

Communicative Language Teaching In Action Putting Principles To Work

ESL/EFL teachers and trainees will welcome this methodology text, which considers all practical classroom techniques and activities in terms of solid foundation stones of research on second language acquisition. -- Readers develop an overall approach to language teaching from which their classroom practices can emerge. -- The text has user-friendly, readable prose, interactive end-of-chapter exercises for discussion and action, and end-of-chapter recommendations for further reading.

Silence is a key pedagogical issue in language education. Seen by some as a space for thinking and reflection during the learning process, for others silence represents a threat, inhibiting target language interaction which is so vital during second language acquisition. This book eschews stereotypes and generalisations about why so many learners from East Asia seem either reluctant or unable to speak in English by providing a state-of-the-art account of current research into the complex and ambiguous issue of silence in language education. The innovative research included in this volume focuses on silence both as a barrier to successful learning and as a resource that may in some cases facilitate language acquisition. The book offers a fresh perspective on ways to facilitate classroom interaction while also embracing silence and it touches on key pedagogical concepts such as teacher cognition, the role of task features, classroom interactional approaches, pedagogical intervention and socialisation, willingness to communicate, as well as psychological and sociocultural factors. Each of the book's chapters include self-reflection and discussion tasks, as well as annotated bibliographies for further reading.

Provides a ground-breaking attempt to unite discussions on the pedagogical implications of the global spread of English, and lobby for change.

In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions: What does it mean to become pragmatically competent in a second language (L2)? How can we examine pragmatic competence to make inference of its development among L2 learners? In what ways do research findings inform teaching and assessment of pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The book has three sections. The first section offers a general overview and historical sketch of the study of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is followed by eight empirical findings, each dealing with phenomena that are significant in Japanese pragmatics. They target selected features of Japanese pragmatics and investigate the learners' use of them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging, among them honorifics, speech style, sentence final particles, speech acts of various types, and indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic forms available to perform language functions) and sociopragmatics (norms that determine appropriate use of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese spanning multiple levels and time durations, this book offers insight about the nature and development of pragmatic competence, as well as implications for the learning and teaching of Japanese pragmatics. The last section

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presents a critical reflection on the eight empirical papers and prompts a discussion of the practice of Japanese pragmatics research.

Communicative Language and Teaching in Action: Putting Principles to Work serves as an engaging and informative guide for second and foreign language teachers in training or for those pursuing a new career as language educators. The text demonstrates principles and practices of communicative and task-based language teaching, equipping readers with an innovative and effective approach to language instruction. The conceptual foundation of the book is based upon theoretical and empirical findings drawn from second language acquisition research, cognitive psychology, and brain research. It emphasizes successful instructional practices in a communicative and task-based approach to language learning. The book features copious examples of learning activities in different languages and lessons developed by experienced language teachers. Dedicated chapters cover the principles of communicative language teaching and task-based instruction; lesson planning; vocabulary and grammar in language learning; feedback and error correction; the development of listening, oral communication, reading, and writing skills; and assessment. The second edition features updated literature review in all chapters, new and dynamic teacher-training tasks, and reorganized and fresh content throughout the text, as well as a new chapter on writing and language learning. Communicative Language Teaching in Action is an ideal resource for courses and programs in foreign language education.

Over the past century, the explosive growth of scientific, technical, and cultural disciplines has profoundly affected our daily lives. However, processes of enculturation in sites such as graduate education that have helped to form these disciplines have received very limited research attention. In those sites, graduate students write diverse documents, including course papers, departmental examinations, theses and dissertations, grant and fellowship applications, and disciplinary publications. Thus, writing is one of the central domains of enculturation--an activity through which graduate students and professors display and negotiate disciplinary knowledge, genres, identities, and institutional contexts. This volume explores this intersection of writing and disciplinary enculturation through a series of ethnographic case studies. These case studies provide the most thorough descriptions available today of the lived experience of graduate seminars, combining analysis of classroom talk, students' texts and professor's written responses, institutional contexts, students' representations of their writing and its contexts, and professors' representations of their tasks and their students. Given the complexities that the ethnographic data displayed, the author found that conventional notions of writing as a process of transcription and of disciplines as unified discourse communities were inadequate. As such, this book also offers an in-depth exploration of sociohistoric theory in relation to writing and disciplinary enculturation. Specific case studies introduce, apply, and further elaborate notions of: * writing as literate activity, * authorship as mediated by other people and artifacts, * classroom tasks as speech genres, * enculturation as the interplay of authoritative and internally persuasive discourses, and * disciplinarity as a deeply heterogeneous, laminated, and dialogic process. This blend of research and theory should be of interest to scholars and students in such fields as writing studies, rhetoric, writing across the curriculum, applied linguistics, English for academic purposes, science and technology studies, higher education, and the ethnography of communication.

