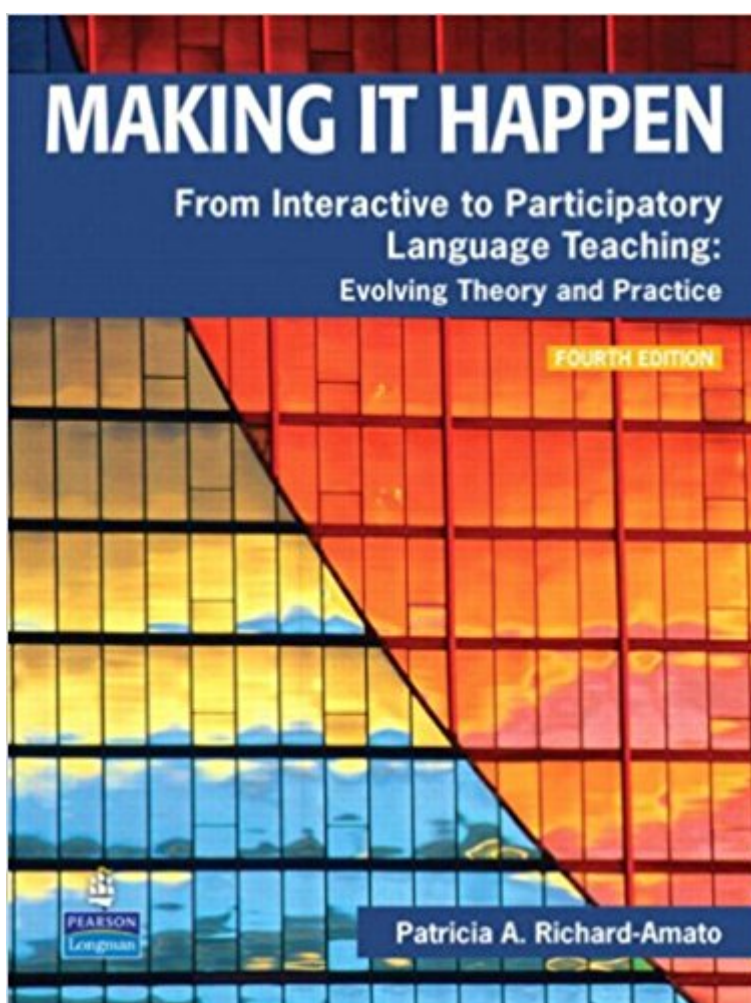


The book was found

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



Synopsis

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 SLOP)* 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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Customer Reviews

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.

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 Mildenerger 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.

It's been a great book and very helpful for my studies. Reached just on time and perfect condition.

just as described

Read it!

Good textbook for ELL endorsement

Taban came to school on his first day of third grade as the only Amharic-speaking student in a class full of English, Spanish, Arabic, and Tagalog-speaking classmates. Everybody but him shared the common language of English, and I found myself in the position of struggling to find a way to both communicate with and teach him at the same time. In her book, *Making it Happen*, Patricia Richard-Amato states that “If we expect language and cultural minorities to do all the accommodating and fail to reach out to students and meet them where they are, then many of our best minds will be doomed to failure” (2010, p. 155). I realized that Taban’s efforts to learn English would be best served if I also made an effort to learn his own language. Read more at: [...]

This book was required for an ESL class I took. It was difficult to read, lots of irrelevant facts, and taught me nothing. It has not prepared me at all for the ESL examination. I hated everything in this book except its quick delivery and great condition.

Required text for my ESL class. Great information, but not written in an interest-grabbing way!

Very dense reading. Covers theory with little practical application discussed.

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