian terminology better than the American terminology: Teaching English as an Additional Language, TEAL. I think there is a whole different psychology behind that name or label. There is always the challenge of avoiding the notion that there is one best way to teach or learn a language, to get away from that kind of mentality and to be exploratory and creative, to find out what works well with kids in this kind of setting and what works well with immigrant adults in another type of setting, and to constantly be willing to experiment and try out new things and find out what works well with particular learners for particular purposes. That will be a constant challenge, because the learners are going to change a bit. They are not going to be the same learners that we were dealing with 50 years ago, and the ones we have down the road are going to be different from the ones we have today. And in applied linguistics, we should always be thinking about solving language problems in the real world. I think that's a kind of definition of applied linguistics, solving those problems that involve language in one way or another: language in education, language in everyday society, language in courtrooms, language in the political process, and so on. The applied linguists have to be there to work on these problems, and maybe the problems are going to change, but we're going to need people who can do the research and come up with solutions.

**Isaiah**: *Yes, so I guess that's where junior researchers and teachers like myself come in. Do you have some advice that you would like to give to us?*

**Marianne:** Oh, I would say when you go out and get a job after you finish your degree, take both your teaching and research seriously, and find out what your institution expects for tenure and try to surpass that expectation. And if you're not happy where you end up—sometimes people go to their first job and they think it's going to be great, but then for some reason it doesn't work out because of the institution or the people you're working with—don't get stuck. As soon as you realize things are bad, begin looking for something else. Don't stay in a bad place where you're miserable; it's going to poison you and your work. And work with good collaborators. That's been the story of my success. Work with really good collaborators. I find that approach much more fun and interesting, and you learn much more than when you try to work alone. And involve your students in your research agenda. It's really helpful. I think it's good for them, too. If you have a bright student who really has done a lot for you and with you on a research project, make that person a coauthor with you on an article, and mentor them into the research writing process. As a grad student in the Linguistics Department, I had good mentors: people like Vicki Fromkin, Sandy Thompson, and Peter Ladefoged. They were really great teachers and very good mentors, constantly encouraging students to publish and present at conferences. I always appreciated that. And be yourself! Don't try to be something that you can't be.

**Isaiah**: *Oh, I think that's most important. I've always wondered, Marianne, did you know you were going to be* the *Marianne Celce-Murcia that you are now when you were a starving graduate student like I am?*

**Marianne:** Oh, Isaiah, this question really bothers me. You flatter me because I honestly do not feel that there is anything particularly unusual or special about me. I've done what I've wanted to do. I've worked hard; I've had a good time. I've always been a high-energy, a high-achieving individual. In high school, I graduated fourth in a very large Chicago public school graduating class. And as an undergraduate, I graduated with honors, and I was president of Mortar Board. So I seem to have had a lot of energy to get things done. I just continued on that path with different objectives. I always knew I was going to be a teacher. Let me put it this way: I think when I was five years old, I already knew I was going to be a teacher. The question was, "What would I teach, and who would be my students?" Those were open questions at the time. If anyone asked me what I wanted to be, I didn't want to be a movie star or a firefighter; I wanted to be a teacher. So I've done that. And when people get overly impressed, I think that's ridiculous, because that's what I am. I am a teacher and a researcher. If people think I've done a good job, that's great. But I've done what I think is expected, especially at a university like UCLA.

**Isaiah:** *Did you also have your share of doubts and second thoughts about whether you had made the right choice in your life?*

**Marianne:** When I came back from Nigeria, from my two years of overseas teaching experience, it took me a couple of years to make the commitment to do the Ph.D. I had an interesting job. I was actually doing language research at System Development Corporation, then in Santa Monica. I was working with computational linguists, helping them with their knowledge of language. They were real great at writing computer programs, but they didn't have the background in language that I did. I was kind of like a research assistant there, and that was really nice. So I had to think about coming back because I knew it would be a great commitment of time and effort. But I'm really glad I did. When I first came to UCLA, I was just going to do an M.A., and it was the professors who said, "Don't stop with an M.A. You ought to do a Ph.D., Marianne." And I hadn't even thought of it. It hadn't even occurred to me. So it was professors like Clifford Prator and Paul Schachter, who talked me into doing a Ph.D. And then, when I was working on my Ph.D., did I ever imagine that I'd be given an appointment at UCLA? No! Never! I was very lucky. My job fell into my lap; I didn't even have to do a job search. So I know I've been really lucky when I see how some students have to struggle to get their first job. Often really good people are having a problem getting a good position out there in the real world, but I was tremendously lucky. So I hope I've done some good things with my good luck.

## ACKNOWLEDGEMENTS

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## NOTES

[1] This interview was conducted in Professor Celce-Murcia's office in October, 2001.

[2] Nguyen Van So was eventually able to immigrate to the U.S. with his family, and he is now teaching ESL at Orange Coast Community College in Orange County, California.

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**Isaiah W. Yoo** is a doctoral student in Applied Linguistics & TESL at UCLA. His main research interests are how the presence of the definite article affects the meanings of *last* and *next* and how definiteness is expressed in English and other languages such as Korean, Japanese, and Chinese. He completed a master's thesis and a doctoral qualifying paper under Professor Celce-Murcia's primary supervision.