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Read the 4th edition of this book published in 2010 as a study guide for the NYS certification test in TESOL, as recommended to me by professionals in the field and a colleague who took the exam. It was often a good overview of concepts and issues involved with teaching English language learners, but I don't think it affected my performance on the exam I took, which was much more scenario- than fact-based.

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This cutting-edge sourcebook for teachers provides a comprehensive vision of effective second language teaching and explores ways to create meaningful interaction leading to emergent participatory language teaching. The fourth edition of Making It Happen presents a cyclic approach to theory and practice, in which theory and practice constantly inform each other. Features Strategies for teaching children, adolescents, and adults from beginning to advanced levels An emphasis on peer- and self-evaluation in simulated and real classrooms A practical reservoir for teachers as they develop their own methodologies and local practice Discussions of issues critical to program development, lesson design, materials selection, video use, teacher research, and professional development (including SIOP) Case studies from kindergarten through university level to stimulate professional dialog New to This Edition Separate chapters on implicit/explicit teaching and on sociocultural/cognitive synthesis Sections on form-focus strategies, World Englishes, research directions, corpus analysis, dialogical assessment, and the Acoma heritage language program Updated research that reflects influential thinking for the 21st century Also by Patricia A. Richard-Amata (with Marguerite Ann Snow): Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers

This best-selling dictionary is now in its 4th edition. Specifically written for students of language teaching and applied linguistics, it has become an indispensable resource for those engaged in courses in TEFL, TESOL, applied linguistics and introductory courses in general linguistics. Fully revised, this new edition includes over 350 new entries. Previous definitions have been revised or replaced in order to make this the most up-to-date and comprehensive dictionary available. Providing straightforward and accessible explanations of difficult terms and ideas in applied linguistics, this dictionary offers: Nearly 3000 detailed entries, from subject areas such as teaching methodology, curriculum development, sociolinguistics, syntax and phonetics. Clear and accurate definitions which assume no prior knowledge of the subject matter helpful diagrams and tables cross references throughout, linking related subject areas for ease of reference, and helping to broaden students' knowledge The Dictionary of Language Teaching and Applied Linguistics is the definitive resource for students.

Teachers are often told that new teaching methods and materials are 'based on the latest research'. But what does this mean in practice? This book introduces you to some of the language acquisition research that will help you not just to evaluate existing materials, but also to adapt and use them in a way that fits what we currently understand about how languages are learned.

Second Language Learning and Language Teaching provides an introduction to the application of second language acquisition research to language teaching. Assuming no previous background in second language acquisition or language teaching methods, this text starts by introducing readers to the basic issues of second language acquisition research. It then examines how people

learn particular aspects of the second language, such as grammar, vocabulary, pronunciation and the writing system, and at the strategies they adopt in their learning and the differences between individuals. Final chapters look at second language learning in a broader context – the goals of language teaching and how teaching methods relate to SLA research. This newly updated fifth edition builds on the comprehensive scope of earlier editions while also addressing more recent developments in the field, particularly multilingual approaches to language teaching.

This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook, *Second Language Learning Data Analysis, Second Edition*, makes an ideal accompaniment to the text.

These standards provide an invaluable resource for all English language educators and a model for states and districts. They represent a starting point for developing effective and equitable education for ESOL students.

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