

Developing Second Language Skills Theory To Practice Second Edition

Lexical errors are a determinant in gaining insight into vocabulary acquisition, vocabulary use and writing quality assessment. Lexical errors are very frequent in the written production of young EFL learners, but they decrease as learners gain proficiency. Misspellings are the most common category, but formal errors give way to semantic-based lexical errors as proficiency increases, likewise, the direct influence of the L1 also reduces in favour of more elaborated transfer mechanisms and L2 influence. The different categories of lexical errors indicate the stage of learning. This book uses a study of young EFL learners to suggest that lexical accuracy is a crucial component of writing assessment, and that lexical errors are useful in predicting writing quality. Includes bibliographical references and index.

The field of TESOL encompasses English teachers who teach English as an additional language in English-dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language. This range of educators teaches English to children, adolescents, and adults in primary, secondary, post-secondary, popular education, and language academies or tutoring centers. The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs. This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good. There is an urgent need for readily reproducible and step-by-step research-based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices. This book would serve as a critical addition to current literature in TESOL. TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy is an essential reference that provides practical and equitable step-by-step guides for TESOL educators through the current best practices and methods for effective and equity-minded teaching, critical inquiry, and transformative advocacy. This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching, which will lead to the integration of social justice-focused practice across the new curriculum. Covering topics such as integrated language instruction, equity and inclusivity, critical consciousness, and online learning, this text is essential for in-service and pre-service TESOL educators, education students, researchers, administrators, teacher educators, and academicians.

Seeks to assist readers interested in classroom language learning in the process of clarifying their own beliefs about language teaching and learning.

This volume discusses a variety of aspects of cross-curricularity in language learning and teaching. It highlights the multidimensional character of language classes conducted at different educational levels, from pre-school to the university level, and discusses several important issues from a theoretical perspective, providing certain practical solutions and implications to the enumerated problems. The material of the book is divided into four parts, essentially reflecting the main areas of interest here. These parts deal with such notions as language learning and teaching; media in foreign language didactics; art and literature in language education; and (inter-)culturality and cross-curricularity in language learning and teaching. The book will be particularly useful to teacher-practitioners and scholars interested in various forms of integrating the content of different school subjects in language education.

This book explores the importance of cross-linguistic similarity in foreign language learning. Similarities can be perceived in the form of simplified one-to-one relationships or merely assumed. The book outlines the different roles of L1 transfer on comprehension and on production, and on close and distant target languages.

As an essential part of communicative competence, listening is a skill which deserves equal treatment with the other basic skills of speaking, reading, and writing. Second Language Listening combines up-to-date listening theory with case studies of actual pedagogical practice. The authors describe current models of listening theory and exemplify each with a textbook task. They address the role of technology in teaching listening, questioning techniques, and testing. Second Language Listening is designed to be used with both pre-service and in-service teachers who are involved in the teaching of listening or the design of pedagogic materials for listening.

Current Trends in the Development and Teaching of the four Language Skills builds connections from theory in the four language skills to instructional practices. It comprises twenty-one chapters that are grouped in five sections. The first section includes an introductory chapter which presents a communicative competence framework developed by the editors in order to highlight the key role the four skills play in language learning and teaching. The next four sections each represent a language skill: Section II is devoted to listening, Section III to speaking, Section IV to reading and Section V to writing. In order to provide an extensive treatment of each of the four skills, each section starts with a theoretical chapter which briefly illustrates advances in the understanding of how each skill is likely to be learned and taught, followed by four didactically oriented chapters authored by leading international specialists. These pedagogical chapters deal specifically with four key topics: 1) areas of research that influence the teaching of a particular skill; 2) an overview of strategies or techniques necessary for developing a particular skill; 3) an approach to the academic orientation of a particular skill, and 4) unique aspects of teaching each skill. Moreover, all chapters incorporate two common sections: pre-reading questions at the beginning of the chapter in order to stimulate readers' interest in its content, and a section entitled suggested activities at the end of the chapter in order to allow readers put the ideas and concepts presented into practice. The accessible style and practical focus of the volume make it an ideal tool for teachers, teacher trainers, and teacher trainees who are involved in teaching the four language skills in a second or foreign language context.

