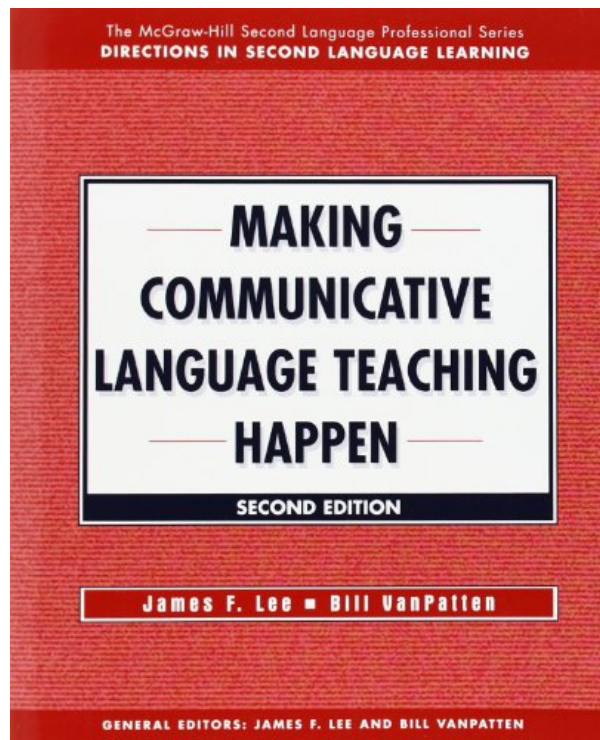


# MAKING COMMUNICATIVE LANGUAGE TEACHING HAPPEN BY JAMES LEE, BILL VANPATTEN



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## **About the Author**

Bill VanPatten is Professor and Director of Applied Linguistics and Second Language Studies at Texas Tech University. His areas of research are input and input processing in second language acquisition and the effects of formal instruction on acquisitional processes. He has published widely in the fields of second language acquisition and language teaching and is a frequent conference speaker and presenter. His publications include Making Communicative Language Teaching Happen (with James F. Lee, 2003, McGraw-Hill), From Input to Output: A Teacher's Guide to Second Language Acquisition (2003, McGraw-Hill), Processing Instruction: Theory, Research, and Practice (2004, Lawrence Erlbaum Associates) and most recently, Theories in Second Language Acquisition: An Introduction (with Jessica Williams, 2007, Lawrence Erlbaum Associates). He is the lead author of Vistazos, ¿Sabías que...?, Destinos and Sol y viento. Dr. VanPatten is the 2007 recipient of the Anthony Papalia Award for Excellence in Teacher Education, awarded jointly by ACTFL and NYSAFLT. When not engaged in academic activities, he writes fiction and performs stand-up comedy. He has recently published his first work of fiction, a collection of short stories titled Chicago Tales, published by Outskirts Press (2007).

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Praised for its fresh and informed discussion of language instruction and language acquisition, the first edition of *Making Communicative Language Teaching Happen* was recognized by the Modern Language Association as one of the twenty most influential methods textbooks. The authors are both internationally recognized scholars in the field of second language acquisition research and have also written numerous successful language textbooks. The guiding principle of *Making Communicative Language Teaching Happen* is the premise that communication is the expression, interpretation, and negotiation of meaning, and not simply oral expression. Following that framework, *Making Communicative Language Teaching Happen* helps instructors develop communicative classroom environments that blend listening, speaking, reading, and writing.

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26 of 27 people found the following review helpful.

A great book for college teachers but not secondary ones.

By A Customer

I used this book for a graduate level course on Foreign Language Teaching Methodology given by my school district. I am a secondary level French teacher. The theories of instruction that this book explores are very enlightening, however the practical examples it offers are more suitable for university level instruction. My biggest complaint with this text is that the examples of communicative language teaching methods it offers are in English and are too vague to lend themselves to practical application. One is left wanting more specifics than the examples give, especially when the text advocates such activities as "brainstorming" or group input activities. For example, how can one brainstorm in the target language when that is precisely what one is trying to teach? I made lots of notes in my copy of the text, but I have not had success in applying what I've learned in my classroom.

18 of 19 people found the following review helpful.

Has made me rethink my teaching of language

By quitodbq

I recently returned to teaching Spanish after several years of teaching English composition. So far during this first year back I've had many moments of frustration in teaching grammar and conjugations despite knowing that the kids were only learning it for a test/quiz and would not remember it much longer than that. What's the point? Lee and VanPatten's book should be required reading for all language teachers as it provides much food for thought as to the efficacy or even the 'point' of traditional grammar-based language teaching. Language teaching is so grammar-driven because it's the easiest way to 'measure' student learning and give them a grade. I find Lee and VanPatten's research into input processing very intriguing, and obviously a must for language teaching if we are to help our students truly 'learn' or acquire a language.

16 of 17 people found the following review helpful.

Useful for new students of second language acquisition

By A Customer

I read this as a master's candidate in a TESL in Washington, DC. I found it relatively easy to read. Still, it's academically written and focuses on theories and research done on second language acquisition. Topics covered include grammar in communicative language, speaking, reading and writing. This book is for those who want to take a step forward into academia and research in teaching methodology.

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