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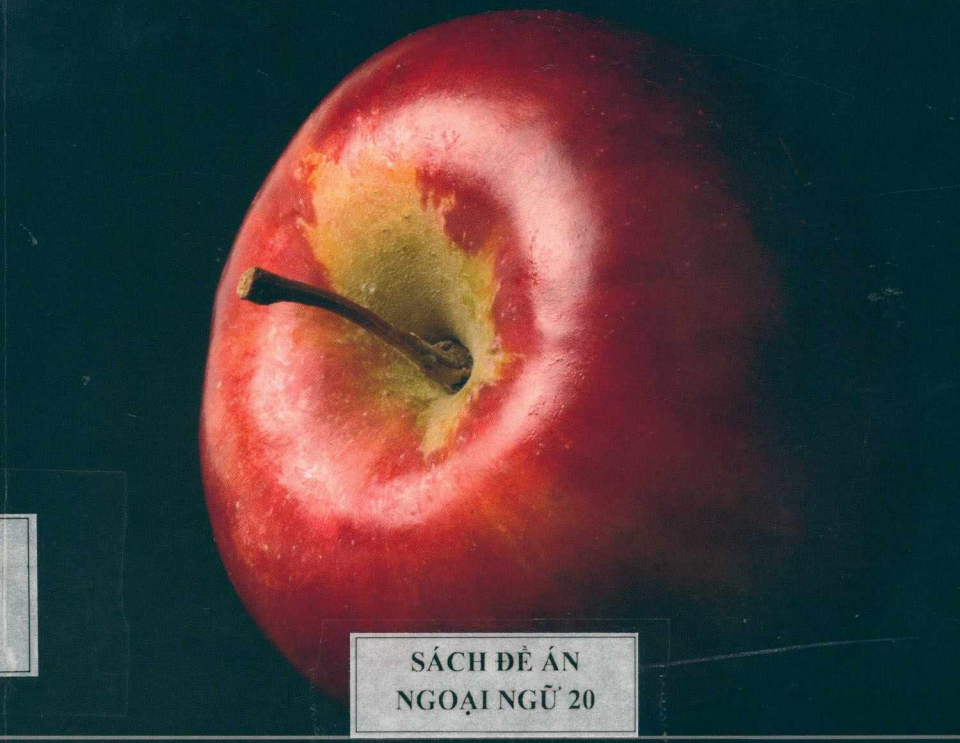
Teaching English as a Second or Foreign Language

FOURTH EDITION



SÁCH ĐỀ ÁN
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MARIANNE CELCE-MURCIA · DONNA M. BRINTON · MARGUERITE ANN SNOW
EDITORS

NATIONAL GEOGRAPHIC LEARNING | HEINLE CENGAGE Learning

Teaching English as a Second or Foreign Language, Fourth Edition
Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow

Publisher: Sherrise Roehr

Acquisitions Editor: Tom Jefferies

Director of Global Marketing: Ian Martin

Senior Product Manager: Barbara Quincer Coulter

Director, Content and Media Production: Michael Burggren

Content Project Manager: Andrea Bobotas

Print Buyer: Mary Beth Hennebury

Cover Designer: Gina Petti

Cover Image: Joel Sartore/National Geographic Image Collection

Compositor: MPS Limited

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ISBN-13: 978-1-111-35169-4

ISBN-10: 1-111-35169-4

National Geographic Learning
20 Channel Center Street
Boston, MA 02210
USA

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Printed in the United States of America
3 4 5 6 7 18 17 16 15 14

Contents

Preface vii

Contributors x

UNIT I. Foundations of Methodology

Chapter 1: An Overview of Language Teaching Methods and Approaches 2
Marianne Celce-Murcia

Chapter 2: Communicative Language Teaching 15
Patricia A. Duff

Chapter 3: Principles of Instructed Second Language Learning 31
Rod Ellis

Chapter 4: Syllabus and Curriculum Design for Second Language Teaching 46
Kathleen Graves

Chapter 5: Teaching English in the Context of World Englishes 63
Marianne Celce-Murcia

UNIT II. Language Skills

Listening

Chapter 6: Second Language Listening Comprehension: Process and Pedagogy 72
Christine C. M. Goh