Language teachers present theories for sharpening students' communication skills in a second language, and describe examples of their application in actual classrooms. They explain strategies for beginning listening comprehension; interaction skills with idiomatic expressions, integrating social skills, and group work at intermediate levels; and refining literacy skills for advanced students. Provides a springboard of ideas and approaches for teachers and administrators to tailor to their specific needs. Annotation copyright by Book News, Inc., Portland, OR In this collection of essays, a distinguished group of innovative teachers and writers describe the approaches and techniques they have incorporated into their own teaching. The articles are designed to help classroom teachers make language classes more participatory and communication oriented. Successive articles deal with the structure of interaction in large and small groups: imaginative activities for listening, speaking, reading, writing, and testing; the use of poetry, song, and drama; how to perform grammar rules rather than recite them; the special contribution of authentic materials; using audio and video as well as computer software to enhance learning, tapping the community as a resource; learning to interact in different cultural styles; and preparing the student for real-life professional use of language. Teachers of any language and teachers in training will find in this volume a wealth of original and practical ideas for the classroom.

Introduction to Language Development, Second Edition offers a highly accessible introduction to the complexities of language development. The textbook is designed for use in language acquisition courses in undergraduate and graduate speech-language pathology programs to facilitate both teaching and learning. Complex terminology and theories are explained through definitions and examples to assure that

students are able to grasp the content. Within the second edition of this text, students are presented with language factors -- syntax, semantics, phonology, morphology, and pragmatics -- as well as the cognitive abilities that underlie language development. Multilingual and multicultural differences are explored throughout. Other highlights include: Within each chapter, case studies, chapter objectives, and study questions are provided to support students' understanding of the main points. Case studies allow instructors to involve students more fully in classroom discussion, along with developing their critical thinking and problem solving skills. Chapter objectives allow students to understand the scope and goals of the chapter. Study questions allow instructors to engage students in discussions of the material and assure students grasp and retain the information. Tables and figures provide examples and evidence that elaborate and clarify the information presented. A comprehensive glossary of key words in each chapter helps students locate the definitions of key terms. New to this edition: Updated to reflect current research throughout. Expanded focus on evidence-based practice. Improved readability through the use of boxes, explanations, and definitions. A greater number of figures and tables for deeper comprehension. Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

This book presents a theoretical framework of Elicitation Questions. Elicitation questions are the most important aspect of second language learning ability. Understanding the purposes and the conditions in which questions work best will help one master their use. Questioning is not only one of the most important skills in language learning, but also one of the main objectives of learning English in our schools. Although there are a number of definitions, it seems that the term 'question' has never been clearly defined. With the changes occurring within the linguistic theories, the term has been characterized in different ways. 'Questioning' here refers to the act of asking or putting or using questions through which a good number of functions can be served. The manuscript examines a framework in discourse characterization both in English and Persian, and shed some light on the theoretical description of Elicitations in the two languages. The result has significant implications for those involving in pragmatics, discourse analysis, contrastive analysis, pedagogy and translation.

When Dead Tongues Speak introduces classicists to the research that linguists, psychologists, and language teachers have conducted over the past thirty years and passes along their most important insights. The essays cover a broad range of topics, including cognitive styles, peer teaching and collaboration, learning disabilities, feminist pedagogy, speaking, and writing. Each contributor addresses a different problem in the learning process based on his or her own teaching experience, and each chapter combines a theoretical overview with practical examples of classroom activities. The book was developed for classroom use in Greek and Latin methodology classes in M.A. and M.A.T. programs. It will also appeal to Latin and Greek language instructors who want to get current with the latest scholarship and pedagogical models.

In recent years traditional, classroom-based language tuition has been increasingly overshadowed by innovative approaches, such as distance learning, supported independent learning and blended learning (with an online component). This timely volume examines the use of language learning strategies in a range of independent settings, and addresses key issues for independent learners such as autonomy, strategic awareness and self-regulation.

