



Japanese Language Teaching

A Communicative Approach

Alessandro G. Benati



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Alessandro G Benati

Yan Bai



Japanese Language Teaching A Communicative Approach Alessandro G Benati:

Japanese Language Teaching Alessandro G. Benati, 2009-03-01 A combination of theory and practice accompanied by an empirical case study makes this an ideal introductory textbook to the practical aspects of the acquisition of Japanese as a second language

Japanese Language Teaching Alessandro G. Benati, 2009-01-01 Japanese Language Teaching examines the practical aspects of the acquisition of Japanese as a second language underpinned by current theory and research Each chapter examines the theory and practice of language teaching and progresses to a consideration of the practical design of tasks for teaching The final section applies theory and practice to an empirical case study drawn from a classroom with Japanese as a second language With its emphasis on practice underpinned by contemporary theory this book will be of interest to postgraduates studying second language acquisition and applied linguistics

Processing Instruction and Discourse Alessandro G. Benati, James F. Lee, 2011-11-03 Processing Instruction is an approach to grammar instruction for second language learning contrasting with traditional grammar instruction in its focus on structured input rather than learners output This book compares student assessment after traditional grammar instruction and after Processing Instruction to assess the positive benefits of this method of second language teaching Rather than examining sentence level tasks the study looks at the relative effectiveness of Processing Instruction on discourse level linguistic ability Case studies using empirical data from second language learners of Japanese Italian and English are used to highlight the benefits to the learner of this method of enhanced input This monograph will be of interest to postgraduates and academics researching second language acquisition and applied linguistics

Research and Perspectives on Processing Instruction James F. Lee, Alessandro G. Benati, 2009-07-14 This volume tracks the impact Processing Instruction has made since its conception The authors explain Processing Instruction both its main theoretical underpinnings as well as the guidelines for developing structured input practices They review the empirical research conducted to date so that readers have an overview of new research carried out on the effects of Processing Instruction The work concludes with reflections on the generalizability and limits of the research on Processing Instruction and offers future directions for Processing Instruction research

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were

not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook's international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

Issues in Second Language Teaching Alessandro G. Benati, 2013 *Issues in Second Language Teaching* is a text book written in order to help trainee teachers and more experienced teachers reflect on certain topics related to second language learning and language teaching It provides readers with a better understanding of the interface between second language learning theory and research and language teaching practices The main objective of the textbook is to develop and enhance readers' theoretical and practical understanding of how teachers should approach the way they teach languages in the classroom Readers will be asked to reflect on the implications of second language learning research and theory on language teaching by providing an analysis of how the principles derived from research can be applied in the language classroom when it comes to issues such as teaching grammar correct errors provide good input develop output activities or encourage interaction between learners The textbook does not support a particular methodology for language teaching but focuses on specific themes in relation to language teaching Reviews It is a very nice contribution to the field because of its theoretical conceptual and innovative presentation of the topics A valuable resource for researchers graduate students and anyone interested in language teaching and language acquisition with a particular reference to input and processing Pedro Guijarro Fuentes Associate Professor in Spanish University of Plymouth

Doing Fach.Didaktik Birgit Mertz-Baumgartner, Wolfgang Stadler, 2025-06-30 *Doing Fach Didaktik* beleuchtet das Zusammenspiel von Fachwissenschaft und Fachdidaktik wie es in der Ringvorlesung an der Universität Innsbruck initiiert wurde Der Sammelband bietet spannende Einblicke in aktuelle Forschung und Praxis von inter- und transkulturellem Lernen über innovative Medien wie Instapoetry bis hin zur Aufgabenorientierung im Sprachunterricht Die Autorinnen vereinen wissenschaftliche Tiefe mit praxisnahen Ansätzen und stellen so wertvolle Impulse für Lehrkräfte Studierende und Verantwortliche in der Lehrerinnenbildung bereit Ob Mehrsprachigkeit Literatur oder neue Medien dieses Buch zeigt wie Theorie und Praxis Hand in Hand gehen um Bildung zukunftsfit zu gestalten Ein Muss für alle die Fachdidaktik mitgestalten möchten

