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# Teaching And Researching Speaking By Rebecca

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Building Communities of Engaged Readers  
Research-driven Pedagogy

*Teaching And  
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## **KIM GOOD**

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*Task-Based Language Teaching in Foreign  
Language Contexts* John Benjamins  
Publishing Company

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has

propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology

for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and

development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

*Teaching and Learning English in the Arabic-Speaking World* Springer

Teaching and Researching Speaking provides an overview of the main approaches to researching spoken language and their practical application to teaching, classroom materials, and assessment. The history and current practices of teaching and researching speaking are presented through the lens of bigger theoretical issues about the object of study in linguistics, social attitudes to the spoken form, and the relationships between spoken and written language. A unique feature of the book is the way it clearly explains the nature of speaking and how it is researched and puts it into the context of a readable and holistic overview of language theory. This new edition is fully updated and revised to reflect the latest developments on classroom materials and oral assessment,

as well as innovations in conversation analysis. The resources section is brought up-to-date with new media and currently available networks, online corpora, and mobile applications. This is a key resource for applied linguistics students, English language teachers, teacher trainers, and novice researchers.

Teaching and Researching Speaking  
Oxford University Press

This book provides a comprehensive, research-based account of how people learn a second/foreign language and shows how classroom practice can be organised around research-based principles. In the first part, the book provides up-to-date insights into the cognitive, motivational, and emotional dimensions of learning an additional language. In the second part, ten principles of high-quality additional language teaching are introduced and illustrated by a wealth of authentic, classroom-based examples. The book also explores implications for curriculum design and the assessment of additional language competences. A separate chapter is devoted to the ways in which innovation in language education can be fostered.

Throughout the book, the question is addressed whether additional language teaching should primarily focus on meaningful tasks, form-based practice, or the integration of both. This book is a must-read for all those who are interested in improving the quality of second and foreign language education.

The Handbook of Technology and Second Language Teaching and Learning  
Routledge

A compendium of the latest developments in research regarding English language education for Chinese-speaking learners, this volume combines cutting-edge research from multiple internationally-known scholars. The chapters offer unique insights into some of the most salient issues related to this broad topic. The seventh volume in the Global Research on Teaching and Learning English series, co-published with The International Research Foundation for English Language Education (TIRF), this book features chapters with original research written by TIRF Doctoral Dissertation Grant awardees. The volume addresses the crucial and growing need for research-based conversations on the contexts,

environments, goals, and measures of success for Chinese-speaking learners of English. It includes sections on language assessment, perceptions in university contexts, and technology, especially in relation to young learners, in order to promote in-depth discussion of the teaching and learning of English for native speakers of Chinese. The volume's 13 research-based chapters discuss topics such as the impact and implications of using emerging assessment tools; the increase in English for Specific Purposes (ESP) courses; academic speaking and writing; and teaching in an online or hybrid environment. Throughout the book the authors draw on their knowledge of their multiple contexts, as well as their learners' needs and goals. This volume brings together innovative research for TESOL and TEFL students, language teacher educators, language policy specialists, language assessment scholars, and language teachers. Readers will become familiar with how these issues related to Chinese-speaking learners of English are being addressed in academic circles around the world.

### **Teaching English to Second Language**

#### **Learners in Academic Contexts**

Routledge

A clear introduction for the teaching of language and communication.

#### **Speaking** Springer

Issues in Materials Development provides readers with theoretical foundations and practical aspects of designing materials for EFL/ESL contexts. It starts with discussing some basic and preliminary principles of materials design followed by scrutinizing critical issues in materials development in an objective and systematic way. This ranges from considering learners' needs, adopting, adapting, selection, and gradation of materials to the specific focus of the book on developing various types of materials for the four language skills, pronunciation, ESP vocabulary, and computer assisted language learning materials. Authenticity of materials to be designed and the inclusion of affective factors to develop motivating materials to engage language learners, in addition to features of materials design at a universal level are other areas to read about. This book finally tries to open new horizons and possible futuristic approaches to improve today's ELT materials.

#### *Powerful Teaching* Multilingual Matters

The volume constitutes a state-of-the-art account of issues related to teaching, learning and testing speaking in a second language. It brings together contributions by Polish and international scholars which seek to create links between theory, research and classroom practice, report the findings of studies investigating the impact of linguistic, cognitive and affective factors on the development and use of speaking skills, and provide concrete pedagogic proposals for instruction and assessment in this area. As such, the book will be of interest not only to second language acquisition theorists and researchers, but also to foreign language teachers willing to enhance the quality of speaking instruction in their classrooms.

#### **Learning and Teaching from Experience** Taylor & Francis

A seasoned educator presents eight high-impact instructional practices to close achievement gaps and get all students--whether struggling or excelling--in the academic fast lane.

#### *Teaching Speaking* Routledge

This volume extends the Task-Based Language Teaching: Issues, Research and

Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners.

