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In this accessible  
introduction to  
Cambridge  
Vygotskyian  
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sociocultural  
theory, narratives  
illuminate key  
concepts of the  
theory. These key  
concepts,  
addressed across  
seven chapters,  
include  
mediation; Zone

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of Proximal  
And Practice  
Development;  
collaborative  
dialogue; private  
speech; everyday  
and scientific  
concepts; the  
interrelatedness  
of cognition and  
emotion, activity  
theory and  
assessment. An  
eighth chapter

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provides readers with an opportunity to consider two additional narratives and apply the SCT concepts that they have become familiar with. These narratives come from individuals

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in a variety of  
languages,  
contexts, ages  
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learners,  
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graduate and  
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textbook includes

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controversies in  
the field,  
questions for  
collaborative  
discussion and  
provides  
references to  
important work  
in the literature  
of second  
language  
teaching,  
learning and

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research. This book presents a unique introduction to Sociocultural Theory. Through the telling of fascinating stories the authors familiarize the reader with the concepts that are

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central to the  
theory and in  
particular to how  
the theory relates  
to the teaching  
and learning of  
languages  
beyond the first.

It is an  
exceptional piece  
of scholarship  
that I think  
Vygotsky would



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have

wholeheartedly

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P. Lantolf, the

Pennsylvania

State University,

USA "This book is

a most welcome

addition to the

growing

literature on

sociocultural

theory. It is

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refreshing to  
come across such  
a reader-friendly  
book dealing with  
complex

constructs. The  
book provides an  
overview of key  
concepts in  
sociocultural  
theory, and then,  
using a set of  
narratives,

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illustrates how  
these concepts  
can be used to  
explain  
phenomena in  
second language  
learning and  
teaching, As  
such, the authors  
have succeeded  
in producing an  
accessible and  
highly engaging

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introduction to  
sociocultural  
theory." Neomy

Storch, The  
University of  
Melbourne,  
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"Sociocultural  
Theory in Second  
Language  
Education is a  
highly  
recommended

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and worthwhile  
book for all those  
who seek to  
understand how  
sociocultural  
theory is entailed  
in teaching  
practice. Using  
narratives of  
teaching  
recounted in the  
voices of  
language

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learners and  
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and her co-  
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authors bring the  
major concepts of  
Vygotsky to life in  
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accessible ways.  
Contributing to  
the conceptual  
analysis of each  
story is  
information on

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allied concepts,  
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controversies and  
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programs and in  
courses on  
sociocultural  
theory and

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second language  
acquisition."

Richard Donato,  
University of  
Pittsburg, USA

The authors, each  
from a different  
background,  
share a passion  
for sociocultural  
theory. Each  
author brings  
stories, data and



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experiences from  
her area of

Cambridge  
expertise: second  
language

Education  
pedagogy and  
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development  
(Linda);

elementary  
classroom

teaching with  
second language  
and bilingual

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students (Penny)  
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University in  
Toronto. Merrill is  
a professor  
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Teaching and  
Researching  
Chinese Second  
Language  
Listening focuses  
on Chinese L2  
listening with

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theory and  
pedagogy at its  
heart. The  
objectives of the  
book are to  
recount the  
development of  
Chinese L2  
listening  
pedagogy, to  
synthesize  
research on  
Chinese L2

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listening, and to  
propose a

Chinese L2

listening

approach. This

book is the first

to bridge the gap

between Chinese

L2 and general

L2 listening and

develop a much-

needed

systematic

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based on  
research findings  
in L2 listening,  
the unique  
features of the  
Chinese  
language, and the  
distinctive  
characteristics of  
the Chinese L2

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learner

population. This  
book grounds

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teaching in solid  
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acquisition and  
teaching. The res

earch-informed  
and evidence-

based Chinese L2  
teaching

approach

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proposed in the  
book seeks to  
move beyond the  
traditional  
product-oriented  
approach to  
integrate form-,  
meaning-,  
process-, and  
learner-focused  
listening. This  
book also  
discusses



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listening from  
learners'

perspectives:

heritage versus

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learners and

motivation. These

are presented

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theory and

teaching

practice. The

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and students  
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language, which  
severely limits  
their readership.  
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therefore written

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of Chinese  
learners and the  
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booming

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and sets them in  
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processing,  
including the  
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learning the  
addition of a  
glossary of key  
linguistic terms  
to help the non-  
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the four main  
sections of the  
book helps  
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each  
skill—reading,  
writing, listening,  
and  
speaking—works  
and explains  
what research**

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**has to say about  
successful skill  
performance.**

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information to  
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and to  
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language-  
learning  
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for assessment  
and the role of  
digital  
technologies are  
considered for  
each skill, and  
essential  
information on  
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provided. Moving  
from theory to  
practice, this  
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essential  
resource for  
courses in TESOL  
programs, for in-  
service teacher-  
training  
seminars, and for**

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teachers who  
want to upgrade  
their teaching  
abilities and  
knowledge bases.  
Providing a  
comprehensive  
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edge work on  
second language  
learning, this  
Handbook,**

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**written by a team  
of leading  
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second language  
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based, and  
cognitive  
approaches are  
covered and  
organised  
thematically  
across sections  
dealing with skill  
development,  
individual  
differences,  
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approaches, and  
context and  
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art volume will  
interest  
researchers in  
second language  
studies and  
language  
education, and  
will also reach**

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**out to advanced  
undergraduate  
and graduate  
students in these  
and other related  
areas.**

**Children learn  
languages  
quickly and easily  
while adults are  
ineffective in  
comparison -- A  
true bilingual is**

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**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**

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**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**



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**acquisition of  
grammar.**

