

Interactive Approaches To Second Language Reading By Patricia L Carrell

Interactive Approaches to Second Language ReadingCambridge University Press

This text examines second language pedagogy from two critical fields of literature: psycholinguistics and socio-cultural, offering a fresh perspective on interactive content-based language teaching and learning. Unique in its kind, this highly practical text offers more methodological approaches to teaching in ESL settings than any other book on the market, making it a perfect match for undergraduate pre-service teachers who are learning how to teach ESL students in their classrooms. Novice teachers will have the opportunity to interact with the text, reflect and consult with colleagues, partners, and classmates by being able to write in the text, revisit those responses, and view video clips on the Companion Website.

This book is the first study to examine how interactional style develops within the walls of a foreign language classroom in the first two years of language study. Results show learners to be highly sensitive to pragmatic information and that learners can move toward an appropriate interactional style through classroom interactive experiences. The book shows how learners are most often sources who offer assistance and correction, with errors serving most often to stimulate further thinking about what form is correct. Analysis shows learners to be active in seeking corrective information in the classroom setting, not only from peer partners but also from the teacher. They are active in noticing how the teacher's utterances—even when addressed to others—contrast with their own, and utilize corrective feedback intended for other students. In addition, the results show that teacher-initiated corrective feedback addressed to individual learners is only one source of corrective feedback. Learners are shown to be active in both teacher-fronted and peer interactive settings. In newer L2 teaching methodologies which focus on the use of peer interactive tasks, the teacher's role has been de-emphasized. This book, however, shows how important the teacher's role is. The final chapter examines how the teacher can act to maximize the benefits of peer interactive tasks through how they design tasks and present them to the class. First, the chapter looks at how learners use English—their L1—in the classroom, concluding that how teachers present activities to the class has an impact on the amount of L1 used by students during peer interaction. Following up on this finding, the chapter works to address questions that teachers face in lesson planning and teaching. It presents a useful list of questions teachers can ask when designing peer interactive tasks in order to maximize the effectiveness of a wide variety of language learning tasks.

This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook, Second Language Learning Data Analysis, Second Edition, makes an ideal accompaniment to the text.

An Interactive Approach to Enhancing Early Word Learning

From Research to Best Practice

Interactive Approaches to Second Language Reading

Studies of Learners of First and Other Languages

International Handbook of English Language Teaching

A Guide for Language Teachers

Language Education Today: Between Theory and Practice is a collection of essays that appeal to teachers of modern languages (almost exclusively English) regardless of the level of instruction. The essays deal with three main aspects of the opposition Linguistic Identity vs. Multilingualism: language education (mother tongue – Turkish, Kurdish, and Serbian; contact linguistics – the impact of Slavic and of German on modern Romanian; the opposition L1 vs. L2 – Arabic, Farsi, Urdu and Serbian vs. English; and contrastive studies – German and Macedonian); English language teaching and learning (English as a Foreign or Second Language taught to Serbian and Ruthenian students; English for Specific Purposes – Business English, Information Technology English, the English of hotel terminology, and the English of business media taught to Romanian students; English language teaching and assessing methods to Thai, Italian, Malaysian, and Croatian students; and the profile of the language teacher in the universities of the F.Y.R. of Macedonia and of Romania); and linguistic issues (with focus on some English modal verbs, on French spelling and on some French verbs of animal communication, and on the Latin Plesiosauria Nomenclature).

A wealth of research on child language has unearthed many novel strategies that parents and interventionists can utilize to enhance word learning prior to infants producing their first words. These developmentally-appropriate strategies are published in scientific journals, however, rendering them largely inaccessible to parents and non-research professionals. This volume presents research findings and practices in an accessible, user-friendly manner. A sizeable percentage of children entering first grade each year show vocabulary delays. However, best practices for enhancing vocabulary focus on children after they talk or exhibit delays. By addressing what it takes to learn words, this volume informs best practices for building vocabulary from the ground up to prevent delays. It enumerates multiple strategies that primary caregivers naturally exhibit during interaction, and strategies isolated from experimental studies. The book also highlights the word learning of bilingual versus monolingual children, and addresses cultural variations.

Now in its second edition, Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). Loewen provides comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA, and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy. Also new is the addition of supporting features including end-of-chapter activities, points for reflection, and discussion questions, as well as thoroughly revised content to reflect the most recent research in ISLA. This is an essential resource for students new to ISLA, or working in Second Language Acquisition more generally.