Chapter 7: Dimensions of Academic Listening 90
John Flowerdew & Lindsay Miller

Speaking

Chapter 8: Second Language Speaking 106
Anne Lazaraton

Chapter 9: Fluency-Oriented Second Language Teaching 121
David Bohlke

Chapter 10: Teaching Pronunciation 136
Janet Goodwin

Reading

Chapter 11: Teaching Second/Foreign Language Literacy to School-Age Learners 154
Anne M. Ediger

Chapter 12: Developing Engaged Second Language Readers 170
Neil J Anderson

Chapter 13: Teaching Reading for Academic Purposes 189
William Grabe & Fredricka L. Stoller

Writing

Chapter 14: Practical Tasks for Mastering the Mechanics of Writing and Going Just Beyond — 208
Elite Olshtain

Chapter 15: Considerations for Teaching Second Language Writing — 222
Sara Cushing Weigle

Chapter 16: Grammar in Second Language Writing — 238
Jan Frodesen

Grammar and Vocabulary

Chapter 17: Teaching Grammar — 256
Diane Larsen-Freeman

Chapter 18: Spoken Grammar — 271
Michael McCarthy & Anne O'Keeffe

Chapter 19: Teaching and Learning Vocabulary for Second Language Learners — 288
Cheryl Boyd Zimmerman

Assessing the Language Skills

Chapter 20: Large-Scale Second Language Assessment — 304
Antony John Kunnan & Kirby Grabowski

Chapter 21: Assessment in Second Language Classrooms — 320
Anne Katz

UNIT III. Skills for Teachers

Chapter 22: Tools and Techniques of Effective Second/Foreign Language Teaching — 340
Donna M. Brinton

Chapter 23: Lesson Planning in Second/Foreign Language Teaching — 362
Kitty B. Purgason

Chapter 24: English as a Second/Foreign Language Textbooks: How to Choose Them—How to Use Them — 380
Pat Byrd & Cynthia Schuemann

Chapter 25: Culture and Pragmatics in Language Teaching and Learning — 394
Eli Hinkel

Chapter 26: Digital Technology in Language Teaching — 409
Maggie Sokolik

UNIT IV. Integrated Approaches

Chapter 27: Teaching Language through Discourse — 424
Marianne Celce-Murcia & Elite Olshtain

Chapter 28: Content-Based and Immersion Models of Second/Foreign Language Teaching — 438
Marguerite Ann Snow

Chapter 29: Task-Based Teaching and Learning 455
David Nunan

Chapter 30: English for Specific Purposes: International in Scope, Specific in Purpose 471
Ann M. Johns & Donna Price

Chapter 31: Literature as Content for Language Teaching 488
Sandra Lee McKay

Chapter 32: Approaches to School-Based Bilingual Education 501
Mary McGroarty & Shannon Fitzsimmons-Doolan

UNIT V. Focus on the Learner

Chapter 33: Motivation in Second Language Learning 518
Zoltán Dörnyei

Chapter 34: Language Learner Strategies and Styles 532
James E. Purpura

Chapter 35: Teaching Young Learners in English as a Second/Foreign Language Settings 550
Joan Kang Shin

Chapter 36: Adult Learners in English as a Second/Foreign Language Settings 568
Janet L. Eyring

UNIT VI. Focus on the Teacher

Chapter 37: Non-Native English-Speaking Teachers in the Profession 586
Lia D. Kamhi-Stein

Chapter 38: Classroom Research, Teacher Research, and Action Research in Language Teaching 601
Kathleen M. Bailey

Chapter 39: Reflective Teaching: Principles and Practices 613
John M. Murphy

Chapter 40: Effective Professional Development for Language Teachers 630
JoAnn (Jodi) Crandall & Susan Finn Miller

References **649**

Index **681**

Credits

Chapter 3
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Chapter 4
Figure 1: Sato, K. & Takahashi, K. (2008). Curriculum revitalization in a Japanese high school: Teacher-teacher and teacher-university collaboration. In D. Hayes & J. Sharkey (Eds.), Revitalizing a curriculum for school-age learners (pp. 205–238). Alexandria, VA: TESOL.

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Chapter 22
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Chapter 27
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Chapter 28
Figure 6: Adapted from a task in Nunan, D. 1995. ATLAS: Learning-Centered Communication. Boston MA: Heinle & Heinle. p. 97

Chapter 29
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Chapter 38
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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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