The book "Effects and Implications of Pragmatic Competence for Enhancing EFL University Students' Written Performance" highlights the effects and implications of the Kurd EFL students' lack of pragmatic competence on their written performance. It includes with the written performance of the students at the recognition level and the production level, and relies on the results achieved from its instruments: the students' test, the students' questionnaire, and the lecturers' questionnaire. Depending on the results obtained from the tools, the study tries to identify and find out the sources of errors in the written performance of the Kurd EFL university students. The book hypothesizes that the inadequacy of the students' written performance could be attributed to the curricula and/or the students' dependence on the grammatical aspects of the foreign language neglecting the pragmatic and the socio-cultural dimensions. This gives turn to state that the students' written performance is better at the recognition level than the production due to the negative interference of their mother tongue. The book concludes that Kurd EFL learners at the university level face serious difficulties when writing in English. The inappropriateness of their written performance can be attributed to the negative effects of their first language, lack of contact with English native speakers and culture as well as the limited opportunities to have been in English speaking communities. Therefore, for enhancing EFL university students' written performance, it is recommended that they should be introduced to the English culture through adding 'pragmatics' and 'English Culture' as two separate subject matters to the curricula, and to arrange summer courses for the students in English speaking countries, UK and US in particular.

Affectivity is at the core of everything we do in life. Thus, its development is also central to learning/acquisition and is important for educational contexts. The studies presented in this volume consider the different contexts of language learning and examine different types of participants in this process. Most of them look at a formal instruction context, while others look beyond the classroom and even report on the author's own affectivity and its involvement in learning experiences. Affectivity is discussed here in relation to learners but also to teachers in their own professional contexts of teaching foreign languages. In the majority of cases, affectivity is explored in the case of bilinguals, but there are also articles which focus on multilingual language users and their affectivity as an evolving factor.

This title examines current language assessment instruments, outlines in an accessible manner the research in the field, and provides language teachers and test developers with practical guidelines to enable them to develop suitable assessment tools for their students.

The videocassettes illustrate dialogues for the text it accompanies, and also provides ASL stories, poems and dramatic prose for classroom use. Each dialogue is presented three times to allow the student to "converse with" each signer. Also demonstrates the grammar and structure of sign language. The teacher's text on grammar and culture focuses on the use of three basic types of sentences, four verb inflections, locative relationships and pronouns, etc. by using sign language. The teacher's text on curriculum and methods gives guidelines on teaching American Sign Language and Structured activities for classroom use.

Traditional language teaching typically results in limited foreign language proficiency. Communicative approaches tend to produce greater fluency, but less accuracy. A potential solution to this dilemma is focus on form. Focus on form respects students internal linguistic syllabus, drawing their attention to problematic linguistic features during communicative activities, and thus providing an alternative to methodologies which treat accuracy and fluency separately. This volume examines theoretical foundations, empirical research, and a range of possible pedagogical implementations of focus on form in classroom language teaching.

Languages for Specific Purposes in Theory and Practice is a collection of essays which will appeal to teachers of modern languages no matter the level of instruction. The essays highlight the latest developments of Foreign Language Teaching in the Balkan countries, Eastern and Western Europe and the Middle East. The field of Language for Specific Purposes (LSP) is one of the richest areas of second language research and practice because increasing globalization and changing technologies spawn new modes of intercultural connection and new occasions for second language use. Languages for Specific Purposes in Theory

and Practice compasses this burgeoning field by presenting new research and commentary from some of the field's leading practitioners. This book surveys the approaches and methods in foreign language teaching, such as grammar translation, language evaluation, communication competence, critical thinking skills, communicative language teaching, and the natural approach. Teachers and teachers-in-training will discover in this book a comprehensive survey and analysis of the major and minor teaching methods used around the world. It is addressed to a wide audience that includes Language for Specific Purposes teachers and researchers, although the contents will also be relevant to applied linguists working in other fields. This book contains research studies as well as educational experiences and proposals, presented from different perspectives and backgrounds (both geographical and cultural), all of which are theoretically grounded and with a clear and sound rationale. Readers will find a variety of educational projects and research studies situated in specific educational contexts and in particular geographical locations.

