

**INTERNATIONAL HANDBOOK
OF
ENGLISH LANGUAGE TEACHING**

PART ONE

 Springer

**INTERNATIONAL HANDBOOK OF ENGLISH
LANGUAGE TEACHING**

Springer International Handbooks of Education

Volume 11

A list of titles in this series can be found at the end of this volume.

International Handbook of English Language Teaching

Part I

Edited by

Jim Cummins

The University of Toronto, Canada

and

Chris Davison

The University of Hong Kong, China

 Springer

Jim Cummins
Ontario Institute for Studies in Education/Canada

Chris Davison
The University of Hong Kong/China

Library of Congress Control Number: 2006932383

ISBN-13: 978-0-387-46300-1

ISBN-10: 0-387-46300-3

e-ISBN-13: 978-0-387-46301-8

e-ISBN-10: 0-387-46301-1

Printed on acid-free paper.

© 2007 Springer Science+Business Media, LLC.

All rights reserved. This work may not be translated or copied in whole or in part without the written permission of the publisher (Springer Science+Business Media, LLC., 233 Spring Street, New York, NY 10013, USA), except for brief excerpts in connection with reviews or scholarly analysis. Use in connection with any form of information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed is forbidden.

The use in this publication of trade names, trademarks, service marks and similar terms, even if they are not identified as such, is not to be taken as an expression of opinion as to whether or not they are subject to proprietary rights.

While the advice and information in this book are believed to be true and accurate at the date of going to press, neither the authors nor the editors nor the publisher can accept any legal responsibility for any errors or omissions that may be made. The publisher makes no warranty, express or implied, with respect to the material contained herein.

9 8 7 6 5 4 3 2 1

springer.com

Table of Contents

PART I

List of Authors	xiii
Preface	xxi
Acknowledgments	xxvii

SECTION 1. The Global Scope and Politics of ELT: Critiquing Current Policies and Programs

Introduction: The Global Scope and Politics of ELT: Critiquing Current Policies and Programs	3
<i>Jim Cummins and Chris Davison</i>	
1 ELT and Colonialism	13
<i>Alastair Pennycook</i>	
2 Ideology, Language Varieties, and ELT	25
<i>James W. Tollefson</i>	
3 Tensions Between English and Mother Tongue Teaching in Post-Colonial Africa	37
<i>Margaret Akinyi Obondo</i>	
4 A Critical Discussion of the English-Vernacular Divide in India	51
<i>Vaidehi Ramanathan</i>	
5 ELT Policy Directions in Multilingual Japan	63
<i>Yasuko Kanno</i>	

6	English Language Teaching in Korea: Toward Globalization or <i>Glocalization?</i> <i>Hyunjung Shin</i>	75
7	The National Curriculum Changes and Their Effects on English Language Teaching in the People's Republic of China <i>Qiang Wang</i>	87
8	ELT and Bilingual Education in Argentina <i>Agustina Tocalli-Beller</i>	107
9	English, No Longer a Foreign Language in Europe? <i>Robert Phillipson</i>	123
10	Common Property: English as a Lingua Franca in Europe <i>Barbara Seidlhofer</i>	137
11	Teaching English as a Third Language <i>Ulrike Jessner and Jasone Cenoz</i>	155
12	Protecting English in an Anglophone Age <i>Joseph Lo Bianco</i>	169
13	Adult Immigrant ESL Programs in Canada: Emerging Trends in the Contexts of History, Economics, and Identity <i>Douglas Fleming</i>	185
14	Focus on Literacy: ELT and Educational Attainment in England <i>Jill Bourne</i>	199
15	Methods, Meanings and Education Policy in the United States <i>Lois M. Meyer</i>	211
SECTION 2. The Goals and Focus of the ELT Program: Problematizing Content and Pedagogy		
	Introduction: The Goals and Focus of the ELT Program: Problematizing Content and Pedagogy <i>Chris Davison and Jim Cummins</i>	231
16	The Goals of ELT: Reproducing Native-Speakers or Promoting Multicompetence Among Second Language Users? <i>Vivian Cook</i>	237
17	Integrating School-Aged ESL Learners into the Mainstream Curriculum <i>Constant Leung</i>	249
18	Communicative Language Teaching: Current Status and Future Prospects <i>Nina Spada</i>	271