File Type PDF Communicative Language Teaching In Action Putting Principles To Work

Cet ouvrage recense différents articles sur l'enseignement de l'anglais. Il aidera à mieux saisir le développement des idées et des théories liées à l'éducation.

This title will provide a single volume introduction to the field of ELT from an applied linguistics perspective.

This book aims to offer a unique contribution to the expanding literature on TBLT by uniting a discussion of task-based pedagogical principles with descriptions of their application to real-life education problems. It provides an account of the many challenges and obstacles that the implementation of task-based language education raises and discuss the different options for overcoming them. The book contains a substantial body of new research from Flanders, where the implementation of TBLT has been a nationwide project for the past fifteen years in primary, secondary, and adult education. -- Back cover.

Published by the Canadian Center of Science and Education, Asian Culture and History (ACH) is an international, double-blind peer-reviewed, open-access journal with both print and online versions. ACH encourages high-quality submissions. In order to carry out our non-discrimination principles, we use a double-blind system of peer review. ACH covers the entire spectrum of research, including the following topics: culture, history, arts, anthropology, archaeology, religion, philosophy, politics, education, laws and linguistics.

This book presents the background to the current shift in language education towards action-oriented/action-based teaching, and provides a theorization of the Action-oriented Approach (AoA). It discusses the concepts and theories that paved the way for the AoA and explores their relevance for the way language education is conceived and implemented in the classroom. In the process, it revisits the concept of competence and discusses the dynamic notions of mediation and plurilingualism. The authors explain the way in which the Common European Framework of Reference for Languages (CEFR) and its recent update, the CEFR Companion Volume, broaden the scope of language education, in particular in relation to the actional turn. The book provides scholars and practitioners with a research-informed description of the AoA, explains its implications for curriculum planning, teaching and assessment, and elaborates on its pedagogical implications.

Publisher's description: In this original book, B. Kumaravadivelu presents a macrostrategic framework designed to help both beginning and experienced teachers develop a systematic, coherent, and personal theory of practice. His book provides the tools a teacher needs in order to self-observe, self-analyze, and self-evaluate his or her own teaching acts. The framework consists of ten macrostrategies based on current theoretical, empirical, and experiential knowledge of second language and foreign language teaching. These strategies enable teachers to evaluate classroom practices and to generate techniques and activities for realizing teaching goals. With checklists, surveys, projects, and reflective tasks to encourage critical thinking, the book is both practical and accessible. Teachers and future teachers, researchers, and teacher educators will find the volume indispensable.

The communicative approach is changing the face of foreign language teaching. It provides an introduction to communicative language teaching for practising classroom teachers. The author gives a single coherent account of the basic communicative ideas, emphasizing those aspects most important in the classroom so that teachers can

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integrate the new ideas into their own familiar methods. He stresses that a knowledge of grammar remains essential for effective communication.

A comprehensive and extensively researched overview of key issues in language teaching today. This essential text for English language teachers surveys a broad range of core topics that are important in understanding contemporary approaches to teaching English as a second or international language, and which form the content of many professional development courses for language teachers. A wide range of issues is examined, including a consideration of the nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching, teaching the four skills, teaching the language system, and elements of a language program.

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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.

This book provides a model for specifying the syllabus content relevant to the differing needs of ESP learners.

This book proposes that action research should be a collaborative process emerging from the practical concerns of groups of teachers working in a common or similar context. Teachers' first-person accounts provide the basis for exploring the challenges and constraints of action research. The book will be of interest to teachers seeking new directions for their own professional development as well as others interested in integrating collaborative action research into current practice and curriculum renewal.

This book investigates and analyzes the way in which factors such as communication apprehension, self-perceived communicative competence and group dynamics influence the communicative behavior of a foreign-language learner. It also focuses on interpersonal communication, group communication and public speaking. Using selected models it characterizes and analyzes all types of communication with reference to communication in the language classroom, with a particular emphasis on the foreign-language context. The author also presents some conclusions and implications for both language teachers and language learners, as well as offering suggestions for further research in the field of classroom communication. The results of the study serve as a point of reference for teachers interested in the construct of willingness to communicate and other communication variables related to the issue of communication in a foreign language. The work also raises teachers' awareness of individual learner differences in the context of communication in the foreign-language classroom.

This work explores the importance of meaningful action for language teaching and learning, paying tribute to the enduring influence of Earl Stevick. With contributions from 19 ELT authors and influential academics, Meaningful Action draws upon and acknowledges the huge influence of Earl Stevick on language teaching. Stevick's work on 'meaningful action' explored how learners can engage with activities that appeal to sensory and cognitive processes,

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ensuring that meaning is constructed by the learner's internal characteristics, and by their relationship with other learners and the teacher. This edited volume focuses on meaningful action in three domains: learner internal factors and relationships between the people involved in the learning process; classroom activity; and diverse frameworks supporting language learning.

