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KEY=TEACHING - DEANNA KEELY

Approaches and Methods in Language Teaching

Cambridge University Press **This new edition surveys the major approaches and methods in language teaching.**

Asian English Language Classrooms

Where Theory and Practice Meet

Taylor & Francis **The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds. Equally important, where English is not widely used outside the classroom, English language classrooms are an authentic site of learner engagement. For these reasons, for all those concerned with contemporary English language teaching (ELT) in Asia, Asian English Language Classrooms: Where Theory and Practice Meet, provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers whose primary language is not English. While covering the fundamental ELT areas (e.g., the teaching of language skills, educational literature, the use of technology in ELT, the role of pragmatics in ELT, social psychology of the language classroom, and language classroom management) with which every language teacher and teacher trainer must be concerned, this volume showcases how particular orientations shape ELT practices. We believe that practicing English**

teachers must have a heightened awareness of the theory behind their practice. At the same time, the theoretical stance must be firmly anchored in actual classrooms. Containing newly commissioned chapters written by well-regarded and emerging scholars, this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca. If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia, this is the book you have been looking for.

Tasks in Action

Task-Based Language Education from a Classroom-Based Perspective

Cambridge Scholars Publishing **Task-based Language Teaching (TBLT) has been gaining momentum around the world during the past twenty years. However, particularly lacking in the body of available publications on TBLT is empirical evidence of the actual activity, interaction and learning processes that tasks give rise to in real classrooms. This volume compiles a number of studies that describe what learners and teachers, in various educational contexts, actually do when they are asked to perform tasks as part of their regular classroom activity. As such, the volume provides valuable new insights into the implementation of task-based language teaching and vividly illustrates how classroom practice can inform future theory-building and research on TBLT. All the chapters in this book are based on papers that were presented during the first International Conference on Task-Based Language Teaching, which was organised in Leuven in September 2005 by the Centre for Language and Education of the Katholieke Universiteit Leuven.**

The Foreign Language Classroom

Bridging Theory and Practice

Routledge **First published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.**

Language Teaching

Linguistic Theory in Practice

Edinburgh University Press **How can theories of language development be understood and applied in your language classroom?By presenting a range of linguistic perspectives from formal to functional to cognitive, this book highlights the relevance of second language acquisition research to the language classroom. Following a brief historical survey of the ways in which language has been viewed, Whong clearly discusses the basic tenets of Chomskyan linguistics, before exploring ten generalisations about second language development in terms of their implications for language teaching. Emphasising the formal generative approach, the book explores well-known language teaching methods, looking at the extent to which linguistic theory is relevant to the different approaches. This is the first textbook to provide an explicit discussion of language teaching from the point of view of formal linguistics.**

Sociocultural Theory Second Language Learning - Oxford Applied Linguistics

Oxford University Press **This book represents a major statement of the current research being conducted on the learning of second languages from a sociocultural perspective. The book is divided into a theoretical and an empirical part. Specific topics covered include: learning and teaching languages in the zone of proximal development; L1 mediation in the acquisition of L2 grammar; sociocultural theory as a theory of second language learning; gestural mediation in a second language; and constructing a self through a second language.**

The Handbook of Classroom Discourse and Interaction

John Wiley & Sons **Offering an interdisciplinary approach, The Handbook of Classroom Discourse and Interaction presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language. • Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically •**

Discusses key issues in the future development of research in critical areas of education and applied linguistics • Provides empirically-based analysis of classroom talk to illustrate theoretical claims and methodologies • Includes multimodal transcripts, an emerging trend in education and applied linguistics, particularly in conversation analysis and sociocultural theory

Teachers' Roles in Second Language Learning

Classroom Applications of Sociocultural Theory

IAP **This book is designed to provide practical applications of sociocultural theory with regard to teachers' roles in second language education. By providing specific examples of teachers' roles in the classroom, the book aims to help researchers, teacher educators, and classroom teachers make clear connections between practice and theory in second language learning. All the studies in this edited book are conducted in the PreK-16 classroom setting. Each chapter presents rigorous research analysis within the framework of sociocultural theory and provides rich descriptions of teachers' roles. The book is intended to be used in teacher education courses. The primary audience of the book is in-service teachers who work with second language learners (SLLs) in their classrooms including ESL/Bilingual classrooms or regular classrooms. Since many SLLs receive instructions both in the ESL/Bilingual classrooms and in the regular classrooms, it is important to discuss teachers' roles in both settings. The secondary audience of the book is teacher educators and researchers who work with pre-service and in-service teachers in teacher education. This book will be an excellent resource for book study groups and practitioners working with professional learning communities.**

