

# Making Communicative Language Teaching Happen

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## **Grammar Acquisition and Processing Instruction** - Alessandro G. Benati 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.

Applying Priming Methods to L2 Learning, Teaching and Research - Pavel Trofimovich 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."

Set the Stage! - Nicoletta Marini-Maio  
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.

**Spanish Second Language Acquisition** -  
Barbara Armstrong Lafford 2003

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.

**Communicative Language Teaching in Action** - Klaus Brandl 2020-09-27

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.

**Language** - Bill VanPatten 2015-09-16  
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 typical pedagogical rules and so-called "rules of thumb" often used with language learners. Please visit the series companion website for more information:

<http://routledgetextbooks.com/textbooks/9781315679594/>

Research and Perspectives on Processing Instruction - James F. Lee 2009

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 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.

**Cognition and Second Language Acquisition**

- Thorsten Piske 2022-07-25

This volume examines interactions between second/foreign language acquisition and the development of cognitive abilities in learners who acquire an additional language in preschools, primary or secondary schools. The chapters explore possible links between cognitive and linguistic skills displayed by multilingual learners. This book should appeal to different kinds of readers such as linguists, psychologists and language teachers.

**Sol y viento PLUS Package for Students - (Color loose leaf print text, e-book, online**

**WB/LM)** - Bill VanPatten 2010-03-23

Digital + print = Meeting students where they are - online! The Plus package for Beginning

Spanish provides students and instructors with innovation at their fingertips. The PLUS package is an effective teaching and learning program that combines best-selling textbooks with superior digital tools in CENTRO, exclusive to McGraw-Hill and powered by Quia. CENTRO is an online platform with superior course management and communication tools. The PLUS package offers an access code that provides single sign in, a single gradebook and access to all of CENTRO's much-praised digital tools such as online workbooks & laboratory manuals with tailored student feedback, grammar tutorials, interactive e-books, complete video and audio programs, and more. Additionally, the PLUS package also contains a full-color, binder-ready version of the student text with a convenient folder for added portability.

*Processing Instruction and Discourse* -  
Alessandro G. Benati 2011-11-03  
Processing Instruction is an approach to

grammar instruction for second language learning, contrasting with traditional grammar instruction in its focus on structured input rather than learners' output. This book compares student assessment after traditional grammar instruction and after Processing Instruction to assess the positive benefits of this method of second language teaching. Rather than examining sentence-level tasks, the study looks at the relative effectiveness of Processing Instruction on discourse-level linguistic ability. Case studies using empirical data from second language learners of Japanese, Italian and English are used to highlight the benefits to the learner of this method of enhanced input. This monograph will be of interest to postgraduates and academics researching second language acquisition and applied linguistics.

**Mind and Context in Adult Second Language Acquisition** - Cristina Sanz 2005  
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 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.

**Handbook of Foreign Language Communication and Learning** - Karlfried Knapp 2009

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 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, and offers solutions to everyday language-related problems with contributions from renowned experts

The Routledge Handbook of Second Language Acquisition - Susan M. Gass 2013-06-17

This handbook brings together 50 leading international figures in the field to produce a state-of-the-art overview of second language acquisition.

**Communication and Skill** - Bill VanPatten 2015-09-16

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://routledge.com/textbooks/9781315679594/>

*Introducing Second Language Acquisition* - Kirsten M. Hummel 2021-02-24

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 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.

**Japanese Language Teaching** - Alessandro G.



Benati 2009-03-01

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.

Processing Instruction - Bill VanPatten

2004-05-20

This work presents ten related 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.

*Sol y viento: Beginning Spanish* - Bill VanPatten

2008-01-04

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

*Applied Language Learning* - 1996

*Language Acquisition* - David Michael Singleton

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.

Principles of Course Design for Language

Teaching - Janice Yalden 1987-03-27

Outlines theoretical issues relevant to teaching second language courses.

Arabic L2 Interlanguage - Ghassan Husseinali

2015-10-23

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.

