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Teaching by principles an interactive approach to language

Teaching by Principles: An Interactive Approach to Language Pedagogy, Third Edition, by H. Douglas Brown, is a widely appreciated method text used in teacher training programs around the world. This user-friendly textbook provides a comprehensive survey of practical language teaching options, all of which are strictly anchored in accepted principles of language learning and teaching. The exercises at the end of the chapter allow readers to process the material interactively. The suggested readings direct readers to important books and articles in the industry. This third edition of Teaching by Principles includes: new chapters on course planning, technology and critical pedagogy that reflect current trends and advances in the methodology that has preared the organizers at the beginning of each chapter updated, expanded references to dealing with other recent hot topics: corpus linguistics form-focused teaching of several intelligence non-executive english teachers' autonomy to convey options in evaluation reflective teaching also H. Douglas Brown. : Principles of Language Learning and Teaching, Fifth Edition Language Assessment: Principles and Classroom Practices Strategies for Success: PRactical Guide to Learning English H. Douglas Brown's Teaching Principles are intended for teachers in education - those who intend to be teachers but have little or no class experience - and teachers who train teachers. It is centralised, not surprisingly, on certain principles of language teaching and learning that correspond to Brown's own principles of language teaching and learning (1994). His new book, Teaching by Principles, is itself an indication of the principles it advocates, and while it is again tempting to say is not surprising, it is not always self-evident that in our profession writers themselves do as they say. Brown knows. The book is organized into four main parts: Foundations for Classroom Practice; The context of teaching; Design and implementation of classroom technologies; and classroom practicalities. In an early chapter, Brown looks at the broad, wide-ranging principle of second-language learning from which good practice starts and on which [the reader's] teaching can be based (p. 16). These he group into cognitive, backfired and linguistic principles: 1. Automaticity; 2. Meaningful learning; 3. Anticipation of the premium; 4. Principle of intrinsic motivation; 5. Strategic investments; 6. Language ego; 7. Self-confidence; 8. Risk-taking; 9. Language-culture link; 10. the influence of the mother tongue; 11. Interlanguage; and 12. Communication skills. If we turn Brown's principled approach around and apply it to the book itself, we can characterize the twelve principles of recommendation that put the teaching of principles into line with anyone who intends to be a teacher or anyone With those who are. These principles of recommendation are as follows: PRINCIPLE OF CONTEXT: Brown's first chapter where do I start? begins with a detailed description of the class and the sequence of activities followed during the lesson. Although the lesson, Brown tells us in advance, is reasonably well designed, effectively implemented and characteristic of the current communicative language teaching method (p. 5), it is not perfect and the reader may question or disagree with some of the things that happen in the classroom. He encourages the reader to take note of these aspects of the lesson and then compare them with Brown's own comments and questions that follow the description of the lesson. In other words, the book begins with a concrete example of context and continues in the same way if necessary: the book feels grounded throughout the class. PRINCIPLE OF INTERACTIVITY: At the end of the first and every second chapter, Brown offers topics of conversation, action, and research that encourage readers to interact with both the text itself, classmates, and their own beliefs, beliefs, and ideas. In his chapter, The Present: An Informed Approach, Brown offers topics that invite readers to compare their responses to a partner, observe the ESL class, share their ideas in a small group, write their own definitions, and think - certain criteria and qualities in mind - about the lessons they themselves may have taught. In other words, he strives to bring as much reflection, discussion and interaction as possible (within the printed word) to this attempt at principled teaching. PRACTICAL PRINCIPLE: Brown includes, in passages that suit the reader throughout the book, the opportunity to try to introduce some of the ideas or principles he has discussed. For example, in a chapter on techniques and materials, he repeats a few pages of a typical course book and then asks his readers to consider what kind of lesson plans they might draw up from such materials or what kind of techniques and exercises they could best use with their students. Elsewhere, he talks about the exciting but complex tasks readers would face if their teaching situation allowed them to actually choose the textbook themselves. He refers to extensive and comprehensive textbook review lists and then offers an abbreviated format of such a checklist for illustrative purposes. He urges readers, as they read through this form, to think about the ESL textbook, which you know reasonably, and to