Task-Based Language Teaching Theory and Practice

Cambridge University Press **A comprehensive account of the research and practice of task-based language teaching.**

English Language Teaching Today

Linking Theory and Practice

Springer **English Language Teaching Today: Linking Theory and Practice provides an up-to-date account of current principles and practices for teaching English in the world today. The chapters, written by internationally recognized language teacher educators and TESOL specialists, introduce the reader to key language skill areas (i.e., listening, speaking, reading, writing, pronunciation, grammar and vocabulary) and explain how each skill area can be taught in a principled manner in diverse language learning contexts. Throughout the book, the link between theory and practice is explicitly highlighted and exemplified. This reader-friendly book is suitable for undergraduate and graduate students enrolled in TESOL and other second language education programmes as well as for TESOL professionals who wish to stay current with recent developments in ELT.**

Teaching English Language Variation in the Global Classroom

Routledge **Teaching English Language Variation in the Global Classroom offers researchers and teachers methods for instructing students on the diversity of the English language on a global scale. A complement to Devereaux and Palmer's Teaching Language Variation in the Classroom, this collection provides real-world, classroom-tested strategies for teaching English language variation in a variety of contexts and countries, and with a variety of language learners. Each chapter balances theory with discussions of curriculum and lesson-planning to address how to effectively teach in global classrooms with approaches based on English language variation. With lessons and examples from five continents, the volume covers recent debates on many pedagogical topics, including standardization, stereotyping, code-switching, translanguaging, translation, identity, ideology, empathy, and post-colonial and critical theoretical approaches. The array of pedagogical strategies, accessible linguistic research, clear methods, and resources provided makes it an essential volume for pre-service and in-service teachers, graduate students, and scholars in courses on TESOL, EFL, World/Global Englishes, English as a Medium of Instruction, and Applied Linguistics.**

Task-Based Language Education From Theory to Practice

Cambridge University Press **Task-based language teaching (TBLT) has been attracting the attention of researchers, curriculum developers, teacher trainers and language teachers for many years. However, much of the available literature and research has been from a psycholinguistic perspective, driven by the desire to understand how people acquire a second language. Far less research has been carried out as to whether TBLT works for real teachers and real learners in a classroom environment. This book aims to offer a unique contribution by uniting a discussion of task-based pedagogical principles with descriptions of their application to real life language education problems. It provides an account of the many challenges and obstacles that the implementation of TBLT raises and discusses the different options for overcoming them. The book contains a substantial body of research from Flanders, where the implementation of TBLT has been a nationwide project for fifteen years in primary, secondary and adult education.**

The Complete Guide to the Theory and Practice of Materials Development for Language Learning

John Wiley & Sons **Includes bibliographical references and index.**

Second Language Acquisition and Task-Based Language Teaching

John Wiley & Sons **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

Asian English Language Classrooms Where Theory and Practice Meet

Routledge **The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds. Equally important, where English is not widely used outside the classroom, English language classrooms are an authentic site of learner engagement. For these reasons, for all those concerned with contemporary English language teaching (ELT) in Asia, Asian English Language Classrooms: Where Theory and Practice Meet, provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers whose primary language is not English. While covering the fundamental ELT areas (e.g., the teaching of language skills, educational literature, the use of technology in ELT, the role of pragmatics in ELT, social psychology of the language classroom, and language classroom management) with which every language teacher and teacher trainer must be concerned, this volume showcases how particular orientations shape ELT practices. We believe that practicing English teachers must have a heightened awareness of the theory behind their practice. At the same time, the theoretical stance must be firmly anchored in actual classrooms. Containing newly commissioned chapters written by well-regarded and emerging scholars, this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca. If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia, this is the book you have been looking for.**

New Perspectives on Grammar Teaching in Second Language Classrooms

Routledge **New Perspectives on Grammar Teaching in Second Language Classrooms brings together various approaches to the contextualized teaching of grammar and communicative skills as integrated components of second language instruction. Its purpose is to show from both theoretical and practical perspectives that grammar teaching can be made**

productive and useful in ESL and EFL classrooms. In this text: *First-rate scholars approach the teaching of grammar from multiple complementary perspectives, providing an original, comprehensive treatment of the topic. *Discourse analysis and research data are used to address such pedagogical areas as grammatical and lexical development in speaking, listening, reading, and writing. *The communicative perspective on ESL and EFL instruction that is presented provides ways for learners to enhance their production skills, whereas the meaning-based grammar instruction can supplement and strengthen current methodology with a communicative focus. This volume is intended as a foundational text for second language grammar pedagogy courses at the advanced undergraduate and master's levels.