Approaches and Methods in Language Teaching

- Jack C. Richards 2014-04-16

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.

### **Teaching French Grammar in Context -**

Stacey Katz Bourns 2007-01-01

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

### **Second Language and Heritage Learners in**

**Mixed Classrooms -** Patricia Bayona

2022-11-30

This book addresses the complexity of mixed language classroom learning environments in which heritage learners (HL) and second language (L2) learners are concurrently exposed to language learning in the same physical space. Heritage speakers, defined widely as those exposed to the target language at home from an

early age, tend to display higher oral proficiency and increased intercultural proficiency but lesser metalinguistic and grammatical awareness than L2 learners. The theoretical and pedagogical challenges of engaging both types of learners simultaneously without polarizing the classroom community dictates the need for well-defined, differentiated learning strategies; in response this book offers best practices and reproducible pedagogical initiatives and methodologies for different levels of instruction. The chapters address themes including translanguaging, linguistic identity, metalinguistic awareness and intercultural competence, with contributions from Europe, Africa and the United States.

**Challenges Encountered by Chinese ESL Learners** - Mable Chan 2022-08-01

This book provides a blended approach in outlining the properties of grammatical knowledge that have been causing difficulty to Chinese speaking learners, including tense and

aspect, articles, passives, unaccusatives, plurality and motion verbs. It explains from different linguistics perspectives how these constraints/difficulties might be dealt with. It also offers readers a comprehensive account of these problems, and outlines the possible pedagogical solutions teachers can try in the classroom. These topics are selected because they bring substantial challenges and difficulties to Chinese English as a Second Language (ESL) learners. This book bridges the gap between acquisition theory and language pedagogy research, benefiting not just language learners but language teachers around the world, and all those who would like to witness collaboration between second language acquisition theory and second language teaching practice in general. It initiates future work in which researchers from different fields with diverging theoretical perspectives and methodological approaches will be able to develop studies that are compatible with each other. This overall can facilitate our

understanding of second language acquisition, and how instruction might help.

Worlds Apart? - Tammy Berberi 2008-10-01  
'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.

**The Art of Teaching Spanish** - Rafael Salaberry 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.

## **Issues in Second Language Proficiency -**

Alessandro G. Benati 2011-10-27

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

## **The Grammar Dimension in Instructed Second Language Learning -**

Alessandro G. Benati 2013-12-19

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.

[Techniques and Principles in Language Teaching 3rd edition - Oxford Handbooks for Language](#)

Teachers - Diane Larsen-Freeman 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.

Teaching English: A Practical Guide for Language Teachers - Graeme Ching 2019-12-09  
Designed as an all-in-one guide, this practical, concise, and easy-to-use text is 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.

**Workbook/Lab Manual Volume 2 to accompany ¿Sabías que?** - Bill VanPatten  
2007-01-09

**Current Issues in English Language Teaching and Learning** - Mario Cal 2010-02-19

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 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. [A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages](#) - Deborah L. Norland 2006

[MAKING COMMUNICATIVE LANGUAGE TEACHING HAPPEN](#) - James F. Lee 2003-05-19



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**Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom** - Anna Mystkowska-

Wiertelak 2012-03-02

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

**From Input to Output** - Bill VanPatten 2003

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.

**Lights, Camera, Spanish!** - Bill VanPatten

2006-10-01

Learn Spanish while watching a movie! Lights, Camera, Spanish! is a revolutionary, look-listen-and-learn approach to language skills, specially created for you, the movie lover, who wants a crash course in Spanish. The DVD includes a full-length feature film packed with

passion, romance, danger . . . and dialogue that's™ easy to learn and fun to watch. The workbook features dialog reviews, a Spanish-English mini-dictionary, and written and oral exercises to help you strengthen Spanish skills-- while providing a front-row seat to the best Spanish class ever.

### **Tasks and Communicating in Language**

**Classrooms** - James F. Lee 2000

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.