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in a Second  
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learning of second  
and foreign  
languages as  
informed by  
sociocultural and  
activity theory. It  
familiarizes  
students, teachers,  
and other  
researchers who do*

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*not work within the  
theory with its  
principal claims and  
constructs in  
particular as they  
relate to second  
language research.  
The book also  
describes and  
illustrates the use of  
activity theory to  
support practical*

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*and conceptual  
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*who wish to apply  
learning strategy  
theory to the  
listening  
comprehension  
classroom, it  
includes in-depth  
discussion of a  
strategy-based  
methodology. The  
approach is  
applicable at all*

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*levels of listening  
proficiency. Interest  
Level: Pre-K to 12  
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*introduces the key  
areas in the field,  
including  
multilingualism, the  
role of teaching, the  
mental processing of  
multiple languages,*

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*and patterns of  
growth and decline  
explores the key  
theories and debates  
and elucidates areas  
of controversy  
gathers together  
influential readings  
from key names in  
the discipline,  
including: Vivian  
Cook, William E.*



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*a Second Language*

*combines theoretical*

*perspectives with an*

*analysis of*

*empirical classroom*

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detailed discussion  
that increases  
pedagogical  
awareness of*

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second language  
(L2) notetaking  
performance and  
instruction. Based  
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and including*

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*descriptions of  
classroom practices  
and samples of  
student work, the  
book provides*

*insights on a range  
of topics relevant to  
L2 notetaking. The  
book emphasizes the  
challenges that  
many students from  
different*

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*international  
backgrounds face  
when taking notes in  
an L2 and outlines a  
five-stage pedagogic  
cycle for notetaking  
that can be applied  
to any listening text.  
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notes for  
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*discussion about*

*notetaking*

*strategies. This book*

*will be of great*

*interest for teachers,*

*academics, scholars,*

*and postgraduate*

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*of applied*

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*also be a useful  
resource for those in  
charge of teacher  
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and psycholinguists.*

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volume provides a  
broad-based, state-  
of-the-art overview  
of current  
knowledge and  
research into  
second language  
teaching and  
learning. Fifty-  
seven chapters are  
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thematic sections:*



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*processes and  
development;*

*\*teaching methods  
and curricula;*

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testing and  
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*\*identity, culture,  
and critical  
pedagogy in  
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teaching and  
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*\*important*

*considerations in  
language planning  
and policies. The  
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Language Teaching  
and Learning is  
intended for  
researchers,  
practitioners,  
graduate students,  
and faculty in  
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and applied  
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programs;  
teachers; teacher  
trainers; teacher  
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material  
developers; and all  
other professionals  
in the field of  
second language  
teaching and  
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literature on

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learning strategies,  
And Practice  
describing and  
classifying learning  
strategies in  
second language  
learning.*

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conceived as a  
"best practices"  
resource for  
teachers of ESL  
listening courses. It  
was written to help  
ensure that*

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*teachers of  
listening are not  
perpetuating the  
myths of teaching  
listening.*

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early language

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learning has  
dropped  
dramatically  
in the past  
decade to  
include  
children under  
6 years old,  
yet very  
little  
published  
research

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support the  
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of such  
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concerning  
language

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author provides  
an informed  
account of the  
psychological  
processes which  
make up the  
skill of listening,  
and analyses  
the  
characteristics  
of the speech  
signal from

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Second Language  
Teaching and  
Learning  
Applying Second  
Language  
Research to  
Classroom

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And Practice  
Testing second  
Cambridge  
language listening  
Language  
proficiency validly  
Education  
and reliably has  
always posed a  
challenge. In the days  
before the widespread  
availability of  
recorded material,  
tests were reliant  
upon the voice of the

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examiner. Each test administration was a unique phonetic event, with enormous variations of delivery between examiners and even within the performance of a single examiner on different occasions. The presentation was read-aloud, and the

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texts chosen were often those that had been written to be read (including literary extracts). The resulting input to test takers bore little resemblance to natural connected speech.

This book brings together theoretical

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and empirical approaches to second language (L2) fluency and provides a state-of-the-art overview of current research on the topic. The strength of the volume lies in its interdisciplinarity: the chapters approach fluency from non-

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traditional starting points and go beyond disciplinary boundaries in their contributions. The volume includes chapters investigating fluency from an L2 perspective and integrates perspectives from related fields, such as

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psycholinguistics,  
sign language studies  
and L2 assessment.

The book extends the  
common foci and  
approaches of fluency  
studies and offers new  
perspectives that  
enable readers to  
evaluate critically  
existing paradigms  
and models. This



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encourages the  
development of more  
comprehensive  
frameworks and  
directs future L2  
fluency research into  
new areas of L2  
learning and use.

Emphasis is on  
English as a second  
language.

Establishing Self-

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Access examines establishing, maintaining and developing self-access language learning (SALL). While much of it presents practical ideas dealing with issues related to SALL, they are supported by references to relevant

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literature and research. This link between theory and practice makes the debate about SALL accessible and makes this a useful resource for establishing and running self-access learning facilities. Its unique features include a typology of

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self-access facilities; a discussion about how to manage self-access; a step by step guide on evaluating self-access; a wide variety of practical suggestions for implementing self-access in different contexts. It is suitable for anyone

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concerned with self-access, from pre-service teacher trainees to experienced teachers and from managers of dedicated self-access centres to administrators concerned with financing self-access facilities.

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Handbook of  
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Language Teaching  
and Learning

Early Years Second  
Language Education  
Theory and Practice

This book seeks to help  
teachers teach listening  
in a more principled

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way by presenting what is known from research, exploring teachers' beliefs and practices, examining textbook materials, and offering practical activities for improving second language listening.