Task-Based Language Learning and Teaching and Students' Use of the Mother Tongue

GRIN Verlag **Seminar paper from the year 2011 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, University of Bamberg (Lehrstuhl für Didaktik der englischen Sprache und Literatur), course: Task based language learning and teaching, language: English, abstract: Although it is undisputable that task-based language learning and teaching seems to be an interesting and varied methodology regarding language classrooms, there may arise some difficulties when trying to implement this approach. One of the most challenging issues within task-based approaches is considered to be the students' use of the mother tongue. This term paper aims to examine how to deal with mother tongue use in a task-based classroom, how to encourage target language use and finally, how mother tongue use is compatible with task-based approaches**

Framing Languages and Literacies

Socially Situated Views and Perspectives

Routledge **In this seminal volume leading language and literacy scholars clearly articulate and explicate major social perspectives and approaches in the fields of language and literacy studies. Each approach draws on distinct bodies of literature and traditions and uses distinct identifiers, labels, and constellations of concepts; each has been taken up across diverse global contexts and is used as rationale and guide for the design of**

research and of educational policies and practices. Authors discuss the genesis and historical trajectory of the approach with which they are associated; offer their unique perspectives, rationales, and engagements; and investigate implications for understanding language and literacy use in and out of schools. The premise of the book is that understanding concepts, perspectives, and approaches requires knowing the context in which they were created, the rationale or purpose in creating them, and how they have been taken up and applied in communities of practice. Accessible yet theoretically rich, this volume is indispensible for researchers, students, and professionals across the fields of language and literacy studies.

Teacher Learning in Language Teaching

Cambridge University Press **This book introduces a new field of educational research called teacher learning, as it applies to the teaching of languages. Up until recently, the study of second language teacher education has focused mainly on the knowledge base and specific skills needed for effective teaching. This book invites us to look at teacher education from a fresh point of view, through an exploration of the thinking and learning processes of individuals as they learn to teach. Seventeen original articles, based on studies done in North America, Europe, Asia, and Australia, provide examples of pioneering research into the ways that individuals learn to teach languages, and the roles that previous experience, social context, and professional training play in the process. The collection thus helps establish a research base for this newly developing field.**

Second Language Acquisition Theory and Pedagogy

Routledge **A volume on second-language acquisition theory and pedagogy is, at the same time, a mark of progress and a bit of an anomaly. The progress is shown by the fact that the two disciplines have established themselves as areas of study not only distinct from each other, but also different from linguistic theory. This was not always the case, at least not in the United States. The anomaly results from the fact that this book deals with the relationship between L2 theory and pedagogy despite the conclusion that there is currently no widely-accepted theory of SLA. Grouped into five sections, the papers in this volume: * consider questions about L2 theory and pedagogy at the macro-level, from the standpoint of the L2 setting; * consider input in terms of factors which are internal to the learner; * examine the question of external factors affecting the input,**

such as the issue of whether points of grammar can be explicitly taught; * deal with questions of certain complex, linguistic behaviors and the various external and social variables that influence learners; and * discuss issues surrounding the teaching of pronunciation factors that affect a non-native accent.

Scaffolded Language Emergence in the Classroom

From Theory to Practice

Frank & Timme GmbH **This book introduces an approach to elementary adult foreign language learning that is based on theory (in particular, complexity thinking and social constructivism) on the one hand, and years of practice using various unconventional methods on the other. A key assumption of the Scaffolded Language Emergence (SLE) approach is that a language need not be taught or learned in the conventional sense of these terms. Instead, it is argued, language can 'emerge', that is generate and maintain itself through authentic use. The study and application of rules is considered most useful in later stages of learning, while intuition and abductive thinking can be used very effectively to initiate or bootstrap naturalistic learning processes – even in adults learning a foreign language.**