The Handbook of Technology and Second Language Teaching and Learning Carol A. Chapelle, Shannon Sauro, 2017-09-05 *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

MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, 2007

The Grammar Dimension in Instructed Second Language Learning Alessandro G. Benati, Cécile Laval, María Arche, 2013-12-19 One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction Does it make a difference How do we teach grammar in the language classroom Is there an effective technique to teach grammar that is better than others While some linguists address these questions to develop a better understanding of how people acquire a grammar language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks during their teaching It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices

Social Networking Approach to Japanese Language Teaching Yasu-Hiko Tohsaku, Fumiko Nazikian, Jisuk Park, 2021-02-03 Social Networking Approach to Japanese Language Teaching is a timely guide for Japanese language teachers and anyone interested in language pedagogy The book outlines an innovative approach to language instruction which goes beyond the communicative approach and encourages a global view of language education and curriculum development through the use of social networking It showcases diverse examples of how social networking can be harnessed and incorporated into everyday language classes to increase learners curiosity and engagement in real cultural and global interactions While the focus is on Japanese language teaching the concepts explored can be applied to other languages and teaching contexts This book will benefit teachers of any language as well as linguists interested in language pedagogy

A Contact Approach to Communicative Language Teaching Nancy Elaine Yildiz, 1984

A contact approach to communicative language teaching: (the validity and evaluation of a contact approach designed for Japanese students of English) N E. Yildiz, 1984

A Communicative Framework for Introductory Japanese Language Curricula Washington State Japanese Language Curriculum Guidelines Committee, 2000 Teaching Japanese as a second language is relatively new in the United States The learning experience of the Japanese language learner is typically quite different from the learner of a European foreign language It is also more challenging for the teacher because the support and experience base for teaching

Japanese is not nearly as rich or established as that for teaching Spanish or French This book is an attempt by Japanese language teachers in Washington State to remedy this gap by specifying standards of instructional content and student performance that are comprehensive explicit and achievable This book itself is not a curriculum it is more of a framework It should be read as a resource document as a tool for building curricula that will allow students to achieve functional communication skills in Japanese These guidelines are intended to assist individual teachers and professional associations throughout the United States in designing curricula Chapter titles include the following Principles and Strategies Topics Functions and Concepts A Framework for Assessment Authenticity Context and Culture Written Language On the Role of Explanation and Transcription and Teacher Preparation and Training Appendices cover topic areas communicative functions concepts and contain a glossary KFT

Research and Perspectives on Processing Instruction James F. Lee, Alessandro G. Benati, 2009 This volume tracks the impact Processing Instruction has made since its conception The authors explain Processing Instruction both its main theoretical underpinnings as well as the guidelines for developing structured input practices They review the empirical research conducted to date so that readers have an overview of new research carried out on the effects of Processing Instruction The work concludes with reflections on the generalizability and limits of the research on Processing Instruction and offers future directions for Processing Instruction research

Efficacy [sic] of Teaching Japanese as a Second Language Using the Communicative Approach in Comparison with the Grammatical Approach Ai Sukegawa, Carthage College (Kenosha, Wis.), 2007

Second Language Acquisition Theory Alessandro G. Benati, John W. Schwieter, 2022-08-15 Professor Michael H Long 1945 2021 was one of the most influential scholars in the field of second language acquisition This volume presents a set of chapters that honour some of his key contributions in language teaching and learning Following a bibliometric analysis of the impact of his research to the field the volume spans topics such as task based language teaching focus on form age effects transfer feedback interaction incidental learning stabilization among many others

The Teaching of Talking by Communicative Language Teaching in Japanese Secondary Schools Mitsuyo Kani, 1990

The Communicative Teaching of Japanese as a Foreign Language Tokuko Yamauchi, 1984

Communicative Language Teaching and the Japanese EFL Program Leah Ann Woodruff, 1994

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