

Making Communicative Language Teaching Happen

Praised for its fresh and informed discussion of language instruction and language acquisition, the first edition of *Making Communicative Language Teaching Happen* was recognized by the Modern Language Association as one of the twenty most influential methods textbooks. The authors are both internationally recognized scholars in the field of second language acquisition research and have also written numerous successful language textbooks. The guiding principle of *Making Communicative Language Teaching Happen* is the premise that communication is the expression, interpretation, and negotiation of meaning, and not simply oral expression. Following that framework, *Making Communicative Language Teaching Happen* helps instructors develop communicative classroom environments that blend listening, speaking, reading, and writing.

Benati provides clarity about the characteristics and notion of language proficiency in the field of second language acquisition. He looks at four areas of research paradigmatically related to the role of proficiency: theorizing and measuring second language proficiency; the dimensions of L2 proficiency; factors contributing to the attainment of L2 proficiency and attaining L2 proficiency in the classroom. It also contains a variety of research accounts about the specific factors which have an effect on proficiency together with a theorised measurement of proficiency in second

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language research. It will be required reading for researchers in applied linguistics and second language acquisition.

'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.

This volume contains a selection of the papers, seminars and workshops presented in the First International Conference on English Language Teaching and Learning (ICELTL1), held at the University of Santiago, Spain, in September 2008, as well as a number of valuable original contributions by other specialists who were involved in the conference. It aims to represent the views of teachers, scholars, researchers, teacher trainers and curriculum developers from all over the world, from the USA and Japan to Europe. It is addressed to ELT teachers, researchers and professionals who want to reflect upon and develop their knowledge and practice of current issues in English language teaching and learning. Current problems in many of the areas of ELT are given different solutions depending on the context in which respective contributors

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conduct their work. It is precisely this international perspective that makes this volume unique and illustrative of different realities with a similar objective in mind: the implementation and improvement of English language teaching. The various contributions have been organised in four main sections that correspond to the major focal topics of the conference: teacher training and development, classroom management and practice, new technologies and language teaching, and research on learner language.

'Worlds Apart?' brings together scholars and teachers from around the world who examine foreign language education from general requirements through advanced literature and film courses to study abroad, showing how to enable the success of students with disabilities every step of the way.

'Something needs to be done about grammar.' Katz and Blyth have written this book with the hope of changing the way French instructors teach and conceive of grammar. Intended to help teachers and teacher trainers develop an understanding of French discourse that is grounded in recent theoretical and sociolinguistic research, this book is devoted to informing teachers-in-training, as well as experienced teachers, about cutting-edge methods for teaching grammar. It also describes the grammatical features of the French language in its social context. At the same time, it provides suggestions for applying such abstract knowledge in practical pedagogical ways, for example, how to structure grammatical explanations, devise classroom activities, and take advantage

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of resources that give students greater exposure to French as it is truly used in various discourse environments.

While the focus is on the acquisition of Spanish as a second language, this is also an extremely useful volume for second language theoreticians and practitioners involved in all aspects of the pedagogy of other second languages. Students, teachers, program administrators, and scholars alike will benefit from the insights that the contributors bring to the myriad issues that language professionals confront."--BOOK JACKET.

In this module on communication, the reader explores the nature and consequences of a particular definition of communication: the expression and interpretation of meaning in a given context. Special attention is given to context (i.e., physical setting, participants, purpose of communication) and how these impact how we think about communication in language classrooms. Please visit the series companion website for more information: <http://routledgetextbooks.com/textbooks/9781315679594/>

This book provides a practical overview of the most important methods in the field. Readers are drawn into classrooms where various teaching methods and approaches are being used. They are encouraged to reflect on their own beliefs and to develop their own approach to language teaching. - Publisher.

This volume tracks the impact Processing Instruction has made since its conception. The authors explain Processing Instruction, both its main theoretical underpinnings as well as the guidelines for developing structured input practices. They review the

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empirical research conducted to date, so that readers have an overview of new research carried out on the effects of Processing Instruction. The work concludes with reflections on the generalizability and limits of the research on Processing Instruction and offers future directions for Processing Instruction research.

Arabic L2 Interlanguage is a significant and timely addition to the field of Second Language Acquisition, providing valuable insight into the development of 'interlanguage', the interim language of early beginners, in learners of Arabic. This book: Clearly establishes what interlanguage is and why it should form an important part of foreign language teaching Presents the reader with a sequence in which six English-speaking learners of Arabic acquire the language Makes use of the rich morphological and syntactic property of Arabic to offer a new perspective on the field of Second Language Acquisition. Arabic L2 Interlanguage contributes directly towards building a more comprehensive theoretical framework for explaining how L2s are acquired. It will be key text for SLA scholars as well as an important resource for graduate students in Linguistics and Foreign Language Teaching.

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

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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.

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.

