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A COURSEBOOK
PRINCIPLES OF ENGLISH
LANGUAGE TEACHING

(Nguyên lý dạy học tiếng Anh)

(Tái bản lần thứ nhất, có chỉnh sửa và bổ sung)



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LỜI GIỚI THIỆU

Nhằm góp phần làm phong phú nguồn tư liệu phục vụ nghiên cứu, học tập cho bạn đọc, sinh viên, học viên và nghiên cứu sinh ngành Sư phạm Ngoại ngữ, Nhà xuất bản Đại học Cần Thơ ấn hành và giới thiệu cùng bạn đọc giáo trình “Nguyên lý dạy học Tiếng Anh” do TS. Nguyễn Văn Lợi, ThS. Chung Thị Thanh Hằng và ThS. Phan Thị Mỹ Khánh biên soạn.

Giáo trình gồm 06 chương, nội dung chủ yếu giới thiệu về quá trình dạy và học Tiếng Anh, lý thuyết về ngôn ngữ và quá trình tiếp thu ngôn ngữ thứ hai, các nhân tố ảnh hưởng đến quá trình dạy-học ngoại ngữ. Thêm vào đó, cuối mỗi chương còn có câu hỏi và bài tập ôn tập hữu ích cho bạn đọc. Giáo trình là tài liệu học tập có giá trị cho sinh viên sư phạm và giáo viên tiếng Anh muốn tìm hiểu các nguyên lý cơ bản trong dạy học tiếng Anh.

Nhà xuất bản Đại học Cần Thơ chân thành cảm ơn các tác giả và sự đóng góp ý kiến của quý thầy cô trong Hội đồng thẩm định trường Đại học Cần Thơ để giáo trình “Nguyên lý dạy học Tiếng Anh” được ra mắt bạn đọc.

Nhà xuất bản Đại học Cần Thơ trân trọng giới thiệu đến sinh viên, giảng viên và bạn đọc giáo trình này.

NHÀ XUẤT BẢN ĐẠI HỌC CẦN THƠ

PREFACE

In the past few decades, there has been a consensus that approaches to second language teaching including English language teaching should be flexible and context-sensitive instead of relying on impositions from fixed theoretical orthodoxies like the Direct Method, Audio-lingual Method, Communicative Language Teaching or similar ones. This change results from insights into how a second language is acquired and how social and cultural factors impact teaching and learning.

Meanwhile, demands for social, political and economic exchanges of nations around the world have led to an emphasis on the communicative function of English. There has been an increasing emphasis on using English in international communication and cultural, political, economic exchanges. In such a situation, in many countries especially in Vietnam, English education in policy has shifted towards developing communicative skills and abilities, along with grammar and linguistics knowledge. More facilities and equipment are being employed to create a facilitative environment for English learning.

Despite such changes at both technical and methodological levels, fundamental principles still play an indispensable role in providing core guidelines for English language teaching operation no matter what contexts this work is situated in. As suggested by the term, ‘principles’ are general, fundamental rules which can be employed in impacting learning both inside and outside the classroom. The principles selected and discussed in this course material are agreed upon by researchers and educators in the field of second language education. These principles form a strong theoretical foundation because they are grounded in an understanding of four important components related to teaching a language: the nature of language, learner factors impacting language learning, second language learning theories, and the context in which second language education takes place.

This coursebook, containing six chapters, aims to inform of such basic principles and attempts to situate them in the context of teaching English in Vietnam. Chapter 1 outlines a framework of the four major components of language teaching as mentioned above. Each of the components is discussed in detail in Chapters 2, 3, 4, and 5. Together, they provide theoretical foundations for the principles selected and proposed for use in teaching English in Vietnam in Chapter 6.

It is widely recognized that English has evolved into various forms and styles, and that it has become a medium for international communication in all areas of life. Therefore, English education in the context where it is taught as a school subject, usually labeled as English-as-a-foreign-language, needs to underscore its communicative aspects and functions. This is, however, not to say that various types of English should be the main focus of teaching as implied in the term ‘English as an international language’. In this coursebook, this term is taken to refer to an emphasis on use of the English language as a medium for international communication rather than seeing it as a foreign language subject as it used to be.