<i>Table of Contents</i>	vii
19 Language Instruction Through Tasks <i>Peter Skehan</i>	289
20 Knowledge Structures in Social Practices <i>Bernard A. Mohan</i>	303
21 Accelerating Academic Achievement of English Language Learners: A Synthesis of Five Evaluations of the CALLA Model <i>Anna Uhl Chamot</i>	317
22 Predicting Second Language Academic Success in English Using the Prism Model <i>Virginia P. Collier and Wayne P. Thomas</i>	333
23 Four Keys for School Success for Elementary English Learners <i>Yvonne Freeman and David Freeman</i>	349
24 Collaborating in ESL Education in Schools <i>Sophie Arkoudis</i>	365
25 Organization of English Teaching in International Schools <i>Maurice W. Carder</i>	379
26 English for Specific Purposes: Some Influences and Impacts <i>Ken Hyland</i>	391
27 An Interdisciplinary Approach to Teaching Adults English in the Workplace <i>Jane Lockwood</i>	403
SECTION 3. Assessment and Evaluation in ELT: Shifting Paradigms and Practices	
Introduction: Assessment and Evaluation in ELT: Shifting Paradigms and Practices <i>Chris Davison and Jim Cummins</i>	415
28 Standards-Based Approaches to the Evaluation of ESL Instruction <i>David Nunan</i>	421
29 The Standards Movement and ELT for School-Aged Learners: Cross-National Perspectives <i>Penny McKay</i>	439
30 High-Stakes Testing and Assessment: English Language Teacher Benchmarking <i>David Coniam and Peter Falvey</i>	457

31	New Directions in Testing English Language Proficiency for University Entrance <i>Alister Cumming</i>	473
32	The Impact of Testing Practices on Teaching: Ideologies and Alternatives <i>Liz Hamp-Lyons</i>	487
33	Classroom-Based Assessment: Possibilities and Pitfalls <i>Pauline Rea-Dickins</i>	505
34	The Power of Language Tests, the Power of the English Language and the Role of ELT <i>Elana Shohamy</i>	521
35	Different Definitions of Language and Language Learning: Implications for Assessment <i>Chris Davison</i>	533
	Author Index	549
	Subject Index	575

PART II

List of Authors	xiii
Preface	xxi
Acknowledgments	xxvii

SECTION 1. The Learner and the Learning Environment: Creating New Communities

Introduction: The Learner and the Learning Environment: Creating New Communities <i>Jim Cummins and Chris Davison</i>	615
36 ESL Learners in the Early School Years: Identity and Mediated Classroom Practices <i>Kelleen Toohey, Elaine Day and Patrick Manyak</i>	625
37 The Adolescent English Language Learner: Identities Lost and Found <i>Linda Harklau</i>	639

<i>Table of Contents</i>	ix
38 What About the Students? English Language Learners in Postsecondary Settings <i>Sarah Benesch</i>	655
39 Imagined Communities, Identity, and English Language Learning <i>Aneta Pavlenko and Bonny Norton</i>	669
40 Academic Achievement and Social Identity Among Bilingual Students in the U.S. <i>Shelley Wong and Rachel Grant</i>	681
41 Sociocultural Theory: A Unified Approach to L2 Learning and Teaching <i>James P. Lantolf</i>	693
42 Mediating Academic Language Learning Through Classroom Discourse <i>Pauline Gibbons</i>	701
43 Creating a Motivating Classroom Environment <i>Zoltán Dörnyei</i>	719
44 Autonomy and Its Role in Learning <i>Philip Benson</i>	733
45 Creating a Technology-Rich English Language Learning Environment <i>Denise E. Murray</i>	747
46 The Internet and English Language Learning: Opening Up Spaces for Constructivist and Transformative Pedagogy Through Sister-Class Networks <i>Vasilia Kourtis-Kazoullis and Eleni Skourtou</i>	763
 SECTION 2. Constructs of Language in ELT: Breaking the Boundaries	
Introduction: Constructs of Language in ELT: Breaking the Boundaries <i>Chris Davison and Jim Cummins</i>	777
47 Psycholinguistic Perspectives on Language and Its Acquisition <i>Jan H. Hulstijn</i>	783
48 Academic Language: What Is It and How Do We Acquire It? <i>Jim Cummins and Evelyn Man Yee-Fun</i>	797
49 Teaching Implications of L2 Phonology Research <i>John Archibald</i>	811
50 Current Perspectives on Vocabulary Teaching and Learning <i>Norbert Schmitt</i>	827

