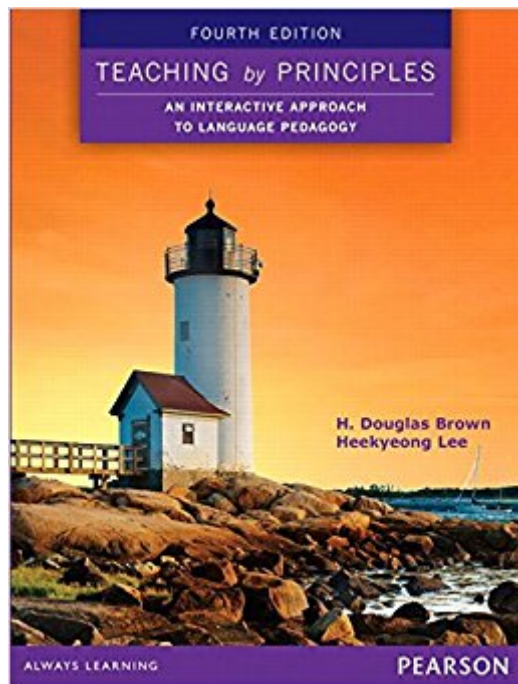


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Teaching By Principles: An Interactive Approach To Language Pedagogy (4th Edition)



Synopsis

Teaching by Principles is a widely acclaimed methodology text used in language teacher education programs around the world. In this fourth edition, Dr. H. Douglas Brown and Dr. Heekyeong Lee offer a comprehensive survey of practical language teaching options firmly anchored in current research on second language acquisition and pedagogy. Features of the Fourth Edition A comprehensive update on current issues, new research findings, and innovative classroom teaching techniques, with additional and reworked chapters to reflect this information A description and analysis of new foundational principles, including: agency, identity, languaculture, communities of practice, embodied cognition, and self-regulation Pre-reading organizers at the beginning of each chapter Frequent statistics and pedagogical "tips" in each chapter Numerous "classroom connections" to stimulate practical applications of concepts and principles End-of-chapter group activities, discussion topics, and suggested additional readings A glossary of technical terminology

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Customer Reviews

Teaching by Principles by Brown is an excellent resource book for teachers. In fact, it's the best book I have encountered so far which provides a detailed outline of most aspects of teaching English as a second language. I'm currently studying for a Master's degree in TESOL and have found this book well set-out and very easy to understand, compared with other books on TESOL teaching such as Approaches and Methods in Language Teaching by Richards & Rodgers and The Elements of Language Curriculum by Brown himself, just to cite two examples. If you are taking a course in TESOL or are even just currently teaching English overseas (I'm teaching English in

Japan) - this book will provide you with much insight into the history of teaching and various teaching methods as well as providing much food for thought on how you can improve your own classes. Highly recommended!

I have been reading this book for a graduate level course. I would say Brown and Lee do not provide enough examples of concepts they are talking about, specifically in the Speaking, Reading, Listening portions of their book. They are also oddly non-specific in the boxes meant to expound more on a concept mentioned in the paragraph above it. This book leaves something to be desired but is an interesting read regarding pedagogy and why we should or shouldn't teach a certain way.

I read other books with the same topic but Brown presents very clear and detailed information on how to teach English where you can apply in your ESL or EFL context. Some concepts can be very abstract but Brown can make them understandable for you. I like this book very much.

This book is full of a lot of 'obvious' information about ESL teaching 'theory'. It is dry, boring, and hard to read through. The only reason I'm using it is because the professor requires it for class. I'm glad I rented this book rather than buying it because I would never keep this book once I've finished the class.

A good resource for new ESL teachers. I'm not new and so I used this recent edition to compare to an earlier one; there wasn't much difference when I compared the two sections I was interested in, but it's a good idea to purchase the most recent edition of an ESL textbook if it's available for just a few dollars more.

This book is a well-organized overview of the underlying principles of teaching EFL/ESL, and does a good job of showing how these can be concretely implemented in the classroom. This is a very good book for those who are just starting out in the field, or those who have been instructors for a while but want to know about current pedagogical research on teaching practices. Brown presents detailed information on TESOL without overwhelming the reader with references (e.g., Nation's "Learning Vocab.") He introduces important jargon and provides easy-to-understand explanations. He also provides anecdotes and examples that both give the reader a clearer view of the content matter being discussed, as well as lightening the tone of the book.

It is an easy read, which is required for a MA-TESL course. It gives a good amount of comprehensive, historical overview of how teaching English as a second language has evolved throughout the years, up until the present time. Keep in mind that this is more of a theoretical framework for which you would adopt to your own curriculum; not an actual how-to guide. An amalgamation of all methods and techniques that employ all four components of language (i.e., reading, writing, listening, and speaking), provision of low-stress learning environment, and tailoring your curriculum to suit the learners' needs would be most beneficial to your students. That's the gist of this book.

It's a good book for starting teachers because it goes over a lot of history and basic theory as well as practical suggestions for classroom teaching and management. However, it does have a bit of an "old school" taste to it. It is great as a textbook, though, and it contains plenty of references for further study.

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