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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 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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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.

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.

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.

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 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.

Discourse and Language Education is part of the Cambridge Language Teaching Library series. Discourse analysis describes how such communication is structured, so that it is socially appropriate and linguistically accurate. This book gives practical experience in analyzing discourse and the study of written language. The analyses show the ways we use linguistic signals to carry out our discourse goals and the differences between written and spoken language as well as across languages. This text can be used as a manual in teacher education courses and linguistics and communications courses. It will be of great interest to second language teachers, foreign language teachers, and special education teachers (especially those involved with the hearing impaired).

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.

While *Designing Tasks* underpins this new title, the material has been thoroughly updated and includes four new chapters.

When trying to explain any success or failure in second language (L2) learning, the term 'motivation' is often used by teachers and students alike. Indeed, motivation is one of the key learner factors that determines the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. This book takes a practical approach to teaching motivational strategies in the language classroom, and gives the teacher strategies that they can use to motivate language learners.

This text provides a detailed account of current approaches to the education of teachers of second languages. The paperback edition provides a detailed account of current approaches to the education of teachers of second languages. It offers valuable ideas on the observation and supervision of classrooms, on self-evaluation by teachers, and on teaching itself. Its emphasis reflects the shift in orientation from teacher training to teacher education, in which teachers are involved in developing their own theories of teaching, understanding the nature of teacher decision making, and developing strategies for critical self-evaluation. The book is aimed at teachers, teacher educators, and workshop facilitators involved both in pre-service and in-service education of teachers of second and foreign languages.

Emphasis is placed on displaying the advantages of various forms of self-instruction in this exploration of the ways teachers can help students become more independent in their language learning. A wealth of exercise material, activities, & testing techniques are included.

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