The coursebook is intended for English teaching methodology courses in both undergraduate and postgraduate programs in English Language Education. Nonetheless, in-service teachers can also benefit from the material as a reference for their professional development. Teacher educators can help prospective teachers gain a deeper understanding into the principles by assigning tasks or projects for further inquiry into how they could be operationalized in particular educational settings.

We acknowledge thanks to scholars, students and colleagues who have provided us with their practical experiences as well as concerns which contribute insight into the course material.

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ABBREVIATIONS

CAH	Contrastive Analysis Hypothesis
CARLA	The Center for Advanced Research on Language Acquisition
EFL	English as a Foreign Language
ESL	English as a Second Language
ENL	English as a Native Language
EAP	English for Academic Purposes
ESP	English for Specific Purposes
IQ	Intelligence Quotient
L1	First language
L2	Second language
MLAT	Modern Language Aptitude Test
MoET	Ministry of Education and Training
PLAB	Pimslear Language Aptitude Battery
ASEAN	Association of South East Asian Nations
WTO	World Trade Organization
ZPD	Zone of Proximal Development

Chapter 1

INTRODUCTION TO TEACHING AND LEARNING

This chapter

- briefly presents fundamental concepts and issues related the teaching process in general, and
- defines the framework of language teaching and learning as a discipline

1.1. CONCEPTS OF TEACHING

In a typical dictionary, it is easy to find a common definition of *teaching* as the *act, practice, work, career* or *profession* of a teacher. The most basic sense refers to teaching as a job or long-term career for survival and personal meaning. Implied in the term ‘profession’ is the work that is not only paid for a living, but also involves a person’s professional expertise and contributions to society. However, the view of teaching as a profession differs from what Hassen (1995, cited in Kumaravadivelu, 2003) thinks about it, using the term ‘vocation’. Vocation, according to the author, implies not only service to the public, but also a sense of identity and personal fulfillment.

Seen from the scholastic perspective, the teaching act or practice is the object of a scientific endeavor. The study of theory of teaching and practice is called didactics. In this respect, teaching is defined as a purposeful and organized activity that aims to bring about changes on the part of learners in a specific socio-cultural context. The teaching activity, nonetheless, involves complex processes and interactions that connect a wide range of studies: linguistics, educational psychology, learning theories, curriculum, testing and assessment and so on.

Task 1: The pictures below may be captured in daily practice in a variety of contexts. Think about the following questions.

1. What do they teach and learn?
2. What do they expect from each other?
3. How do they teach and learn?
4. What processes are involved in their activities?



(Source: Google Image: Commons Creative)

Not only is teaching a science, it is believed to be an art form as well. Elliot Eisener, an ex-professor of Art and Education at the Stanford Graduate School explained the artistic meaning of teaching as in the box below.

Teaching is an art

First, it is an art in the sense that teaching can be performed with such skill and grace that, for the student as for the teacher, the experience can be justifiably characterized as aesthetic. (...)

Second, teaching is an art in the sense that teachers, like painters, composers, actresses, and dancers, make judgments based on qualities that unfold during the course of action. (...)

Third, teaching is an art in the sense that the teacher's activity is not dominated by prescriptions or routines but is influenced by qualities and contingencies that are unpredicted. (...)

Fourth, teaching is an art in the sense that the ends it achieves are often created in process. (...)

(Elliot Eisner, 1985, pp. 175-177)

Task 2: *Reflect on the following questions based on your experience as learners.*

1. Teaching is an art, which implies that the teacher is like an 'artist' on the stage. Have you studied with any teacher whom you consider an artist? How much did you enjoy his/her lessons? Why?

2. To what extent do you agree with the idea that teaching is an art form?

As indicated in the four senses above, teaching is an exploratory, innovative activity and the classroom is like the stage on which the teacher is the key player. Learning outcomes emerge as the activity carries on, and they largely depend on the teacher's qualities in dealing with moment-to-moment classroom events.

Lutzker (2007) notes that the view on teaching as artful work emphasizes teacher qualities such as compassion, flexibility, creativity, and expressiveness as the central forces of teaching and learning outcomes.

