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This review is for the kindle version of “ Listening in the Language Classroom ” by John Field from the Cambridge Language Teaching Library. I first bought - and read - this on an iPad in 2017, but recently wanted to reread It and compare after reading Gianfranco Conti ’ s

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excellent 2019 book on teaching listening skills in the classroom.

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Like the first edition, it surveys the major approaches and methods in language teaching, such as grammar translation, audiolingualism, communicative language teaching, and the natural approach. The text 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.

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task based language teaching cambridge language teaching library Sep 05, 2020 Posted By Wilbur Smith Media Publishing TEXT ID 16463ed0 Online PDF Ebook Epub Library 095717362013856455 42 3 261 274 2013 task based learning offers an alternative for language teachers in a task based lesson the teacher doesnt pre determine what

Through the words of over 100 practising language teachers, this book offers a detailed picture of teaching & learning in communicative classrooms. It covers a range of classroom life, including the creation of an environment suitable for language practice & how teachers develop & maintain a spirit of community.

This book challenges the orthodox approach to the teaching of second language listening, which is based upon the asking and answering of comprehension questions. The book's central argument is that a preoccupation with the notion of 'comprehension' has led teachers to focus upon the product of listening, in the form of answers to questions, ignoring the listening process itself. The author provides an informed account of the psychological

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processes which make up the skill of listening, and analyses the characteristics of the speech signal from which listeners have to construct a message. Drawing upon this information, the book proposes a radical alternative to the comprehension approach and provides for intensive small-scale practice in aspects of listening that are perceptually or cognitively demanding for the learner. *Listening in the Language Classroom* was winner of the Ben Warren International Trust House Prize in 2008.

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.

In an accessible style, the author demonstrates the link between grammar and vocabulary.

The communicative approach is changing the face of foreign language teaching. It provides

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an introduction to communicative language teaching for practising classroom teachers. The author gives a single coherent account of the basic communicative ideas, emphasizing those aspects most important in the classroom so that teachers can integrate the new ideas into their own familiar methods. He stresses that a knowledge of grammar remains essential for effective communication.

This book seeks to explore the dynamic nature of the language classroom.

This book provides a comprehensive account of conversation in English and its implications for the ELT classroom. After a general overview and definition of conversation it provides the reader with a systematic description of conversational English, from the vocabulary of conversation, to grammar, discourse and genre. This is followed by an informed account of the development of conversation in both first and second language acquisition. It then describes a range of methodological approaches, procedures and techniques for teaching conversation in English. On this basis, an integrated approach to the teaching of conversation is provided, along with practical classroom applications.

The affective domain and the emotional factors which influence language learning have been of interest in the field of language teaching for a number of years. By proposing a holistic approach to the learning process, this volume takes the position that the language learning experience will be much more effective when both affect and cognition are considered. The eighteen chapters discuss issues such as memory, anxiety, self-esteem, facilitation, autonomy,

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classroom activities, and assessment from the perspective of affect. *Affect in Language Learning* will be of interest to teachers-in-preparation, teachers, teacher educators, curriculum designers, programme administrators and researchers and to those second language teaching professionals who wish to improve language teaching through a greater awareness of the role affect plays.

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.

Discourse Analysis for Language Teaching gives a practical introduction to the field of discourse analysis and its relevance for language teaching. It begins by answering the question 'What is discourse analysis?' and examines how discourse analysts approach spoken and written language. Different models of analysis are outlined and evaluated in terms of their usefulness to language teachers. This is followed by chapters on discourse-oriented

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approaches to grammar, vocabulary and phonology. The final section looks at spoken and written language in the light of native-speaker and learner data and considers examples of teaching approaches. Discourse Analysis for Language Teaching has a very practical orientation, and the text is interspersed with reader activities with guidance on appropriate responses at the end.

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