ask yourself how well the book meets the criteria (p. 149). In other words, he offers opportunities to practice and make practical application even within the book itself. THE PRINCIPLE THAT: Brown doesn't make statements, he doesn't pretend that he or anyone in our industry has all the answers. Instead, he gives broad historical recognition of the various language teaching schools and, if necessary, acknowledges the strengths we can draw on and the insights from which we can benefit (even if it does not primarily work so successfully!). In addition, when discussing whether grammar should be dealt with directly in a class, Brown outlines six variables that can influence a teacher's decision. He then points out that these six categories should be considered as general guidelines for assessing the need for conscious grammatical concentration in the class, but none of these proposals are absolute (p. 350). PRINCIPLE OF EMPATHY: Throughout the book, Brown quite clearly demonstrates from his own experience that he understands what the new teacher might feel. For example, at the end of a chapter of teamwork, they recognize that the reader can feel overwhelmed or put off by the opportunity to do teamwork in your class. If so, this does not have to be the case! All instructions and reminders contained in this chapter will, in due time, become part of your subconscious intuitive teaching behaviour (p. 187). For a teacher who can indeed feel insecure and perhaps inadequate about the task ahead, this empathetic tone of encouragement undoubtedly falls on the welcome ear. PRINCIPLE OF REALITY: Brown recognizes that real teachers teach in real classrooms in real institutions in real communities. He does not assume that each class is the ideal size, that each classroom is ideally equipped, that each administrator ideally supports teacher curricula and pedagogical suggestions. In the chapter on sociopolitical and institutional context, he refers to institutional factors that can influence how a teacher plans a lesson or completes a technique in a given curriculum (these factors include a textbook that you can disliple!) He acknowledges that curricula constraints can sometimes be the biggest obstacle you have to cross, but he also believes that it is possible to find ways to compromise with the system and still feel professionally fulfilled (p. 129). Energy can therefore be directed towards creative education, rather than being railed against solid institutional power. In other words, things can be adapted to the verases without trying to change the whole system. PRINCIPLE OF READABILITY: Brown's prose is a pleasure to read because it is clear, concise and concise. He doesn't try to make straightforward ideas seem more complex than they actually are, and on the contrary, he can explain ideas that are complex or specialized which do not the postgraduate degree in research methods understands. For example, when discussing the input and intake of the acquisition of another language, Brown writes: That is, you can be exposed to high stakes, but the most important thing is the linguistic information that you end up receiving through the conscious and subconscious attention of this exposure, through cognitive retention strategies, feedback and interaction (p. 234). In part, Brown achieves such leg readability by being generous in the use of role pictures and illustrations, as well as with his conversational and sometimes frivolous approach - for example, using a pronoun for you, questions for the reader, and occasionally small jokes (such as when referring to the teaching technique of 28,732 languages) or anecdotes. ACCESSIBILITY PRINCIPLE: The book is written and formatted in such a way that the content is easy to follow and store, and additional information appears up close. This is partly done through the usual contracts of titles, sub-titles, and bold fonts, but also by Brown's frequent use of numbering systems, categories, and catalogs. It is particularly useful to have marked suggestions for your follow-up reading at the end of each chapter (rather than collecting them at the end of the book), and it is also useful to attach additional immens or materials to the chapter itself (e.g. diagrams of English vowels and consonants attached to the chapter on the teaching of oral communication skills). Brown includes, if necessary and in a suitable location, samples of ESL textbooks for assignments or questions and thinking. Another factor contributing to this sense of accessibility is that Brown refers throughout the book to certain parts of his principles of language learning and teaching (1994) so that the reader, who wants an extended or theoretical explanation of the point, can easily find it. OPENNESS PRINCIPLE: Brown often leaves things open in a way that invites the reader to participate and think about what to discuss. For example, when talking about writing teaching in a classroom that communicates about the place and interactive, Brown notes the links to the twelve principles of language learning and teaching. He himself displays connections to automaticity and meaningful learning, but then suggests to the reader that maybe you can continue the list yourself (p. 343). Or when trying to think about what types of colleges exist, Brown notes several and then tells the reader that you might even be able to think about a class that has been omitted (p. 127). PRINCIPLE