Linguistics for TESOL

Theory and Practice

Springer Nature **This textbook proposes a theoretical approach to linguistics in relation to teaching English. Combining research with practical classroom strategies and activities, it aims to satisfy the needs of new and experienced TESOL practitioners, helping them to understand the features of the English language and how those features impact on students in the classroom. The author provides a toolkit of strategies and practical teaching ideas to inspire and support practitioners in the classroom, encouraging reflection through regular stop-and-think tasks, so that practitioners have the opportunity to deepen their understanding and relate it to their own experience and practice. This book will appeal to students and practitioners in the fields of applied linguistics, TESOL, EAL, English language and linguistics, EAP, and business English.**

Methodology in Language Teaching

An Anthology of Current Practice

Cambridge University Press **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.**

Language and Image in the Reading-Writing Classroom

Teaching Vision

Routledge **This volume offers concrete answers to the question of how we can use imagery to enrich the teaching of reading and writing. The chapters are organized according to two guiding principles. First, each addresses specific aspects of the inextricable integration of imagery and language in the teaching of reading and writing. Imagery is not privileged over language; the fusion of the two is emphasized. Second, each focuses on a particular kind of imagery--mental, graphic, or verbal--describing teaching/learning strategies based on the deployment of that kind of imagery in the classroom. There is currently a renewed acknowledgment of the importance of imagery in meaning. The rapid spread of the World Wide Web, computer interfacing, and virtual reality further highlights the need to attend to the influence of imagery in a networked world. In response to these shifts in scholarly and cultural perspectives, NCTE has established a committee on visual literacy, and an emphasis on visual literacy has been incorporated into the IRA/NCTE Standards for the English Language Arts. This book contributes significantly toward filling the need for explicit and specific theory-based methods teachers can use to integrate imagery into**

their pedagogy. Accessible and lively chapters include classroom activities and student-generated examples. Language and Image in the Reading-Writing Classroom is an excellent text for preservice and in-service pedagogy courses and an important resource for practicing teachers, researchers, and professionals in the field.

Grammatical Theory and Metascience

A Critical Investigation Into the Methodological and Philosophical Foundations of "autonomous" Linguistics

John Benjamins Publishing **In this book, the author analyses the nature of the science of grammar. After presenting some methodological and historical background, he sets forth a theory of language and of grammar, showing that the science of grammar is not an empirical, but a normative science, comparable to logic and philosophy, characterized by the use of the method of explication.**

Second Language Pronunciation

Bridging the Gap Between Research and Teaching

John Wiley & Sons **Practical resources designed to help language educators apply the latest research and most effective pedagogical methods to classroom pronunciation instruction In Second Language Pronunciation: Bridging the Gap Between Research and Teaching, a team of distinguished researchers and educators delivers an incisive and practical approach to evidence-based pronunciation instruction in second language classrooms. Developed for language teachers who want to incorporate and implement the most effective pedagogical methods in their language instruction, this edited volume offers 15 essays that connect the latest research with practical applications in the classroom. In addition to exploring recent but less well-known methods—like High Variability Phonetic Training, discourse-based teaching, communicative classrooms, and technology-**

based methods—these chapters are unified in bringing theory to bear on practical questions faced by language teachers. The chapters follow a standard format, moving from critical research issues to pedagogical implications, and practical resources to equip language teachers, scholars, administrators, and teachers-in-training with the tools they require to develop their students' pronunciation abilities. Readers will also find: A thorough introduction to using empirical evidence to guide pronunciation instruction in second language students Comprehensive explorations of the integration of pronunciation instruction into second language education Practical discussions of perception training in pronunciation instruction and the importance of L2 segmental and suprasegmental contrasts in pronunciation learning In-depth examinations of classroom research for pronunciation and the use of technology to explore L2 pronunciation Perfect for upper-level undergraduate and graduate students studying TESOL, applied linguistics, and second language acquisition, Second Language Pronunciation: Bridging the Gap Between Research and Teaching will also earn a place in the libraries of researchers, scholars, and teachers of language and education.