The Routledge Encyclopedia of Language Teaching and Learning is an authoritative handbook dealing with all aspects of this increasingly important field of study. It has been produced specifically for language teaching professionals, but can also be used as a reference work for academic studies at postgraduate level. It offers a comprehensive range of articles on contemporary language teaching and its history. Themes covered include: methods and materials assessment and testing contexts and concepts influential figures related disciplines, such as psychology, anthropology and sociolinguistics. It covers the teaching of languages, in particular Japanese, Chinese and Arabic, as well as English, French, German and Spanish. There are thirty-five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items look at language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second Language Ability addresses an important issue in Second Language Acquisition—how to help learners progress from Intermediate and Advanced proficiency to Superior and beyond. Due to the pressures of globalization, American society encounters an ever-increasing demand for speakers with advanced language abilities. This volume makes available cutting edge research on working memory and cognition and empirical studies of effective teaching. In addition it can serve as a practical handbook for seasoned and pre-professional instructors alike. The bringing together of the latest in second language acquisition theory, decades of empirical research, and practical classroom application makes for an unprecedented volume examining the achievement of Superior-level foreign language proficiency.

Examines language acquisition and development across a wide range of languages and contexts
In Indian context.

School leaders who succeed at creating a high-achieving learning community must also be committed to creating an equitable environment for all students. In this new book, key scholars across the content areas show how to put into practice a commitment to equity and excellence across the Pre-K12 spectrum. Readers learn directly from experts in each of the content domains (literacy, mathematics, science, social studies, music, early childhood, special education, English language learners, world languages, and physical education) how a commitment to social justice and equity can be grounded in core subject areas, why each has a place in the school, and what they need to know and do in each subject area. This book is a critical instructional leadership resource for new and veteran principals who want to see all students succeed. Contributors: Antonio J. Castro, Julie Causton-Theoharis, Virginia Collier, Katherine Delaney, Catherine Ennis, Virginia Goatley, Beth Graue, Rochelle Gutierrez, Kathleen A. Hinchman, Anne Karabon, Christi Kasa, Dave McAlpine, Mitchell Robinson, Victor Sampson, Sherry A. Southerland, and Wayne Thomas

A review of the literature on learning strategies, describing and classifying learning strategies in second language learning.

The first International Online Language Conference was successfully held in September 2008. This event invited professors, Masters and Ph.D. students, and academicians from around the world to submit papers in areas related to the conference theme. The event was organized by International Online Knowledge Service Provider (IOKSP). The main conference objectives were as follows: to provide a platform for language educators, academicians, and researchers from diverse cultural backgrounds to exchange ideas and the best practices for effective language teaching and learning; to promote better understanding of cultural diversity in language learning; to encourage language educators to be involved in the research process in order to achieve comprehensive excellence; and to produce a collection of scholarly papers.

Semiotics has had a profound impact on our comprehension of a wide range of phenomena, from how animals signify and communicate, to how people read TV commercials. This series features books on semiotic theory and applications of that theory to understanding media, language, and related subjects. The series publishes scholarly monographs of wide appeal to students and interested non-specialists as well as scholars. AAS is a peer-reviewed series of international scope.

The book addresses one of the key controversies in teaching foreign language grammar, which is the utility of production-oriented instruction, as exemplified in the PPP sequence, and comprehension-based teaching, as implemented in interpretation tasks and processing instruction. It provides a thorough overview of issues related to learning and teaching grammar, with a particular focus on input-oriented approaches, and reports the findings of four studies which sought to compare their effects with instruction based on different forms of output practice. The findings serve as a basis for guidelines on how the two options can be successfully combined in the classroom

An introduction to the key questions that drive the field of L2 acquisition research, including its historical foundations.
Research Paper (postgraduate) from the year 2013 in the subject English Language and Literature Studies - Linguistics, grade: N/A, Universidad de Oriente in Santiago de Cuba (Faculty of Humanities), course: English Language, language: English, abstract: The ability to teach foreign languages effectively has become an increasingly important skill to develop and improve the language proficiency of students. Teachers need to develop and apply proactive and positive attitudes to foster new levels of foreign language learning within their students. Teaching, on its own, is not a panacea for success. This paper investigates how teachers at the Universidad de Oriente (UO) in Santiago de Cuba search for and apply innovative ways of teaching foreign languages to their students within current boundaries. The results from this research show that there is a positive relationship between the level of proficiency in a foreign language and the methods and approaches teachers apply to keep students motivated and interested in the subject matter. The literature review from this study provided supportive evidence which was strengthened with insights from face to face interviews and a focus

group meeting. The outcomes confirmed that students, who are exposed regularly to practical and diverse teaching methods, are more likely to exceed the expected foreign language proficiency levels set by the University's quality standards.

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