

The McGraw-Hill Second Language Professional Series
DIRECTIONS IN SECOND LANGUAGE LEARNING

MAKING COMMUNICATIVE LANGUAGE TEACHING HAPPEN

— Second Edition —

James F. Lee • Bill VanPatten

GENERAL EDITORS: JAMES F. LEE AND BILL VANPATTEN

Making Communicative Language Teaching Happen

Jack C. Richards, Theodore S. Rodgers



Making Communicative Language Teaching Happen:

Making Communicative Language Teaching Happen James F. Lee, Bill VanPatten, 2007 **MAKING COMMUNICATIVE LANGUAGE TEACHING HAPPEN** James F. Lee, Bill VanPatten, 2003-05-19 Table of contents Handbook of Foreign Language Communication and Learning Karlfried Knapp, Barbara Seidlhofer, H. G. Widdowson, 2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions *Language Acquisition* David Michael Singleton, Lisa Ryan, 2004-01-01 The authors examine the evidence relative to the idea that there is an age factor in first second language acquisition goes on to explore the various explanations that have been advanced to account for such evidence Finally it looks at educational ramifications of the age question *Applying Priming Methods to L2 Learning, Teaching and Research* Pavel Trofimovich, Kim McDonough, 2011 This volume features a collection of empirical studies which use priming methods to explore the comprehension production and acquisition of second language L2 phonology syntax and lexicon The term priming refers to the phenomenon in which prior exposure to specific language forms or meanings influences a speaker's subsequent language comprehension or production This book brings together the various strands of priming research into a single volume that specifically addresses the interests of researchers teachers and students interested in L2 teaching and learning Chapters by internationally known scholars feature a variety of priming techniques describe various psycholinguistic tasks and focus on different domains of language knowledge and skills The book is conceptualized with a wide audience in mind including researchers not familiar with priming methods and their application to L2 research graduate students in second language acquisition and related disciplines and instructors who require readings for use in their courses **The Cambridge Handbook of Bilingual Processing** John W. Schwieter, 2015-08-06 How does a human acquire comprehend produce and control multiple languages with just the power of one mind What are the cognitive consequences of being a bilingual These are just a few of the intriguing questions at the core of studying bilingualism from psycholinguistic and neurocognitive perspectives Bringing together some of the world's leading experts in bilingualism cognitive psychology and language acquisition The Cambridge Handbook of Bilingual Processing explores these questions by presenting a clear overview of current theories and findings in bilingual processing This comprehensive handbook is organized around overarching thematic areas including theories and methodologies acquisition and development comprehension and representation production control and the cognitive consequences of bilingualism The handbook serves as an informative overview for researchers interested in cognitive bilingualism and the logic of theoretical and experimental approaches to language science It also functions as an instrumental source of readings for anyone interested in bilingual processing *Processing Instruction* Bill VanPatten, 2004-05-20 This book provides a comprehensive collection of empirical studies and

critical commentary that bring Processing Instruction up to date but also lay the ground work for continued research

Techniques and Principles in Language Teaching 3rd edition - Oxford Handbooks for Language Teachers

Diane Larsen-Freeman, Marti Anderson, 2013-01-18 Techniques and Principles in Language Teaching has influenced the way thousands of teachers have taught English This classic guide to developing the way you teach has been an essential resource to new and experienced teachers worldwide and is now in its third edition Each chapter focuses on a different teaching approach describing it being used in the classroom analyzing what happened and helping you think how you could apply it to your own teaching New features of the third edition include a new discussion on the political dimensions of language teaching a new digital technology chapter and extended coverage of content based and task based approaches On this site you will find additional resources including author videos in which Diane Larsen Freeman and Marti Anderson talk about the background to the book and new innovations in language teaching which are discussed in the third edition **Input**

Processing and Processing Instruction Alessandro Benati, 2021-09-08 Input Processing is a theoretical framework on which the pedagogical paradigm called Processing Instruction is predicated In this book new data on the acquisition of Italian and Modern Standard Arabic are presented and analyzed within this framework Each study in the book explores how input processing strategies affect the acquisition of a particular linguistic feature and or structure in the two languages The studies use both offline e g sentence and discourse level tasks and online tests e g eye tracking to measure the effects of this instructional training **Introducing Second Language Acquisition** Kirsten M. Hummel, 2013-12-16 Introducing Second Language Acquisition Perspectives and Practices represents a clear and concise introduction to the main concepts issues and debates in second language acquisition studies aimed specifically at undergraduates encountering the topic for the first time Follows six fictitious language learners throughout the text whose stories serve to introduce various concepts and issues Contains specific chapters on first language acquisition and bilingualism as well as explicit references to the most recent and important research Covers key topics including acquisition contexts theoretical perspectives language teaching methods second language development and individual differences such as age aptitude and motivation Grabs student attention with lighthearted cartoons that illustrate and reinforce key ideas Features a full range of pedagogical tools to aid student learning including language learning in practice textboxes bolded new terms defined in the margins an end of book glossary self assessment and classroom discussion questions exercise and project ideas and further online viewing sections **The Art of**

Teaching Spanish Rafael Salaberry, Barbara A. Lafford, 2006-12-08 The Art of Teaching Spanish explores in depth the findings of research in second language acquisition SLA and other language related fields and translates those findings into practical pedagogical tools for current and future Spanish language instructors This volume addresses how theoretical frameworks affect the application of research findings to the teaching of Spanish how logistical factors affect the way research findings can be applied to teach Spanish and how findings from Spanish SLA research would be applicable to

