

Making It Happen: From Interactive to Participatory Language Teaching -- Evolving Theory and Practice (4th Edition)

By Patricia A. Richard-Amato

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This cutting-edge sourcebook for teachers provides a comprehensive vision of effective second/foreign 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-Amato (with Marguerite Ann Snow): Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers, Pearson Education/Longman, 2005

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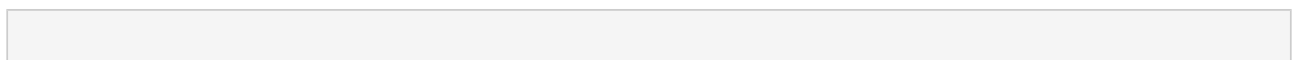
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Editorial Review

Review

Review BELIEFS ABOUT SECOND AND FOREIGN LANGUAGE TEACHING Following theories of Vygotsky, Freire, and many others, Dr. Richard-Amato argues that the field of second and foreign language teaching needs to head closer to the sociocultural end of the teaching continuum. However, she is convinced that aspects of cognitive theory must continue to inform a broader and more inclusive paradigm in which western and nonwestern perspectives are considered. Although Dr. Richard-Amato believes that method as magical formula will not fit this paradigm, she thinks that method as a resource critically examined can serve as a useful component in the right environments. She suggests that the field move away from grammar/skill-based teaching and again toward interactive, content-based teaching (including relevant tasks and proficiencies). She argues that explicit grammar and skill instruction appropriately timed need to play an important role. In addition, dialogical language testing if properly developed could make testing processes much more like instructional processes. While emergent participatory language teaching has been an increasing presence in many classrooms, she thinks it would be a mistake to define it as a method or an approach. For it transcends both and gets to the very heart of the student-teacher relationship. It can now and in the future involve students more intimately in their own learning. Even more important to the postmodern world that could emerge will be teacher attributes such as openness, willingness to self-reflect, and ability to adapt to local situations/cultures.

About the Author

Biography Dr. Patricia Richard-Amato is Professor Emeritus at California State University, Los Angeles where she coordinated graduate programs in Teaching English to Speakers of Other Languages. Her experience includes 19 years in public schools of the U.S. and teaching at several TESOL Institutes and Academies in the U.S. and abroad. Dr. Richard-Amato was a recipient (along with John Oller, Jr.) of the Mildener Medal from the Modern Language Association for Methods that Work. Her more recent works include Making It Happen: From Interactive to Participatory Language Teaching: Evolving Theory and Practice (4th edition) and Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers (with M. A. Snow). She is one of the founders of the Pikes Peak Chapter of the United Nations Association, USA and is a founding member of the Institute for Language and Education Policy.

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Bernice King:

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