"This volume provides a strong theoretical introduction to the field of intercultural communication, offering practical examples of classroom activities, as well as presenting empirical research which demonstrates that intercultural communicative competence (ICC) can be developed effectively in specially tailored courses adjusted to the needs of learners. It presents a novel model of intercultural sensitivity assessment, and outlines the results of research into intercultural communicative competence conducted among the students of English Language Studies in state colleges in Poland. The cultural component in developing ICC as an extra-linguistic determinant is assigned particular prominence in the book. A thorough analysis of the empirical material collected from participant observation, the administered questionnaires and interviews allowed the most common values and attitudes held as components of intercultural sensitivity to be identified. The obtained findings are subsequently analyzed to predict the potential areas of communication misunderstandings and failures between Polish learners of English and representatives of other cultures."

Beginning with a thorough survey of approaches to communicative syllabus design, Melrose deals with the early 1970s functional approach and subsequent criticism of it as well as the contemporary search for a process approach to language learning. It proposes a meaning negation model, which draws upon the seminal work of Halliday, Martin, Fawcett and Lemke, and is illustrated through their analysis of a unit from a communicative course book. Its topical-interactional approach is placed within the context of the current debate on language teaching and learning.

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ? an explanation of the key aspects of the CEFR for teaching and learning; ? a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre-A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; ? a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ? promote and support the learning and teaching of modern languages; ? enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ? protect linguistic and cultural diversity in Europe; and ? promote the right to quality education for all.

No other description available.

This reader-friendly text, firmly grounded in listening theories and supported by recent research findings, offers a comprehensive treatment of concepts and knowledge related to teaching second language (L2) listening, with a particular emphasis on metacognition. The metacognitive approach, aimed at developing learner listening in a

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holistic manner, is unique and groundbreaking. The book is focused on the language learner throughout; all theoretical perspectives, research insights, and pedagogical principles in the book are presented and discussed in relation to the learner. The pedagogical model—a combination of the tried-and-tested sequence of listening lessons and activities that show learners how to activate processes of skilled listeners? provides teachers with a sound framework for students' L2 listening development to take place inside and outside the classroom. The text includes many practical ideas for listening tasks that have been used successfully in various language learning contexts. While *Designing Tasks* underpins this new title, the material has been thoroughly updated and includes four new chapters.

This book offers an in-depth explanation of Task-Based Language Teaching (TBLT) and the methods necessary to implement it in the language classroom successfully. Combines a survey of theory and research in instructed second language acquisition (ISLA) with insights from language teaching and the philosophy of education Details best practice for TBLT programs, including discussion of learner needs and means analysis; syllabus design; materials writing; choice of methodological principles and pedagogic procedures; criterion-referenced, task-based performance assessment; and program evaluation Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning

The *Routledge Handbook of English Language Teaching* is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development

Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

This book draws on theories of second language acquisition (SLA) to illustrate how interactive white board technology can be exploited to support language acquisition. It examines interaction, collaboration and negotiation of meaning and focus on form in the communicative language classroom in primary, secondary and vocational schools. In recent years new technologies have been incorporated into second and foreign language education as tools for implementing teaching methodologies. IWBs have established their role in the field of computer-assisted language learning (CALL) and are an effective and inspiring tool which motivates both teachers and learners. Although the number of IWBs in classrooms has rapidly increased over the past decade in many parts of the world, teacher training materials and pedagogical support for the design, evaluation and implementation of IWB-based materials in the foreign language classroom has not kept pace. Research also shows that language teachers do not always use IWBs in pedagogically sound ways. There is a real need for the development of training models and examples of good practice which can support teachers in developing the necessary competencies for exploiting the IWB in ways consistent with current theories of language teaching pedagogy. This book provides that best practice and gives a full account of in-depth research in an accessible manner.

This comprehensive anthology provides an overview of current approaches, issues, and practices in the teaching of English to speakers of other languages. Containing a broad collection of articles published primarily in the last decade, it illustrates the complexity underlying many of the practical planning and instructional activities involved in teaching English. These activities include teaching English at elementary, secondary, and tertiary levels, teacher training, language testing, curriculum and materials development, the use of computers and other technology in teaching, as well as research on different aspects of second-language learning. Organized into 16 sections, the book contains 41 articles by well-known teacher trainers and researchers. Also included are two sets of discussion questions--a pre-reading background set and a post-reading reflection set. The anthology serves as an important resource for researchers, M.A. TESOL students, and teachers wishing to design a basic course in methodology.

This new edition surveys the major approaches and methods in language