OF GLOBAL APPLICATION: While no text is as applicable to every situation, some seem to applicable other than those applicable. Brown avoids narrow parochialism by identifying and honoring a wide range of situations, circumstances, needs and abilities that work for students and teachers around the world. He understands that a teacher who is not native English-speaking may, for example, have the confidence to let students go into small group work: he understands that this teacher may feel more comfortable and safe with more predictable or controlled activities. In addition, he acknowledges and respects the role of internationalised English varieties and tells his reader that if they do not teach in a country whose people use the widely accepted English language variety, grammatic and pronunciation standards may well have to be looked at in terms of educated, skilled English-born practices (p. 122). This could well include the very person reading the book. BASIS FOR RESEARCH: The principles promised in the title of the book form the idea of a train throughout this book (p. 343). These principles are based on references to studies and observations, a kind of other train, but only in the most meaningful and informative way. For example, he may refer to research showing that teamwork significantly increases students' internship time instead of teacher-driven approaches (p. 173); this motivation is a much more complex structure than the previous integrative instrumental dichotomy led many teachers to believe (p. 34); that, in order to correct speech errors, positive and negative feedback must be balanced in order to achieve the best results for the individual learner (p. 262). The extent of such references is evident at the end of the book in the fifteen-page bibliography, but at no point does the amount of detail in the study cover the reader or take on their own lives. Instead, Brown himself reminds the reader that at this point in your professional career, as you learn to teach, rather than immersing yourself in the oceans of research data, it is perhaps more important to create some basic foundations for developing an effective teaching approach (p. 286), which Brown then continues. : Brown's discussion of an interactive approach is indirectly the integrated nature of the classroom of language and language learning itself. Reading is not separate from writing or talking about listening; pupils do not exist separately from their social or educational contexts, teachers, families, friends, classmates. He talks more about the different aspects of the planning of lessons and the importance of each aspect for the whole. Similarly, the book itself can be viewed as a whole. Principles do not exist separately from pedagogy or practices; Nliiden classroom activities do not exist separately from what is outside the classroom door; theories do not exist separately from the practical reality of whether the projector or chalk deliveries above are available to the teacher on the blackboard (or the characters on the whiteboard!) The book itself is based on its basis - what principles are and how language teachers have conducted them over long years of experience - through the contexts in which we teach language to design and implement classroom techniques, as well as to the practicality of language class. Brown does all this without losing his thought train or facility with words. Finally, he points out that for all of us, continuing teacher training is lifelong learning. When we look at these twelve principles of recommendation, it turns out that experienced teachers can also benefit from reading this book. It would serve them well as a review and an opportunity: to look at their own beliefs about effective language teaching and as an opportunity to reflect on their own practices in class. Perhaps it also serves as a clear and consistent reminder: that, in Brown's words, we are not just language teachers, but much more. We are agents of change in a world in dire need of change: a change from competition to cooperation, from powerlessness to empowerment, from conflict to resolution, from prejudice to understanding (p. 442). And while that in itself may seem overwhelming to many of us, we can take insurance from brown's classroom energy concept: By understanding what some variables are in classroom control, you can take important steps to sharpen your skills as a language teacher. And then, as you heal some of those recognizable, clearly discernible skills, you open the door to an intangible, art, poetic, invisible energy spark that ignites the flames of learning. (p. 411) And perhaps all of us language teachers can do so, whether we are teachers in education or teachers with many years of experience in the classroom. We can be energetic in class; we can sharpen our skills; we can improve recognisable, clearly visible things; We can open the door to the intangible. We can do this by reading Brown's book. Professor Gail Schaefer Fu teaches at the English Language Teaching Unit of the Chinese University of Hong Kong and participates in language counselling at his independent learning centre. His recent articles have focused on the teaching of writing in Hong Kong; language improvement strategies and autonomy in class; and reflections on cooperation. Recent conference presentations have discussed identity topics in the language category and language advice. Advice.