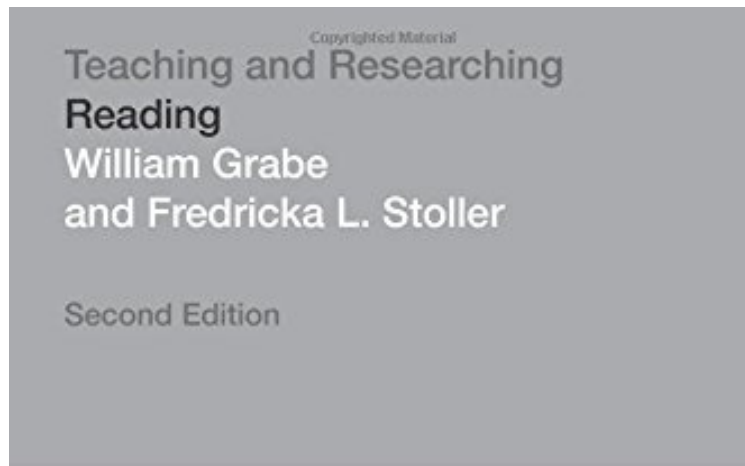


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Teaching and Researching: Reading (Applied Linguistics in Action)

William Peter Grabe, Fredricka L. Stoller

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William Peter Grabe, Fredricka L. Stoller : Teaching and Researching: Reading (Applied Linguistics in Action) before purchasing it in order to gauge whether or not it would be worth my time, and all praised Teaching and Researching: Reading (Applied Linguistics in Action):

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teach reading!

Teaching and Researching Reading was first written to help language professionals understand the complex nature of reading. Now in a thoroughly updated and improved second edition, the book expands connections from research on reading to instructional practices and teacher-initiated action research. Offering an updated overview of reading theory, it summarises key ideas and issues in first and second language contexts. In addition to providing insightful research analyses, Grabe and Stoller offer practical advice for practitioners and researchers, including evidence-based teaching ideas and a multi-step iterative process for conducting meaningful action research on reading-related topics. The volume outlines 29 projects for teacher adaptation and use, as well as numerous new or substantially expanded resource materials that can be used for both action research and classroom instruction. Learning aids featured throughout the volume include key concept boxes and a glossary of key terms quote boxes highlighting critical issues in the field resource lists of relevant journals, books and websites Fully revised throughout, with a range of new exemplary L1 and L2 research studies and an entirely new chapter on the move from research implications to instructional applications, this second edition of Teaching and Researching Listening is an invaluable resource for teacher trainers, practicing teachers, materials writers and researchers alike.

"This book functions as an excellent introduction to current theory on reading processing with a very welcomed emphasis on pedagogical application. Instead of the typical either-or (theory or practice) dilemma common to texts on reading research, the authors manage to effectively marry the two."- Clay Williams, Assistant Professor, English for Academic Purposes Department, Akita International University. LINGUIST. <http://linguistlist.org/issues/22/22-4804.html>. 02 Dec 2011. From the Back Cover Teaching and Researching Reading was first written to help language professionals understand the complex nature of reading. Now in a thoroughly updated and improved second edition, the book expands connections from research on reading to instructional practices and teacher-initiated action research. Offering an updated overview of reading theory, it summarises key ideas and issues in first and second language contexts. In addition to providing insightful research analyses, Grabe and Stoller offer practical advice for practitioners and researchers, including evidence-based teaching ideas and a multi-step iterative process for conducting meaningful action research on reading-related topics. The volume outlines 29 projects for teacher adaptation and use, as well as numerous new or substantially expanded resource materials that can be used for both action research and classroom instruction. Learning aids featured throughout the volume include key concept boxes and a glossary of key terms quote boxes highlighting critical issues in the field resource lists of relevant journals, books and websites Fully revised throughout, with a range of new exemplary L1 and L2 research studies and an entirely new chapter on the move from research implications to instructional applications, this second edition of Teaching and Researching Listening is an invaluable resource for teacher trainers, practicing teachers, materials writers and researchers alike. William Grabe is Regents Professor of Applied Linguistics at Northern Arizona University, Flagstaff. He is the author of many books and articles on L2 reading research and reading pedagogy. He edited the Annual of Applied Linguistics (Cambridge University Press) from 1990-2000. Fredricka L. Stoller is Professor of Applied Linguistics at Northern Arizona University, Flagstaff. She has authored numerous books and articles on L2 reading instruction, L2 reading curricula, reading in the context of content-based instruction, project work, disciplinary writing, and teacher development. About the Author Professor William Grabe and Fredricka Stoller, Associate Professors, Department of English, North Arizona University