51	Changing Approaches to the Conceptualization and Teaching of Grammar <i>Beverly Derewianka</i>	843
52	Extending Our Understanding of Spoken Discourse <i>Michael McCarthy and Diana Slade</i>	859
53	New Directions in Student Academic Writing <i>Sue Starfield</i>	875
54	From Literacy to Multiliteracies in ELT <i>Heather Lotherington</i>	891
55	Technology and Writing <i>Mark Warschauer</i>	907
56	Multimodal Pedagogies, Representation and Identity: Perspectives from Post-Apartheid South Africa <i>Pippa Stein and Denise Newfield</i>	919
57	Approaches to Genre in ELT <i>Brian Paltridge</i>	931
58	Researching and Developing Teacher Language Awareness: Developments and Future Directions <i>Stephen Andrews</i>	945
SECTION 3. Research and Teacher Education in ELT: Meeting New Challenges		
	Introduction: Research and Teacher Education in ELT: Meeting New Challenges <i>Jim Cummins and Chris Davison</i>	963
59	Qualitative Approaches to Classroom Research with English Language Learners <i>Patricia A. Duff</i>	973
60	Action Research: Contributions and Future Directions in ELT <i>Anne Burns</i>	987
61	Narrative Inquiry and ELT Research <i>JoAnn Phillion and Ming Fang He</i>	1003
62	Conversation Analysis: Issues and Problems <i>Numa Markee</i>	1017

<i>Table of Contents</i>	xi
63 Poststructuralism and Applied Linguistics: Complementary Approaches to Identity and Culture in ELT <i>Brian Morgan</i>	1033
64 What Shapes Teachers' Professional Development? <i>Amy B.M. Tsui</i>	1053
65 Appropriating Uncertainty: ELT Professional Development in the New Century <i>Michael P. Breen</i>	1067
66 Teacher Education for Linguistically Diverse Communities, Schools, and Classrooms <i>Tara Goldstein</i>	1085
67 Challenges and Opportunities for the Teaching Profession: English as an Additional Language in the UK <i>Charlotte Franson</i>	1101
68 Teachers' Roles in the Global Hypermedia Environment <i>Chris Corbel</i>	1113
69 Preparing Teachers for Technology-Supported ELT <i>Michael K. Legutke, Andreas Müller-Hartmann and Marita Schocker V. Ditzfurth</i>	1125
Author Index	1139
Subject Index	1165

List of Authors

Stephen Andrews, Faculty of Education, The University of Hong Kong, Pokfulam Road, Hong Kong, SAR, China. Email: sandrews@hku.hk

John Archibald, Department of Linguistics, Language Research Centre, The University of Calgary, Calgary, Alberta, T2N 1N4, Canada. Email: john.archibald@ucalgary.ca

Sophie Arkoudis, Faculty of Education, The University of Melbourne, Parkville, Victoria, 3010, Australia. Email: s.arkoudis@unimelb.edu.au

Sarah Benesch, Department of English, Speech and, World Literature, The City University of New York, College of Staten Island, 2800 Victory Boulevard, Staten Island, New York, USA. Email: benesch@mail.csi.cuny.edu

Phil Benson, The Hong Kong Institute of Education, 10 Lo Ping Road, Tai Po, Hong Kong, SAR, China. Email: pbenson@hkucc.hku.hk

Jill Bourne, Centre for Research on Pedagogy and the Curriculum, School of Education, The University of Southampton, Highfield, Southampton, SO17 1BJ, United Kingdom. Email: j.bourne@soton.ac.uk

Michael P. Breen, Sutton House, Auchterarder, Perthshire PH3 1ED, Scotland. Email: m.breen@hotmail.co.uk

Anne Burns, Department of Linguistics, Division of Linguistics and Psychology, Macquarie University, NSW 2109, Australia. Email: anne.burns@mq.edu.au

Maurice Carder, Vienna International School, Strasse der Menschenrechte 1, A-1220, Vienna, Austria. Email: mcarder@vis.ac.at

Jasone Cenoz, Department of Research Methods in Education, FICE, The University of the Basque Country, Avda Tolosa 70, 01006 San Sebastian, Spain. Email: jasone.cenoz@ehu.es

Anna Uhl Chamot, George Washington University, 2121 Bye Street, N.W., Washington, USA. Email: auchamot@gwu.edu

Virginia P. Collier, Graduate School of Education, George Mason University, 4400 University Drive MS4B3, Fairfax, VA 22030, USA. Email: vcollier@gmu.edu

David Coniam, Department of Curriculum and Instruction, The Chinese University of Hong Kong, Shatin, New Territories, Hong Kong, SAR, China. Email: coniam@cuhk.edu.hk