Improving Human Learning in the Classroom

Theories and Teaching Practices

R&L Education **Improving Human Learning in the Classroom provides a functional and realistic approach to facilitate learning through a demonstration of commonalities between the various theories of learning. Designed to assist educators in eliciting students' prior knowledge, providing feedback, transfer of knowledge, and promoting self-assessment, Taylor and MacKenney provide proven strategies for infusing various learning theories into a curriculum, guiding educators to find their own strategies for promoting learning in the classroom. Both quantitative and qualitative research methods investigate learning theories and reforms in education. Quantitative data sources build the theoretical framework for educating the student, as well as developing strategies for closing the achievement gap. Taylor and MacKenney fuse personal experiences with solid strategies for human learning.**

Computer-Assisted Language

Learning: Concepts, Methodologies, Tools, and Applications

Concepts, Methodologies, Tools, and Applications

IGI Global **In a diverse society, the ability to cross communication barriers is critical to the success of any individual personally, professionally, and academically. With the constant acceleration of course programs and technology, educators are continually being challenged to develop and implement creative methods for engaging English-speaking and non-English-speaking learners. Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies, flipped instruction, and language-learning software. This multi-volume book is geared toward educators, researchers, academics, linguists, and upper-level students seeking relevant research on the improvement of language education through the use of technology.**

Classroom Interactions and Social Learning

From Theory to Practice

Routledge **Today's classroom presents a wealth of opportunities for social interaction amongst pupils, leading to increased interest in teachers and researchers into the social nature of learning. While classroom interaction can be a valuable tool for learning, it does not necessarily lead to useful learning experiences. Through case studies, this book highlights the use of new analytical methodologies for studying the content and patterns of children's interactions and how these contribute to their construction of knowledge. Classroom Interaction and Social Learning will be of interest to students and in service teachers and researchers concerned with classroom discourse and learning.**

Teaching Languages to Adolescent Learners

From Theory to Practice

Cambridge University Press **Teaching languages to adolescents can be a challenge. . . but one that is most rewarding! What works? What doesn't work? This book provides a reader friendly overview on teaching modern languages to adolescents (Years 7–13). Each chapter takes an aspect of language teaching and learning, and explains the underlying theory of instructed language acquisition and its application through examples from real language classrooms. The book explores teachers' practices and the reasoning behind their pedagogic choices through the voices of both the teachers themselves and their students. At the same time, it highlights the needs of the adolescent language learner and makes the case that adolescence is a prime time for language learning. Written in an accessible, engaging way, yet comprehensive in its scope, this will be essential reading for language teachers wishing to integrate cutting-edge research into their teaching. This title is also available as Open Access on Cambridge Core at 10.1017/9781108869812**

Ways of Learning

Learning Theories and Learning Styles in the Classroom

Routledge **Whilst most teachers are skilled in providing opportunities for the progression of children's learning, it is often without fully understanding the theory behind it. With greater insight into what is currently known about the processes of learning and about individual learning preferences, teachers are better equipped to provide effective experiences and situations which are more likely to lead to lasting attainment. Now fully updated, Ways of Learning seeks to provide an understanding of the ways in which learning takes place, which teachers can make use of in their planning and teaching, including: An overview of learning Behaviourism and the beginning of theory Cognitive and constructivist learning Multiple intelligences Learning styles Difficulties with learning The influence of neuro-psychology Relating theory to practice The third edition of this book includes developments in areas covered in the first and second editions, as well as expanding on certain topics to bring about a wider perspective; most noticeably a newly updated and fully expanded chapter on the**

influence of neuro-educational research. The book also reflects changes in government policy and is closely related to new developments in practice. Written for trainee teachers, serving teachers, and others interested in learning for various reasons, Ways of Learning serves as a valuable introduction for students setting out on higher degree work who are in need of an introduction to the topic.

Language Program Direction

Theory and Practice

Prentice Hall **Practical tips and theory for Language Program Directors Language Program Direction: Theory and Practice combines helpful, practical, everyday advice with research and theory to offer a rich, contemporary resource for Language Program Directors or anyone involved in administering a language program. Intended for current and future foreign language teaching professionals, volumes in the Theory and Practice in Second Language Classroom Instruction series examine issues in teaching and learning in language classrooms. The topics selected and the discussions of them draw in principled ways on theory and practice in a range of fields, including second language acquisition, foreign language education, educational policy, language policy, linguistics, and other areas of applied linguistics.**

Reflections on Task-Based Language Teaching

Multilingual Matters **Task-based language teaching is now a well-established pedagogic approach but problematic issues remain, such as whether it is appropriate for all learners and in all instructional contexts. This book draws on the author's experience of working with teachers, together with his knowledge of relevant research and theory, to examine the key issues. It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task-based language teaching. It will appeal to researchers and teachers who are interested in task-based language teaching and the practical and theoretical issues involved. It will also be of interest to students and researchers working in the areas of applied linguistics, TESOL and second language acquisition.**