Spanish second language teaching and represented in Spanish curricula through objectives and goals as evidenced in pedagogical materials such as textbooks and computer assisted language learning software Top SLA researchers and applied linguists lend their expertise on matters such as foreign language across curriculum programs testing online learning the incorporation of linguistic variation into the classroom heritage language learners the teaching of translation the effects of study abroad and classroom contexts on learning and other pedagogical issues Other common themes of The Art of Teaching Spanish include the rejection of the concept of a monolithic language competence the importance of language as social practice and cultural competence the psycholinguistic component of SLA and the need for more cross fertilization from related fields

Approaches and Methods in Language Teaching Jack C. Richards, Theodore S. Rodgers, 2014-04-16 In addition this third edition includes content on the teaching and learning environment with chapters on learners and methods teachers and methods plus approaches methods and the curriculum

Grammar Acquisition and Processing Instruction Alessandro G. Benati, James F. Lee, 2008 The research we present in this book establishes a unique line of research within the Processing Instruction model by assessing the transfer of training effects of this approach to grammar instruction on how learners make form meaning connections In this book we present the results of three experimental studies investigating secondary and cumulative effects in French Italian and English

Set the Stage! Nicoletta Marini-Maio, Colleen Ryan-Scheutz, 2008-12-16 Set the Stage is a collection of essays on teaching Italian language literature and culture through theater From theoretical background to course models this book provides all the resources that teachers and students need to incorporate the rich and abundant Italian theater tradition into the curriculum Features of the book include the Director's Handbook a comprehensive guide with detailed instructions for every step of the process from choosing a text to the final performance an exclusive interview with Nobel laureate Dario Fo a foreword by prize winning author Dacia Maraini

Russian Language Studies in North America Veronika Makarova, 2013-10-01 Russian Language Studies in North America New Perspectives from Theoretical and Applied Linguistics offers a unique collection of research papers representing current directions in Russian language studies in Canada and the United States Traditionally Slavic and Russian studies in these countries have centered around literature history politics and culture This volume reflects recent changes in Russian studies by focusing on language structure language use and teaching methodology The volume brings together several generations of scholars from young promising researchers to those with long established reputations in the field

The Oxford Handbook of Chinese Linguistics William S.-Y. Wang, Chaofen Sun, 2015 The Oxford Handbook of Chinese Linguistics offers a broad and comprehensive coverage of the entire field from a multi disciplinary perspective All chapters are contributed by leading scholars in their respective areas This Handbook contains eight sections history languages and dialects language contact morphology syntax phonetics and phonology socio cultural aspects and neuro psychological aspects It provides not only a diachronic view of how languages evolve but also a synchronic view of how languages in contact enrich

each other by borrowing new words calquing loan translation and even developing new syntactic structures It also accompanies traditional linguistic studies of grammar and phonology with empirical evidence from psychology and neurocognitive sciences In addition to research on the Chinese language and its major dialect groups this handbook covers studies on sign languages and non Chinese languages such as the Austronesian languages spoken in Taiwan *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What's new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication *Pedagogical Norms for Second and Foreign Language Learning and Teaching* Susan M. Gass, Kathleen Bardovi-Harlig, Sally Sietloff Magnan, Joel Walz, 2002-09-03 The concept of Pedagogical Norm is grounded in both sociolinguistic and psycholinguistic principles Pedagogical norms guide the selection and sequencing of target language features for language teaching and learning This book both situates and expands on this concept highlighting the interaction of research and pedagogy The papers collectively illustrate how the concept of pedagogical norm applies to all components of language including phonology morphology syntax and discourse The book begins with a discussion of definitions including papers that trace the history of the concept and define what is meant by norms Also included are papers that apply the concept of pedagogical norms in specific contexts e g intonation morphology

and to specific languages Finally pedagogical norms are extended beyond the more traditional areas of grammatical competence to such disparate areas as listening discourse and circumlocution

Teaching and Researching Language Learning Strategies Rebecca L. Oxford, 2016-12-19 Now in its second edition *Teaching and Researching Language Learning Strategies* Self Regulation in Context charts the field systematically and coherently for the benefit of language learning practitioners students and researchers This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self Regulation Model It is enriched by many new features such as the first ever major content analysis of published learning strategy definitions leading to a long awaited encompassing strategy definition that to a significant degree brings order out of chaos in the strategy field Rebecca L Oxford provides an intensive discussion of self regulation agency and related factors as the soul of learning strategies She ushers the strategy field into the twenty first century with the first in depth treatment of strategies and complexity theory A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary The last chapter presents innovations for strategy instruction such as ways to deepen and differentiate strategy instruction to meet individual needs a useful scenario based emotion regulation questionnaire insights on new research methods and results of two strategy instruction meta analyses This revised edition includes in depth questions tasks and projects for readers in every chapter This is the ideal textbook for upper level undergraduate and graduate courses in TESOL ELT education linguistics and psychology

Contemporary Approaches to Second Language Acquisition María del Pilar García Mayo, María Junkal Gutierrez Mangado, María Martínez Adrián, 2013-02-19 Second language acquisition SLA is a field of inquiry that has increased in importance since the 1960s Currently researchers adopt multiple perspectives in the analysis of learner language all of them providing different but complementary answers to the understanding of oral and written data produced by young and older learners in different settings The main goal of this volume is to provide the reader with updated reviews of the major contemporary approaches to SLA the research carried out within them and wherever appropriate the implications and or applications for theory research and pedagogy that might derive from the available empirical evidence The book is intended for SLA researchers as well as for graduate MA Ph D students in SLA research applied linguistics and linguistics as the different chapters will be a guide in their research within the approaches presented The volume will also be of interest to professionals from other fields interested in the SLA process and the different explanations that have been put forward to account for it

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