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methods textbooks. The authors are both internationally recognized scholars in the field of second language acquisition research and have also written numerous successful language textbooks. The guiding principle of Making Communicative Language Teaching Happen is the premise that communication is the expression, interpretation, and negotiation of meaning, and not simply oral expression. Following that framework, Making Communicative Language Teaching Happen helps instructors develop communicative classroom environments that blend listening, speaking, reading, and writing.

How do people learn nonnative languages? And is there one part or function of our brains solely dedicated to language processing, or do we apply our general information-processing abilities when learning a new language? In this book, an interdisciplinary collaboration of scholars and researchers presents an overview of the latter approach to adult second language acquisition and brings together, for the first time, a comprehensive picture of the latest research on this subject. Clearly organized into four distinct but integrated parts, "Mind and Context in Adult Second Language Acquisition" first provides an introduction to information-processing approaches and the tools for students to understand the data. The next sections explain factors that affect language learning, both internal (attention and awareness, individual differences, and the neural bases of language acquisition) and external (input, interaction, and pedagogical interventions). It concludes by looking at two pedagogical applications: processing

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instruction and content based instruction. This important and timely volume is a must-read for students of language learning, second language acquisition, and linguists who want to better understand the information-processing approaches to learning a non-primary language. This book will also be of immense interest to language scholars, program directors, teachers, and administrators in both second language acquisition and cognitive psychology.

An up-to-date overview of second language acquisition, designed to engage 21st-century learners *Introducing Second Language Acquisition: Perspectives and Practices* provides a clear and comprehensive introduction to the main concepts, issues, and debates in second language acquisition studies. This introductory textbook is aimed specifically at students encountering the topic for the first time. Each chapter offers a modern layout with engaging pedagogical features such as self-assessment and discussion questions, project ideas, and further reading and viewing suggestions. The second edition of *Introducing Second Language Acquisition: Perspectives and Practices* has been fully updated to reflect the most recent scholarship in the field. It introduces a new structure, featuring separate chapters on theoretical perspectives which cover past and present approaches as well as cognitive approaches. New content also includes sections on skill acquisition theory, translanguaging, second language literacy development, and multilingualism. Written in accessible language and with a focus on practical applications, this go-to textbook is a clear and concise

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introduction to second language acquisition studies, offering lessons drawn from the latest leading research. It is an ideal resource for students in applied linguistics and second language education. This key text offers: Comprehensive coverage of the latest research in second language acquisition studies Improved organizational structure to promote greater student comprehension Engaging introduction to the theoretical underpinnings of second language acquisition, with chapters on first language acquisition and bilingualism and multilingualism Coverage of key topics including acquisition contexts, theoretical perspectives, language teaching methods, and individual differences Pedagogical tools to aid student learning, including “language learning in practice” textboxes, bolded terms defined in the margins, and an end-of-book glossary With a strong focus on the fundamentals, this second edition of *Introducing Second Language Acquisition* stands as an innovative guide. This book is ideal for today’s undergraduate students, offering a practical focus and appealing format that will aid in learning and provide a solid foundation for further study.

A combination of theory and practice, accompanied by an empirical case study, makes this an ideal introductory textbook to the practical aspects of the acquisition of Japanese as a second language.

This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals

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with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language-related problems with contributions from renowned experts

The Routledge Handbook of Second Language Acquisition brings together fifty leading international figures in the field to produce a state-of-the-art overview of Second Language Acquisition. The Handbook covers a wide range of topics related to Second Language Acquisition: language in context, linguistic, psycholinguistic, and neurolinguistic theories and perspectives, skill learning, individual differences, L2 learning settings, and language assessment. All chapters introduce the reader to the topic, outline the core issues, then explore the pedagogical application of research in the area and possible future development. The Routledge Handbook of Second Language Acquisition is an

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essential resource for all those studying and researching Second Language Acquisition.

MAKING COMMUNICATIVE LANGUAGE TEACHING HAPPEN McGraw-Hill Education

This third edition of *Approaches and Methods in Language Teaching* is an extensive revision of the popular and accessible text. Like previous editions, this book surveys the major approaches and methods in language teaching such as Grammar Translation, Audiolingualism, Communicative Language Teaching, and the Natural Approach. It examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques. 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. Teachers and teachers-in-training will discover that this third edition is a comprehensive survey and analysis of teaching methods used around the world. The book seeks not only to clarify the assumptions behind these methods and their similarities and differences, but also to help teachers explore their own beliefs and practices in language teaching.

Designed as an all-in-one guide, this practical, concise, and easy-to-use text is

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meant for courses offering instruction to students who are training to become language teachers in North America and abroad. Using practical examples, integrated tasks, sample activities and lessons, and review questions, the text introduces readers to key topics including course design, lesson planning, and classroom management. It also identifies how to teach speaking, listening, reading, writing, vocabulary, grammar, and pronunciation, with special attention to language acquisition and intercultural communication. This book was previously self-published as *Teaching English: A Practical Guide*, which won the 2017 TESL Canada Innovation Award for Teaching Training Resource Materials. This edition has been well updated and includes a new section on using technology in the classroom, expanded coverage of assessment, and new questions and suggested further readings in each chapter.