Exploring English Language

Teaching

Language in Action

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

Making Meaning in the Response-based Classroom

Allyn & Bacon **Offers readers a fresh perspective on reader response theory, and includes many teaching strategies and attention to the issues and concerns this approach raises for thoughtful teachers in grades 1-12.Coverage includes: teaching writing, teaching poetry, creating an interpretive classroom community, ESL and diversity, as well as including media in classroom practice. Readers will receive helpful teaching suggestions that offer a strong link between theory and practice, as well as important descriptions of the pitfalls that arise in reader response work in classrooms. Based on their practical experience, the authors offer suggestions on how to deal with those difficulties.Language Arts Educators in grades 1-12.**

Georgetown University Round Table on Languages and Linguistics (GURT) 1989: Language Teaching, Testing, and Technology

Lessons from the Past with a View Toward the Future

Georgetown University Press

Teaching Languages in the Primary

School

SAGE **Languages are now a more important part of primary education than ever before, and all successful primary teachers need to understand the principles that support good language teaching and learning. This second edition provides a coherent overview of teaching and learning languages, combining practical strategies for use in the classroom with engaging coverage of how to teach, informed by academic research and theory. Key features of this new edition: Fully updated coverage of policy and curriculum developments, including the 2014 National Curriculum and the Teachers' Standards A new chapter on curriculum, planning and assessment for KS2 Expanded coverage of the transition from primary to secondary school and the implications for teaching More examples of creative teaching and learning throughout. This is essential reading for all students studying primary languages on initial teacher education courses, including undergraduate (BEd, BA with QTS), postgraduate (PGCE, School Direct, SCITT), and also NQTs.**

LANGUAGE AT PLAY

Digital Games in Second and Foreign Language Teaching and Learning

Pearson Higher Ed **This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. How digital games can inform, enhance and transform L2 pedagogy The potential of digital games in the second and foreign (L2) classroom is enormous but harnessing their potential for application in the L2 classroom, however, presents complex challenges. In Language at Play: Digital Games in Second and Foreign Language Teaching and Learning , Sykes and Reinhart combine research from a variety of perspectives in applied linguistics, educational gaming, and games studies, and structure their discussion of five major concepts central to these areas: goal, interaction, feedback, motivation and context. While theoretically grounded, the volume's audience is primarily practicing L2 professionals with classroom experience. Intended for current and future foreign language teaching professionals, volumes in the Theory and Practice in Second Language Classroom Instruction series examine issues in teaching and learning in language classrooms. The topics selected and the discussions of them draw in principled ways on theory and practice in a range of fields, including second language acquisition, foreign language**

education, educational policy, language policy, linguistics, and other areas of applied linguistics.

Brave New Digital Classroom

Technology and Foreign Language Learning, Third Edition

Georgetown University Press **Robert Blake, now with Gabriel Guillén, updates his successful book (1st ed. 2008, 2nd ed. 2013) on how to teach foreign languages using technology. Brave New Digital Classroom touches on all of the key concepts and challenges of teaching with technology, focusing on issues specific to FLL or L2 learning and CALL. Originally referred to as computer-assisted language learning, CALL has come to encompass any kind of learning that uses digital tools for language learning. This edition reframes the conversation to account for how technology has been integrated into our lives. Blake and Guillén address the ways technology can help with L2, how to choose the right digital tools, how to use those tools effectively, and how technology can impact literacy and identity. The book is primed for use in graduate courses: terminology is in bold and a comprehensive glossary is included; each chapter finishes with a short list of references for further reading on the topic and discussion questions. The authors provide short interview videos (free via GUP website) to enhance discussions on each chapter's topic.**

English Language Learners' Socially Constructed Motives and Interactional Moves

Cambridge Scholars Publishing **This book explores the potential for task-based language learning and teaching (TBLT) within a particular context, specifically Hungary, by investigating beliefs among Hungarian university students about English (and other foreign) language teaching. It also examines the nature of these learners' task-based spoken interaction and explores their socioculturally determined choices in that regard. It finds that, despite much exposure to traditional classroom practices, the learners are generally open to TBLT, make various (sometimes surprising) contributions in performing speaking tasks, and display a tendency toward collaboration in spoken interaction over communication breakdowns. The book offers both universal and culture-specific explanations for this tendency. The findings detailed here have implications for English (and**

other foreign/second) language teaching which may be of interest to researchers, practitioners, and teacher educators, not only in Hungary, Central Europe, and similar educational contexts, but anywhere that teachers and learners are struggling to improve foreign and second language development.