Vivian Cook, School of Education, Communication and Language Sciences, King George VI Building, The University of Newcastle upon Tyne, Newcastle upon Tyne, NE1 7RU, England. Email: Vivian.Cook@newcastle.ac.uk

Chris Corbel, Manager Research and Development, NMIT, 77-91 St Georges Rd, Preston, Victoria 3072. Email: chrisc-rd@nmit.vic.edu.au

Alister Cumming, Modern Language Centre, Ontario Institute for Studies in Education, The University of Toronto, 252 Bloor Street West, Toronto, Ontario, M5S 1V6, Canada. Email: acumming@oise.utoronto.ca

Jim Cummins, Modern Language Centre, 10th Floor, Ontario Institute for Studies in Education, The University of Toronto, 252 Bloor St, West Toronto, Ontario, M5S 1V6 Canada. Email: jcummins@oise.utoronto.ca

Chris Davison, Faculty of Education, The University of Hong Kong, Pokfulam Rd, Hong Kong, SAR, China. Email: cdavison@hku.hk

Elaine Day, Faculty of Education, Simon Fraser University, 8888 University Drive, Burnaby, BC V5A, 1S6, Canada. Email: Elaine_Day@sfu.ca

Beverly Derewianka, Faculty of Education, The University of Wollongong, NSW 2522, Australia. Email: bevder@uow.edu.au

Zoltán Dörnyei, School of English Studies, The University of Nottingham, UK. Email: Zoltan.Dornyei@nottingham.ac.uk

Patricia A. Duff, Department of Language and Literacy Education The University of British Columbia, 2125 Main Mall, Vancouver, BC, V6T 1Z4, Canada. Email: patricia.duff@ubc.ca

Peter Falvey, University of Cambridge Local Examinations Syndicate, 4, Bramcote Lane, Chilwell, Beeston, Nottingham, NG9 5EN, UK. Email: falveyphk@gmail.com

Douglas Fleming, The University of British Columbia, 9500 Glenaces Drive Richmond, BC, V7A 1Y7, Canada. Email: fleming_douglas@sd36.bc.ca

Charlotte Franson, Canterbury Christ Church University, North Holmes Road, Canterbury, CT1 1QU, Kent, England. Email: cmf6@canterbury.ac.uk

David Freeman, School of Education, The University of Texas at Brownsville, 80 Fort Brown, Brownsville, TX 78520, USA. Email: david.freeman@utb.edu

Yvonne Freeman, School of Education, The University of Texas at Brownsville, 80 Fort Brown, Brownsville, TX 78520, USA. Email: yvonne.freeman@utb.edu

Pauline Gibbons, Faculty of Education, The University of Technology Sydney, PO Box 123, Broadway, NSW 2007, Australia. Email: Pauline.Gibbons@uts.edu.au

Tara Goldstein, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, The University of Toronto, 252 Bloor Street, Toronto, Ontario, M5S 1V6, Canada. Email: tgoldstein@oise.utoronto.ca

Rachel Grant, Center for Language and Culture, College of Education and Human Development, George Mason University, 4400 University Drive, MS4B3, Fairfax, VA 22030, USA. Email: rag022@aol.com

Liz Hamp-Lyons, Faculty of Education, The University of Hong Kong, Pokfulam, Rd, Hong Kong, SAR, China. Email: lizhl@hku.hk

Linda Harklau, Department of Language Education, 125 Aderhold Hall, The University of Georgia, Athens, GA 30602, USA. Email: lharklau@uga.edu

Ming Fang He, Department of Curriculum, Foundations, and Reading, College of Education, Georgia Southern University, Post Office Box 8144, Statesboro, GA, 30460-8144, USA. Email: mfhe@georgiasouthern.edu

Jan H. Hulstijn, Faculty of Humanities, The University of Amsterdam, 134 Spuisstraat, 1012 VB Amsterdam, The Netherlands. Email: j.h.hulstijn@uva.nl

Ken Hyland, Institute of Education, The University of London, 20 Bedford Way, London, WC1H 0AL, UK. Email: K.Hyland@ioe.ac.uk

Ulrike Jessner, Department of English, The University of Innsbruck, Innrain 52/III, A-6020 Innsbruck, Austria. Email: Ulrike.Jessner@uibk.ac.at

Yasuko Kanno, The University of Washington, Department of English, Box 354330, Seattle, WA 98195-4330, USA. Email: ykanno@u.washington.edu

Vasilia Kourtis Kazoullis, Department of Mediterranean Studies, The University of the Aegean, 1 Demokratias Ave. GR-85100 Rhodes, Greece. Email: kazoullis@rhodes.aegean.gr