Contents

List of Contributors x

Part I Overview 1
1 Language Teaching 3
   MICHAEL H. LONG

Part II Social, Political, and Educational Contexts of Language Teaching 7
2 The Social and Sociolinguistic Contexts of Language Learning and Teaching 9
   SANDRA LEE McKAY AND RANI RUBDY
3 The Politics and Policies of Language and Language Teaching 26
   ROBERT PHILLIPSON AND TOVE SKUTNABB-KANGAS
4 History of Language Teaching 42
   DIANE MUSUMECI

Part III Psycholinguistic Underpinnings of Language Learning 63
5 The Language-Learning Brain 65
   ALAN BERETTA
6 Sequences and Processes in Language Learning 81
   LOURDES ORTEGA
7 The Importance of Cross-Linguistic Similarity in Foreign Language Learning 106
   HÅKAN RINGBOM AND SCOTT JARVIS
8 Cognitive-Psychological Processes in Second Language Learning 119
   ROBERT M. DEKEYSER
9 Optimizing the Input: Frequency and Sampling in Usage-Based and Form-Focused Learning 139
   NICK C. ELLIS
Part IV  Program Design  159
10 Bilingual and Immersion Programs  161
    Jim Cummins
11 Heritage Language Programs  182
    Silvina Montrul
12 Specific Purpose Programs  201
    Ken Hyland
13 Study Abroad Research: Findings, Implications, and Future Directions  218
    Joseph Collentine
14 Less Commonly Taught Languages: Issues in Learning and Teaching  234
    Kira gor and Karen Vatz
15 Third Language Acquisition Theory and Practice  250
    William P. Rivers and Ewa M. Golonka

Part V  Course Design and Materials Writing  267
16 Foreign and Second Language Needs Analysis  269
    James Dean Brown
17 Syllabus Design  294
    Peter Robinson
18 Advances in Materials Design  311
    Alan Waters
19 Corpora in Language Teaching  327
    John Flowerdew
20 Technology-Enhanced Materials  351
    David Brett and Marta González-Lloret

Part VI  Teaching and Testing  371
21 Methodological Principles for Language Teaching  373
    Michael H. Long
22 Teaching and Testing Listening Comprehension  395
    Larry Vandergrift and Christine Goh
23 Teaching and Testing Speaking  412
    Martin Bygate
24 Teaching and Testing Reading  441
    William Grabe
25 Learning to Read in New Writing Systems  463
    Keiko Koda
26 Teaching and Testing Writing  486
    Charlene Polio and Jessica Williams
27 Teaching and Testing Grammar  518
    Diane Larsen-Freeman
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Teaching and Testing Vocabulary</td>
<td>Paul Nation and Teresa Chung</td>
<td>543</td>
</tr>
<tr>
<td>29</td>
<td>Teaching and Testing Pragmatics</td>
<td>Carsten Roever</td>
<td>560</td>
</tr>
<tr>
<td>30</td>
<td>Task-Based Teaching and Testing</td>
<td>John M. Norris</td>
<td>578</td>
</tr>
<tr>
<td>31</td>
<td>Radical Language Teaching</td>
<td>Graham Crookes</td>
<td>595</td>
</tr>
<tr>
<td>32</td>
<td>Diagnostic Feedback in Language Assessment</td>
<td>Antony John Kunnan and Eunice Eunhee Jang</td>
<td>610</td>
</tr>
<tr>
<td>33</td>
<td>Computer-Assisted Teaching and Testing</td>
<td>Carol A. Chapelle</td>
<td>628</td>
</tr>
<tr>
<td></td>
<td><strong>Part VII  Teacher Education</strong></td>
<td></td>
<td>645</td>
</tr>
<tr>
<td>34</td>
<td>Language Teacher Education</td>
<td>Renée Jourdenais</td>
<td>647</td>
</tr>
<tr>
<td>35</td>
<td>Diffusion and Implementation of Innovations</td>
<td>Kris Van den Branden</td>
<td>659</td>
</tr>
<tr>
<td></td>
<td><strong>Part VIII  Assessing and Evaluating Instruction</strong></td>
<td></td>
<td>673</td>
</tr>
<tr>
<td>36</td>
<td>Current Trends in Classroom Research</td>
<td>Rosamond F. Mitchell</td>
<td>675</td>
</tr>
<tr>
<td>37</td>
<td>Issues in Language Teacher Evaluation</td>
<td>Kathleen M. Bailey</td>
<td>706</td>
</tr>
<tr>
<td>38</td>
<td>Investigating the Effects and Effectiveness of L2 Instruction</td>
<td>Rick de Graaff and Alex Housen</td>
<td>726</td>
</tr>
<tr>
<td>39</td>
<td>Program Evaluation</td>
<td>Steven J. Ross</td>
<td>756</td>
</tr>
</tbody>
</table>

Author Index 779
Subject Index 791