A comprehensive manual for pre- and in-service ESL, EFL, and EIL educators who work with multilingual students at the secondary and postsecondary levels, this text balances insights from reading theory and research with highly practical, field-tested strategies for teaching and assessing second-language reading that educators can readily adopt and adapt to suit their contexts and student populations. Teaching Readers of English is a complete "go-to" source for teaching reading and promoting classroom and professional literacies in an increasingly digital world. Offering principled approaches and methods for planning and delivering effective L2 reading instruction, the text includes pedagogical features, such as questions for reflection, further reading and resources, and application activities to develop purposeful classroom reading lessons in a range of contexts. Changes in the

Second Edition: Updated and revised chapters on formative and summative reading assessment, developing vocabulary knowledge and grammatical skill, and cultivating extensive reading and literary appreciation Updated information on institutional settings and reader demographics New pedagogical features in each chapter, including Chapter Summaries, Further Reading, Reflection and Review, and Application Activities A streamlined chapter sequence to enhance the text's usability

Georgetown University Round Table on Languages and Linguistics (GURT) 1999: Language in Our Time

Applied Languages: Theory and Practice in ESP

Handbook for Arabic Language Teaching Professionals in the 21st Century

Second Language Interaction in Diverse Educational Contexts

Introduction to Instructed Second Language Acquisition

Discourse and Context in Language Teaching

This book explores innovative pedagogical practices and teaching and learning strategies in the engineering curriculum for empowered learning. It highlights the urgency for developing specific skill sets among students that meet the current market recruitment needs. The authors present a detailed framework for fostering a higher level of competence in students especially in their communication skills, their knowledge of media and technology tools, and their leadership skills. The book offers examples of new and effective teaching strategies including cognitive, metacognitive, and socio-affective strategies which align well with the existing and evolving technical curriculum. The book will be of interest to teachers, students, and researchers of education, engineering, and higher education. It will also be useful for English language teachers, educators, and curriculum developers.

This text examines different perspectives on the role that interaction plays in second language acquisition. In addition the effects of language aptitude on input processing are considered, and the contribution that interaction makes to the acquisition of grammatical knowledge is discussed.

Emphasis is on English as a second language.

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 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.

Second Language Acquisition Theory and Practice

Teaching and Learning a Second Language

An Interactive Approach to Language Pedagogy

Approaches and Methods in Language Teaching

Contemporary ELT Strategies in Engineering Pedagogy

CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students, researchers and practitioners in all of the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language.

Marking the return — after a two-year hiatus — of this annual collection of essays on linguistics and language education, the 1999 volume speaks to the most pressing social issues of our time. More than thirty contributors from around the world take up longstanding debates about language diversity, language standardization, and language policy. They tackle such controversial issues as the Official English movement, bilingual education, and ideological struggles over African American Vernacular English.

Recommends that language teachers incorporate discourse and pragmatics in their teaching if they wish to implement a communicative approach in their classrooms. The authors show how a discourse perspective can enhance the teaching of traditional areas of linguistic knowledge and language skills.

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An Introductory Course

Bilingualism

Second Language Acquisition Myths

A Guide to Recent Research and Its Applications

Learning a Second Language Through Interaction

Teaching Readers of English

Children learn languages quickly and easily while adults are ineffective in comparison -- A true bilingual is someone who speaks two languages perfectly -- You can acquire a language simply through listening or reading -- Practice makes perfect -- Language students learn (and retain) what they are taught -- Language learners always benefit from correction -- Individual differences are a major, perhaps the major, factor in SLA -- Language acquisition is the individual acquisition of grammar.

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

This volume brings together empirical research that explores interaction in a wide range of educational settings. It includes work that takes a cognitive, brain-based approach to studying interaction, as well as studies that take a social, contextual perspective. Interaction is defined quite broadly, with many chapters focusing on oral interaction as is typical in the field, while other chapters report work that involves interaction between learners and technology. Several studies describe the linguistic and discourse features of interaction between learners and their interlocutors, but others demonstrate how interaction can serve other purposes, such as to inform placement decisions. The chapters in the book collectively illustrate the diversity of contemporary approaches to interaction research, investigating interactions with different interlocutors (learner-learner, learner-teacher), in a variety of environments (classrooms, interactive testing environments, conversation groups) and through different modalities (oral and written, face-to-face and technology-mediated).

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega.

Interactive Language Teaching

Services Marketing Interactive Approach

A Journal for the Teacher of English Outside the United States

Landmark Essays on ESL Writing

Policy and Pedagogy

Language Across Boundaries

Examines language acquisition and development across a wide range of languages and contexts

Computer-based technologies can enhance language learning and help students embrace the complexities of an additional language. Due to rapid technological changes, innovative teaching approaches and strategies are necessary in order to successfully integrate new technologies within language teaching.

Explorations of Language Teaching and Learning with Computational Assistance provides cutting-edge research which evaluates, improves, and applies effective pedagogy in the fields of computer-assisted language learning (CALL) and foreign language learning. It expands on the principles, theories, design, and implementation of computer-assisted language learning programs.

