



Content-Based Second Language Teaching and Learning: An Interactive Approach

By Hall Haley, Marjorie; Austin, Theresa Y.

Pearson, 2003. Book Condition: New. Brand New, Unread Copy in Perfect Condition. A+ Customer Service! Summary: I. LANGUAGE / LANGUAGE LEARNING / LANGUAGE ACQUISITION. 1. How Languages Are Learned and Acquired. Interactive Learning in Content-Based Classes. Socio-Cultural Theories and Practices. Psycholinguistic Theories and Practices. Role of Interaction in Language and Literacy Learning. Interaction and Roles of First and Second Languages. How Assumptions About Language and Language Learning Shape Our Understanding. Core Principles About Interactive Approach to Content-based Teaching and Learning. Second Language Learning and Second Language Acquisition. II. INTERACTIVE INSTRUCTIONAL PRACTICE IN CONTENT-BASED SETTINGS. 2. Methods and Approaches in Language Teaching. Traditional Behaviorist Methods. Rationalist and Mentalist Methods. Functional Approaches. Humanistic Approaches. What Is Language? A Look at Linguistic, Psycholinguistic, and Socio-Cultural Theories. 3. Planning for the Standards-based Classroom. Planning and Managing Interactive Instruction. Course and Program Planning. Program Models. The Role of Textbooks and Other Materials in Planning for Content-Based Instruction. Unit Planning. Planning for Diverse Learners. Planning Across Proficiency Levels. Daily Lesson Planning. Planning and Alternative Scheduling Formats. Effective Planning and Teaching Strategies. 4. Creating Interactive and Content-Based Assessment. Introduction to Assessment. Reasons for Assessment. Alternative Assessment/Performance-Based Tasks. Integrated Performance



[DOWNLOAD PDF](#)

Reviews

Most of these book is the perfect pdf readily available. It normally will not expense a lot of. I found out this pdf from my dad and i recommended this publication to find out.

-- **Dejuan Yost**

Great eBook and useful one. it was actually writtern really completely and useful. You are going to like the way the article writer publish this publication.

-- **Prof. Ernestine Emard**