**Teaching and Researching Speaking**  
Routledge

This book investigates various aspects of

speaking in a foreign language. It is unique in considering this key skill from both psycholinguistic and sociolinguistic perspectives, and in focusing entirely on instructed foreign language contexts. The book demonstrates how theory and research can be translated into classroom practice.

Teaching and Researching: Listening John Benjamins Publishing

Now in its second edition, *Teaching and Researching Language Learning Strategies: Self-Regulation in Context* charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self-Regulation Model. It is enriched by many new features, such as the first-ever major content analysis of published learning strategy definitions, leading to a long-awaited, encompassing strategy definition that, to a significant degree, brings order out of chaos in the strategy field. Rebecca L. Oxford provides an intensive discussion of self-regulation,

agency, and related factors as the "soul of learning strategies." She ushers the strategy field into the twenty-first century with the first in-depth treatment of strategies and complexity theory. A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary. The last chapter presents innovations for strategy instruction, such as ways to deepen and differentiate strategy instruction to meet individual needs; a useful, scenario-based emotion regulation questionnaire; insights on new research methods; and results of two strategy instruction meta-analyses. This revised edition includes in-depth questions, tasks, and projects for readers in every chapter. This is the ideal textbook for upper-level undergraduate and graduate courses in TESOL, ELT, education, linguistics, and psychology.

English Pronunciation Teaching and Research John Wiley & Sons

The majority teachers of English to speakers of other languages around the world are nonnative speakers of English themselves. *Learning and Teaching from Experience* presents a wide range of views

on NNES (nonnative English speaking) professionals in ESL and EFL settings at various academic levels-including K-12, adult education, community college, and university. This informative volume is divided into the sections focusing on theoretical underpinnings, research, teacher preparation, and classroom application specific to issues facing NNES professionals. *Learning and Teaching from Experience* is also one of the first volumes to present work by the founding members of the caucus for nonnative English-speakers in the national TESOL professional association, who are rightly considered to be experts in the field. This book will surely interest NNES teachers and researchers, as well as teacher educators and their trainees in the United States and abroad.

Creating a Speaking and Listening Classroom Routledge

\*What elements make a speaking activity successful? \*Which tasks or activities really help build speaking fluency? \*What does the research show regarding speaking activities? \*What mistakes do ESL teachers often make in speaking activity design? In this highly accessible

and practical resource, Keith S. Folse provides a wealth of information to help ESL/EFL teachers design and use speaking tasks that will actually improve students' speaking fluency. The book presents and discusses the relevant research and assessment issues and includes case studies from twenty different settings and classrooms around the world so that readers learn from others about the problems and successes of using various speaking activities. Teachers will find the chapters on *Twenty Successful Activities* and *Ten Unsuccessful Activities* particularly valuable. The successful activities are provided for classroom use and are reproducible. The book also contains five appendixes that explain what teachers need to know about vocabulary, pronunciation, and grammar and how they affect the teaching of speaking. Samples of successful lesson plans and a list of resources useful for teaching speaking are also included. Keith S. Folse, Ph.D., is Coordinator, TESOL Programs, University of Central Florida (Orlando). He is the author of *Vocabulary Myths* (University of Michigan Press, 2004) and more than 35 second language textbooks, including

texts on grammar, reading, speaking, listening, and writing.

*Language Arts* Cambridge University Press  
Computers play a crucial and rapidly evolving role in education, particularly in the area of language learning. Far from being a tool mimicking a textbook or teacher, Computer-Assisted Language Learning (CALL) has the power to transform language learning through the pioneering application of innovative research and practices. Technological innovation creates opportunities to revisit old ideas, conduct new research and challenge established beliefs, meaning that the field is constantly undergoing change. This fully revised second edition brings teachers and researchers up-to-date by offering: A comprehensive overview of CALL and current research issues Step-by-step instructions on conducting research projects in CALL Extensive resources in the form of contacts, websites and free software references A glossary of terms related to CALL Closely linked to other branches of study such as autonomy in language learning and computer science, CALL is at the cutting edge of current research

directions. This book is essential reading for all teachers and researchers interested in using CALL to make language learning a richer, more productive and more enjoyable task. Ken Beatty has taught at colleges and universities in Canada, Asia and the Middle East. His publications include more than 100 textbooks for learning English as a Second Language, as well as various websites, CD-ROMs and educational videos.