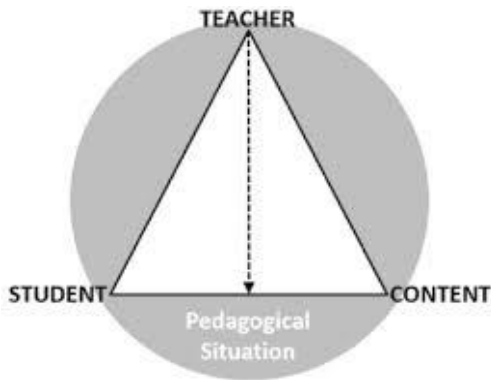
Therefore, it lacks standards on which teaching effectiveness and teacher accountability can be judged. On the other hand, from the perspective of a professional, teaching and instruction entail the application of theoretical principles or foundations grounded in a research-based understanding of teaching approaches, learners' cognition, learning processes, learners' psychological factors as well as other forces that could affect the learning process and outcome. Such knowledge domains, according to this conception of teaching, form the teacher's knowledge base and can be operationalized and developed. This way of thinking by no means excludes the creativity of teachers.

1.2. DIDACTIC TRIANGLE

According to Hirst (1971), what exactly characterizes teaching involves the intention attached to the work, its observable intended activities, and especially its connection to learning. The basic structure of teaching is usually depicted in the form of a triangle called the classical Didactic Triangle. It describes the triadic relations of three components: the teacher, learners, and subject matter content (the object of teaching and learning). These components are said to be interdependent and situated in a specific pedagogical situation.

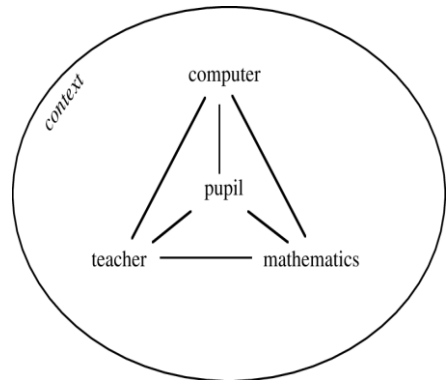
The term 'didactic' in English implies that the teacher is the authority who has the ability to transform his/her knowledge into something teachable and understandable to the learner, the so-called didactic method. It differs from the German term *Didaktik* which refers to the study of teaching theory and practice. Therefore, some scholars (e.g. Friesen & Osguthorpe, 2018) prefer using the term 'Pedagogical Triangle' instead. The didactic model was revised and developed in practice, which has led to variations and multiple dimensions as teaching involves more complex processes and dimensions (e.g. project teaching, teaching with technology).

The Didactic Triangle



(Source: Friesen & Osguthorpe, 2018)

The Didactic Tetrahedron



(Source: Tall, 1986)

The pedagogical triangular relation of learners, teacher and knowledge has resulted in the different orientations or concepts of teaching. As Kember (1997) noted, two existing common conceptions or approaches are teacher-centered teaching and learner-centered teaching. In each orientation, teaching is described in terms of whether the emphasis is laid on the relation of the teacher to content/knowledge or on the relation of learners to knowledge.

Teacher-centered teaching. Traditionally, the didactic approach stresses that learning is largely due to teaching, and thus the teacher is put at the center of the activity. Their roles and responsibilities are transforming and imparting the knowledge into something that learners can acquire easily. The teacher is the transmitter of information and knowledge whereas students are deemed as passive recipients of knowledge as if they are empty vessels. Knowledge is owned by the teacher who has the most authority to impose on and judge learners' learning.

Learner-centered teaching. In contrast, learner-centered teaching emphasizes students' roles and responsibilities. Teaching is regarded as a process of creating an optimal environment through activities for students to construct their understanding of knowledge. The teacher is mainly a facilitator who supports students to take their crucial roles in the process of building their own knowledge, and students have their agency and responsibility for learning. In a broader sense, they can also have the right to contribute to the instructional activity and material design. In negotiating with the teacher, they can make choice of what and how to learn.

1.3. GOALS OF TEACHING AND LEARNING

According to the pedagogical triangle, teaching is a purposeful activity, driven by the motive to relate learners to knowledge. The fundamental goal of teaching is, therefore, the acquisition of knowledge. Obviously, the teacher's work is to translate the goals of a curriculum or a course syllabus into practice with specific lesson objectives and contents. Then a number of intended actions are planned and carried out to cause learners to understand the contents about which they were still confused before learning.