Recent SLA research recognizes the necessity of attention to grammar and demonstrates that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context. Designed specifically for second-language teachers, this text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option. Each chapter includes a description of the option, its theoretical and empirical

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background, examples of activities illustrating in a non-technical manner how it can be implemented in the classroom, questions for reflection, and a list of useful resources that teachers can consult for further information.

Tasks and Communicating in Language Classrooms is a significant new work in the area of classroom communication. This text takes a principled approach to how one can take the basic question-and-answer paradigm found in many, if not most, language textbooks and reformulate it into interactive tasks that place communication in the hands of the student-learners. This text is practical in terms of task development and task-based test design and development, and simultaneously well-grounded in theory and research. Continuing in the tradition of bringing theory, research, and practice together into one volume, Lee's work is a welcome addition to the McGraw-Hill Second Language Professional Series.

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.

This module on the nature of language aims to provide the novice and even experienced teacher with a broad and accessible picture of language as a formal system. As such, it covers topics such as the nature of words, sounds, and syntax. The module places particular emphasis on the abstract and complex nature of language and how it does not resemble

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typical pedagogical rules and so-called "rules of thumb" often used with language learners. 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."

This new title in the McGraw-Hill Second Language Professional Series provides an eminently accessible overview of key issues in second language acquisition research, written expressly for second language teachers. Avoiding highly technical jargon and terminology, the author gives a compelling account of current research while couching it within a framework that is of particular relevance to classroom practitioners. The result is an engaging reference that should be required reading for all language instructors and department heads. This book is also ideal for a teaching methods course or an introductory seminar on second language acquisition. This volume extends the Task-Based Language Teaching: Issues, Research and Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in

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a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners. 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

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

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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.

A concise introduction to the key concepts, principles and recurring issues in language teaching.

One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction. Does it make a difference? How do we teach grammar in the language classroom? Is there an effective technique to teach grammar that is better than others? While some linguists address these questions to develop a better understanding of how people acquire a grammar, language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom. The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks during their teaching. It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices.

The Language Teachers's Portfolio: A Guide for Professional Development is written for use by both preservice and inservice teachers. It links elements of educational practice and theory

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that students of education frequently find difficult to assimilate in language teaching. This text purposefully integrates material such as foundations of education, educational psychology, elements of planning and lesson preparation, reflective teaching, and classroom management issues into the reality of the language classroom. Thus, students of world language education are provided a holistic perspective of the challenges required to bring what may seem to be disjointed theoretical information into workable elements of classroom practice. Teacher educators can utilize this text to guide students to use the portfolio as an assessment tool or a project for an instructional development class. The material in the text is designed so that students are able to rely on the text to guide them in preparing many elements of a portfolio, thus freeing educators to devote more classroom time to other topics. It is also useful for programs that have a portfolio as an exit requirement and for teachers who plan to use the portfolio to document their professional development.

This best selling film-based introductory Spanish program seamlessly integrates the feature-length film, *Sol y viento*, into the instructional and learning experience. Created specifically for beginning language learners, *Sol y viento* was filmed on location in Chile, Mexico, and the United States. It tells the story of a Chilean family and their winery, and of a young U.S. Latino businessman who finds himself intricately involved with the family as his company tries to buy their land. Mystery, romance, and the unexplainable forces of nature all play a part of this spellbinding story as it unfolds. For an additional charge you may purchase access to CENTRO, a portal learning management system, through which a variety of digital components are delivered, including Quia Workbooks and Laboratory Manuals and an interactive e-book. This McGraw-Hill exclusive system offers a single log-in for students and a

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single grade book for instructors. Learn more at the Online Learning Center or at the CENTRO website.

This new book, *Processing Instruction: Theory, Research, and Commentary*, edited by Bill VanPatten--a pioneer in processing instruction (PI)--is a refreshing presentation of 10 related and not widely available articles that illustrate the role of processing instruction in second language acquisition. The articles provide both historical and current context, as well as describe the influence of the input processing model on PI. The contents include empirical papers presenting new data that demonstrate both the theoretical and pedagogical threads of research. Aside from simply establishing where PI stands in the field of instructed SLA, the book addresses issues, such as processing instruction versus other types of instruction; the impact of processing instruction on various linguistic structures; the role of explicit information in instructional intervention; and the long-term effects of processing instruction. Each section of the book is highlighted by commentaries from noted researchers in instructed SLA. An attempt was made to include voices that offer critical perspectives on various issues of PI research. The book achieves an unusually balanced approach to a subject that has stirred debate in the field. *Processing Instruction: Theory, Research, and Commentary* will serve as an important source of information regarding research methodology and replication in second language acquisition. It will also be useful in graduate courses where students need exposure to research design and is especially useful for illustrating the usefulness of replication in SLA research.

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