

CONTENTS

Preface page ix
Acknowledgments xi
Note on Terminology xii
Pre-Reading Self-Assessment xv

PART I TEACHER AND STUDENT TALK

- 1 How do I get my learners to start and stay talking in the second language? 3
- 2 How do I maximize input in the second language? 22
- 3 Why, when, and how (much) should I correct my learners? 34
- 4 How do I promote peer interaction in the classroom? 48
- 5 What kinds of learning strategies can I teach my learners? 63

PART II DIFFERENTIATION

- 6 How does language learner identity influence the language learning experience? 77
- 7 How do I best support neurodiverse language learners? 93
- 8 How do learners' motivation and anxiety levels impact their language learning experience? 107
- 9 How can aptitude be leveraged for language learning? 123
- 10 It's much harder to learn (and teach) my language compared to other languages, and it takes much longer. How can I compensate for these difficulties with my learners? 136

PART III TEACHING THE SKILLS

- 11** How or when should I teach grammar? 153
- 12** Is there a “best” way to teach pronunciation? 167
- 13** How can I incorporate literacy skills in the target language? 182
- 14** When or how should I teach vocabulary? 199
- 15** What are some strategies for teaching learners about politeness, register, or other pragmatic skills in the second language? 217

PART IV LESSON AND UNIT PLANNING

- 16** What are some of the most popular language teaching methods? 233
- 17** Content, form, and activities: How do I select activities, tasks, and projects? 249
- 18** Menus and maps: How can I make my classroom more authentic in terms of materials and practices? 266
- 19** How could/should I best use technology in the language classroom? 283
- 20** How do I assess language learning? 297
- 21** How can I make the most of professional development opportunities for language teachers? 318

Glossary 331

References and Resources 337

Index 355