In recent years, the number of nonnative speakers of English in colleges and universities in North America has increased dramatically. As a result, more and more writing teachers have found themselves working with these English as a Second Language (ESL) students in writing classes that are designed primarily with monolingual, native-English-speaking students in mind. Since the majority of institutions require these students to enroll in writing courses at all levels, it is becoming increasingly important for all writing teachers to be aware of the presence and special linguistic and cultural needs of ESL writers. This increase in the ESL population has, over the last 40 years, been paralleled by a similar growth in research on ESL writing and writing instruction--research that writing teachers need to be familiar with in order to work effectively with ESL writers in writing classrooms of all levels and types. Until recently, however, this body of knowledge has not been very accessible to writing teachers and researchers who do not specialize in second language research and instruction. This volume is an attempt to remedy this problem by providing a sense of how ESL writing scholarship has evolved over the last four decades. It brings together 15 articles that address various issues in second language writing in general and ESL writing in particular. In selecting articles for inclusion, the editors tried to take a principled approach. The articles included in this volume have been chosen from a large database of publications in second language writing. The editors looked for works that mirrored the state of the art when they were published and made a conscious effort to represent a wide variety of perspectives, contributions, and issues in the field. To provide a sense of the evolution of the field, this collection is arranged in chronological order.

Teaching by Principles is a widely acclaimed methodology text used in language teacher education programs around the world. In this fourth edition, Dr. H. Douglas Brown and Dr. Heekyeong Lee offer a comprehensive survey of practical language teaching options firmly anchored in current research on second language acquisition and pedagogy. Features of the Fourth Edition A comprehensive update on current issues, new research findings, and innovative classroom teaching techniques, with additional and reworked chapters to reflect this information A description and analysis of new foundational principles, including: agency, identity, languaculture, communities of practice, embodied cognition, and self-regulation Pre-reading organizers at the beginning of each chapter Frquent statistics and pedagogical "tips" in each chapter Numerous "classroom connections" to stimulate practical applications of concepts and principles End-of-chapter group activities, discussion topics, and suggested additional readings A glossary of technical terminology

Research Methods in Second Language Acquisition

Applied Language Learning

Language Acquisition and Development

A Critical Examination

The Multilingual Community

Learning Japanese

Divided into six parts that are devoted to a different aspect of the study of SLA, this title contains chapters on universal grammar, emergentism, variationism, information-processing, sociocultural, and cognitive-linguistic.

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.

Interactive Services Marketing covers the essentials of services marketing--with particular emphasis on the theater model and the impact of technology. The text features a dynamic approach to human interactions--both in face-to-face communication and in connections through technology. The Third Edition focuses on interactions in service environments. The concise text is fully supported by a robust web site, enabling instructors to reinforce the emphasis on technology and allowing students to interact with both the printed text and online material. Pedagogical tools include chapter-opening vignettes, margin notes, end-of-chapter summaries and conclusions, exercises, and Internet activities. Available with InfoTrac Student Collections <http://goencange.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

There is increasingly wide agreement among teachers, researchers, inspectors, advisers and policy-makers that both teaching and research will benefit from being brought closer together. But how can this be achieved? Hard-pressed practitioners cannot be expected to review a constant flow of conference papers, journals and other publications, even if such items were accessibly written. This unique book synthesizes relevant research findings for the professional practitioner and highlights their implications for the quality of teaching and learning. Whether you are a teacher looking to improve your practice or a researcher looking for a concise overview of the literature, this book will prove a valuable acquisition.

Bilingual Education and Official English, Ebonics and Standard English, Immigration and the Unz Initiative

Reading Comprehension in Polish and English

Forum

Applying Second Language Research to Classroom Teaching

Teaching by Principles

The New Handbook of Second Language Acquisition

A comprehensive manual for pre- and in-service ESL and EFL educators, this frontline text balances insights from current reading theory and research with highly practical, field-tested strategies for teaching and assessing L2 reading in secondary and post-secondary contexts. Teaching Readers of English: provides a thorough yet accessible survey of L2 reading theory and research addresses the unique cognitive and socioeducational challenges encountered by L2 readers covers the Features of L2 texts that teachers of reading must understand acquaints readers with methods for designing reading courses, selecting curricular materials, and planning instruction explores the essential role of systematic vocabulary development in teaching L2 literacy includes practical methods for assessing L2 students' proficiency, achievement, and progress in the classroom. Pedagogical features in each chapter include questions for reflection, further reading and resources, reflection and review questions, and application activities.

