

## Teaching And Researching Listening

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This authoritative introduction to teaching and researching listening treats listening in language learning as a distinct field of inquiry in education and the social sciences. It argues that the traditional way of including listening as part of oral language or communication studies does not give the topic adequate treatment.

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Applied Linguistics in Action Series Series Editors: Christopher N. Candlin, Chair Professor of Applied Linguistics, Centre for English Language Education and Communication Research, City University of Hong Kong David R. Hall, Head of Linguistics Department, Macquarie University, Sydney Teaching and Researching: Listening provides an up-to-date summary of teaching and researching listening to meet the changing needs of language and linguistics students, teachers and researchers. Firstly discussing the history, context and background to listening, it then looks at key questions which can be addressed through research and provides practical ideas for linking research issues to actual teaching practice. Michael Rost treats listening in language learning as a distinct field of inquiry, arguing that that the traditional way of including listening as part of oral language or communication studies does not give the topic adequate treatment.Teaching and Researching: Listening provides a thorough and practical treatment of both the linguistic and the pragmatic processes that are involved in oral language use from the perspective of the listener.. Through understanding the interaction between these processes, language educators and researchers can develop more insightful, valid and effective ways of teaching and researching listening. The inclusion of a broad range of ideas and practical tools for the construction of teaching and research models will engage and inform all those investigating communicative language use. Written in a highly accessible style, Teaching and Researching: Listening has a variety of learning aids and teaching resources: -definitions of key concepts in psycholinguistics -concept boxes allowing readers to review key ideas -quotes from leading figures in applied linguistics - categorisation of instructional concepts related to oral language teaching - analysis of testing practices - a range of realistic research projects, including procedural guidelines . Michael Rost is a lecturer at the University of California, Berkeley. He has been active in language teaching, program administration, and teacher training around the world for over 20 years; and has worked as a language consultant with several international associations including Save the Children Foundation, the Foreign Ministry in Japan and the Annenberg Foundation in Washington.

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 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.

This reader-friendly text, firmly grounded in listening theories and supported by recent research findings, offers a comprehensive treatment of concepts and knowledge related to teaching second language (L2) listening, with a particular emphasis on metacognition. The metacognitive approach, aimed at developing learner listening in a holistic manner, is unique and groundbreaking. The book is focused on the language learner throughout; all theoretical perspectives, research insights, and pedagogical principles in the book are presented and discussed in relation to the learner. The pedagogical modella combination of the tried-and-tested sequence of listening lessons and activities that show learners how to activate processes of skilled listeners [ provides teachers with a sound framework for students] L2 listening development to take place inside and outside the classroom. The text includes many practical ideas for listening tasks that have been used successfully in various language learning contexts.

Teaching & Researching Translation provides an authoritative and critical account of the main ideas and concepts, competing issues, and solved and unsolved questions involved in Translation Studies. This book provides an up-to-date, accessible account of the field, focusing on the main challenges encountered by translation practitioners and researchers. Basil Hatim also provides readers and users with the tools they need to carry out their own practice-related research in this burgeoning new field. This second edition has been fully revised and updated through-out to include: The most up-to-date research in a number of key areas A new introduction, as well as a new chapter on the translation of style which sets out a new agenda for research in this field Updated examples and new concepts Expanded references, bibliography and further reading sections, as well as new links and resources Armed with this expert guidance, students of translation, researchers and practitioners, or anyone with a general interest in this fast-developing field can explore for themselves a range of exemplary practical applications of research into key issues and questions. Basil Hatim is Professor of Translation & Linguistics at the American University of Sharjah, UAE and theorist and practitioner in English/Arabic translation. He has worked and lectured widely at universities throughout the world, and has published extensively on Applied Linguistics, Text Linguistics, Translation/Interpreting and TESOL.

Cultivating motivation is crucial to a language learner's success - and therefore crucial for the language teacher and researcher to understand. This fully revised edition of a groundbreaking work reflects the dramatic changes the field of motivation research has undergone in recent years, including the impact of language globalisation and various dynamic and relational research methodologies, and offers ways in which this research can be put to practical use in the classroom and in research. Key new features and material: : A brand new chapter on current socio-dynamic and complex systems perspectives - New approaches to motivating students based on the L2 Motivational Self System - Illustrative summaries of qualitative and mixed methods studies - Samples of new self-related motivation measures Providing a clear and comprehensive theory-driven account of motivation, Teaching and Researching Motivation examines how theoretical insights can be used in everyday teaching practice, and offers practical tips. The final section provides a range of useful resources, including relevant websites, key reference works and tried and tested example questionnaires. Written in an accessible style and illustrated with concrete examples, it is an invaluable resource for teachers and researchers alike.

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.

Focuses on key areas such as relationships between writing and speech and learning of English-language teaching, and outlines ways of describing text types and examines many aspects of teaching writing.

As digital natives, our students are certainly at home online, but how much do they know about using the Internet as a research tool? Do they know how to ask the right questions, find the best and most credible resources, evaluate the "facts" they come across, and avoid plagiarism and copyright violations when they incorporate others' work into their own? For too many, the answer is no!and research projects intended to engage students in independent learning wind up wasting time or creating incomplete or faulty understandings. In this step-by-step guide, classroom veteran Erik Palmer explains how to teach students at all grade levels to conduct deeper, smarter, and more responsible research in an online environment. You'll find practical lesson ideas for every stage of the research process and dozens of tips and strategies that will build your students' Internet literacy, establish valuable academic habits, and foster skills for lifelong learning.

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