However, many educators and scholars believe that the teaching activity should also include an educational purpose for personal and moral development. Albert Einstein believed learning was to enhance one's value: "Try not to become a man of success, but rather try to become a man of value." The common and fundamental goals of the teaching and learning process, thus, involve:

- causing learners to develop the basic skills and abilities that enable them to function independently in life,
- enabling learners to develop knowledge of a subject or discipline,
- affecting changes in learners' moral behavior and/or thinking, and
- inspiring learners to take a life-long journey in learning for personal self- fulfilment.

1.3.1. Teaching in the 21st century

Teaching in the 21st century should also consider developing the skills that prepare learners for the modern world. These skills are usually called 4C's skills namely communication skills, computer skills, collaborative skills, and critical thinking skills. These goals are in line with what UNESCO defines about learning goals as follows:

- **Learn to know:** One's learning is to develop the cognitive ability required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for one's future learning.
- **Learn to do:** Learning is to develop the necessary skills that would enable individuals to effectively participate in the global economy and society.
- **Learn to be:** Learning is to develop skills and qualities to become an all-rounded person.
- **Learn to live together:** Learning is to appreciate values implicit within human rights, democratic principles, intercultural understanding and respect, and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

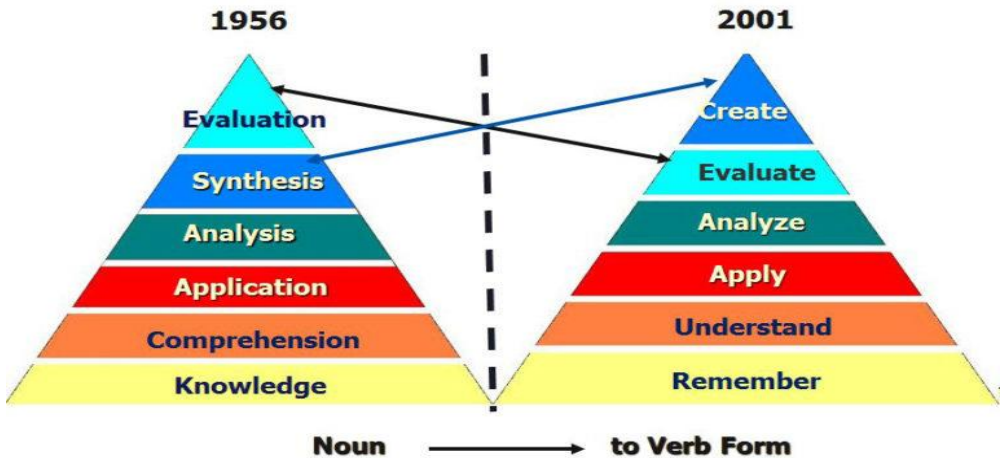
(Source: <http://www.unesco.org>)

Task 3: Considering your own experience in learning English, to what extent did the activities you had experienced reflect the goals above? Can you list some of the Vietnamese learners' goals of learning English in general? How do they fit into the goals mentioned above?

1.3.2. Teaching objectives and learning outcomes

The curriculum specifies the subject matter or content that the teacher is to teach in each course and lesson. In education, teaching contents are expressed in terms of learning outcomes and teaching objectives. They are the specific knowledge and skills the students are expected to be able to

perform, called ‘learning outcomes’, and are alternatively expressed by objectives or statements that indicate specific levels of learner performance at the end of a course or lesson. The objectives are defined by using specific verbs that express the range of abilities from lower-order skills like recalling, explaining, applying to higher-order ones such as analyzing, evaluating and creating. These levels of cognition are described in the revised Bloom’s Taxonomy (Anderson & David, 2001).



(Bloom’s Taxonomy Revised: Source: ©Wilson, Leslie O. 2001 – all rights reserved)

In writing lesson objectives, teachers are advised to follow the SMART rule. This means the objectives must be:

- **Specific** – have a clear and precise statement of what outcomes students are required to learn
- **Measurable** – include a measure for measuring whether the objective is achieved.
- **Achievable** – ensure challenge but success
- **Realistic/relevant** – focus on the outcomes that the learner are expected to perform in line with the curriculum, instead of the means for attaining them
- **Time-bound** – can be achieved in a specific time frame or limit.