*The Art of Teaching Speaking* ASCD

Providing children with opportunities to talk about their learning enables teachers to hear what children are thinking. Talking with one another allows children to question, elaborate, and reflect on a range of ideas. Classroom talk can be motivating and involving, and helps children to think and learn. And yet it is difficult to organise such talk in a classroom. Children unaware of the importance of talk for learning may think of talk as 'just chat' - and learning falls away as they slip into social talk. This book provides teachers with strategies and resources to enable whole classes to work together through the medium of talk. *Creating a Speaking and Listening Classroom* provides timely professional

development for teachers. Based on a theoretical approach underpinned by classroom research, this book offers classroom-tested strategies for engaging children in their own learning. Such strategies involve the direct teaching of speaking and listening. Activities in the book can ensure that children know how and why to support one another's learning in whole-class and group work. The approach enables teachers to ensure that personalised learning programs are based on what children already think and know. The suggested strategies for teaching speaking and listening can enable children to use one another's minds as a rich resource. This stimulating book will be of interest to professionals in primary education, literacy co-ordinators, and trainee primary teachers.

*Synthesizing Research on Language Learning and Teaching* University of Michigan Press

Speaking is a dynamic, interpersonal process and one that strongly influences how we are perceived by others in a range of formal and everyday contexts. Despite this, speaking is often researched and taught as if it is simply writing delivered in

a different mode. In *Teaching and Researching Speaking*, Rebecca Hughes suggests that we have less understanding than we might of important meaning-making aspects of speech such as prosody, gaze, affect, and the ways speakers collaborate and negotiate with one another in interaction. This thoroughly revised and updated second edition looks to the future of the field, offering: A new chapter on assessment, discussing 'high stakes' oral language testing contexts such as immigration New material considering access to spoken data via the worldwide web and new technologies that allow neurolinguistic insights formerly hidden from view Summaries and case studies to help the reader understand how to approach researching speaking and encourages practitioners to question the models of speaking that they are using in their classrooms. Reviewing materials and assessment practices in the light of current knowledge about spoken language, and highlighting areas for new work and collaboration between researchers and practitioners, this book will be a valuable resource for anyone involved in language teaching.



Teaching and Researching: Motivation  
Routledge

Unleash powerful teaching and the science of learning in your classroom *Powerful Teaching: Unleash the Science of Learning* empowers educators to harness rigorous research on how students learn and unleash it in their classrooms. In this book, cognitive scientist Pooja K. Agarwal, Ph.D., and veteran K-12 teacher Patrice M. Bain, Ed.S., decipher cognitive science research and illustrate ways to successfully apply the science of learning in classroom settings. This practical resource is filled with evidence-based strategies that are easily implemented in less than a minute—without additional prepping, grading, or funding! Research demonstrates that these powerful strategies raise student achievement by a letter grade or more; boost learning for diverse students, grade levels, and subject areas; and enhance students' higher order learning and transfer of knowledge beyond the classroom. Drawing on a fifteen-year scientist-teacher collaboration, more than 100 years of research on learning, and rich experiences from educators in K-12 and higher education, the authors present

highly accessible step-by-step guidance on how to transform teaching with four essential strategies: Retrieval practice, spacing, interleaving, and feedback-driven metacognition. With *Powerful Teaching*, you will: Develop a deep understanding of powerful teaching strategies based on the science of learning Gain insight from real-world examples of how evidence-based strategies are being implemented in a variety of academic settings Think critically about your current teaching practices from a research-based perspective Develop tools to share the science of learning with students and parents, ensuring success inside and outside the classroom *Powerful Teaching: Unleash the Science of Learning* is an indispensable resource for educators who want to take their instruction to the next level. Equipped with scientific knowledge and evidence-based tools, turn your teaching into powerful teaching and unleash student learning in your classroom.

**Speaking in a Second Language**

Routledge

How do learners learn to speak a foreign language? What different approaches have

been developed to teach this important skill? *Speaking* deals with both these questions, providing clear explanations of recent research and developments in methodology. In the final section the author suggests practical ways in which teachers can gain a better understanding of the role of oral classroom activities.

*Examining Speaking* Springer

"Drawing on wide-ranging literature from a variety of relevant disciplines, as well as their own extensive experience in teaching spoken English, the authors give a fascinating, comprehensive, and insightful account of the nature of second language speaking skills. The research and theory they survey then serves as the basis for the principles, strategies, and procedures they propose for the teaching of spoken English. This book will, therefore, provide an invaluable resource for teachers, teachers in training, and researchers, providing both a state-of-the-art survey of the field as well as a source of practical ideas for those involved in planning, teaching, and evaluating courses and materials for the teaching of spoken English"--

*Issues in Teaching, Learning and Testing*



*Speaking in a Second Language* John Wiley & Sons  
Co-published with The International Research Foundation for English Language Education (TIRF) An important contribution to the emerging body of research-based knowledge about teaching English to native speakers of Arabic, this volume

presents empirical studies carried out in Egypt, Lebanon, Oman, Palestine, Saudi Arabia, and the United Arab Emirates (UAE)—a region which has gained notable attention in the past few decades. Each chapter addresses an issue of current concern, and each includes implications for policy, practice, and future research.

Nine chapter authors are Sheikh Nahayan Fellows—recipients of doctoral fellowships from The International Research Foundation for English Language Education (TIRF). This volume is the first in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

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