This book is for teachers, teacher educators, school and district administrators, policy makers, and researchers who want to know about literacy, cultural diversity, and students who speak little or no English. It offers a rich picture of the incredible diversity of students who enter secondary school as immigrants--their abilities, their needs, and their aspirations. The studies reported are part of a large longitudinal study of about 25,000 immigrant students in a district in which the policy is English-only instruction. These studies: *provide multiple views of the students' lives and their success in schools where the language of instruction differs from the languages they speak with their friends and families; *explore the students' views of teaching and learning; *describe the potential differences between the students views and those of their teachers; *look at issues related to students' views of their identities as they work, study, and socialize in a new environment; and *examine different reading modes designed to facilitate the learning of English as a second language (ESL). Educators and researchers will find the descriptions of students' simultaneous learning of English and of academic content relevant to their view of whether instruction should be English only or bilingual. For teachers who view multicultural education as an important endeavor, this book may on occasion surprise them and at other times confirm their views. The author does not attempt to develop a particular political viewpoint about which approach works best with immigrant students. Rather, the objective of the studies was to develop a full, rich description of the lives of immigrant high school students enrolled in classes where the medium of instruction is English. The reader is left to evaluate the results.

This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language. Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well-qualified professional teachers at the level of skill required. Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades. More resources and more varied materials are seriously needed in Arabic teacher education and training. The goal of this Handbook is to address that need. The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives. It offers readers the opportunity to consider the role, status, and content of Arabic language teaching in the world today. The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research. Thirty-four chapters authored by leaders in the field are organized around nine themes: *Background of Arabic Language Teaching; *Contexts of Arabic Language Teaching; *Communicative Competence in Arabic; *The Learners; *Assessment; *Technology Applications; *Curriculum Development, Design, and Models; *Arabic Language Program Administration and Management; and *Planning for the Future of Arabic Language Learning and Teaching. The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers, administrators, graduate students, and scholars around the world. It is intended to create dialogue among scholars and professionals in the field and in related fields--dialogue that will contribute to creating new models for curriculum and course design, materials and assessment tools, and ultimately, better instructional effectiveness for all Arabic learners everywhere, in both Arabic-speaking and non-Arabic speaking countries.

Research Methods in Second Language Acquisition: A Practical Guideis an informative guide to research design and methodology for graduate students and scholars. Each chapter of this volume offers background, step-by-step guidance, and relevant studies to create comprehensive coverage of each method. Includes chapters by expert scholars on an array of topics, including second language writing and reading, meta-analyses, research replication, qualitative data collection and analysis, and more Includes feature boxes in each chapter highlighting relevant research studies, discussion questions and suggested further readings Utilizes research methods and tools from varied fields of study including education, linguistics, psychology, and sociology

Students, Texts, and Contexts

Evidence from an Introspective Study

A Practical Guide

Content-based Second Language Teaching and Learning

Language Learning Strategies in Independent Settings

English-Only Instruction and Immigrant Students in Secondary Schools

In this collection of essays, a distinguished group of innovative teachers and writers describe the approaches and techniques they have incorporated into their own teaching. The articles are designed to help classroom teachers make language classes more participatory and communication oriented. Successive articles deal with the structure of interaction in large and small groups; imaginative activities for listening, speaking, reading, writing, and testing; the use of poetry, song, and drama; how to perform grammar rules rather than recite them; the special contribution of authentic materials; using audio and video as well as computer software to enhance learning, tapping the community as a resource; learning to interact in different cultural styles; and preparing the student for real-life professional use of language. Teachers of any language and teachers in training will find in this volume a wealth of original and practical ideas for the classroom.

Today more and more linguists and language specialists the world over are acknowledging the vital role of ESP within the English language teaching and learning area. Consequently, teachers and learners alike are discovering that there is a wider scope available to them in the field. Hopefully, the joint effort that went into the publishing of this volume will serve to motivate others to continue working in this direction.

This book is about reading. Throughout the book, the author explains the complexity of the dual-language involvement of FL/L2 reading by showing how L1 and FL/L2 factors interplay in FL/L2 reading. The main aim of the book is to explore reading in English in the foreign/second language context as a cross-linguistic phenomenon and to present the results of a think-aloud study which investigated reading in Polish as the L1 and English as the FL of Polish learners of English. The project consisted of six stages, each focussing on a different aspect of reading. Thus, the following was explored: reading strategies, problems and solutions, the way the subjects constructed their representations of the texts, the students' individual patterns of developing comprehension and effectiveness in identifying the main ideas. The findings revealed both differences and similarities between the subjects' reading in Polish and their reading in English. The book offers implications for further research and elucidates the usefulness of think-aloud protocols in foreign language instruction.

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

Explorations of Language Teaching and Learning with Computational Assistance

Second Language Acquisition Processes in the Classroom

Understanding Second Language Acquisition

Between Theory and Practice

Language Education Today