



# Content-Based Second Language Teaching and Learning: An Interactive Approach

By Marjorie Hall Haley, Theresa Y. Austin

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This text examines second language pedagogy from two critical fields of literature: psycholinguistics and socio-cultural, offering a fresh perspective on interactive content-based language teaching and learning.

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**Content-Based Second Language Teaching and Learning: An Interactive Approach** By Marjorie Hall Haley, Theresa Y. Austin Bibliography

- Sales Rank: #1186243 in Books
- Published on: 2003-09-21
- Original language: English
- Number of items: 1
- Dimensions: 9.46" h x .84" w x 6.84" l, 1.31 pounds
- Binding: Paperback
- 408 pages

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### Editorial Review

From the Back Cover

*An Interactive Approach to Content-Based Second Language Teaching and Learning 1/e*

This text examines second language pedagogy from two critical fields of literature: psycholinguistics and socio-cultural, offering a fresh perspective on interactive content-based language teaching and learning. Unique in its kind, this highly practical text offers more methodological approaches to teaching in ESL settings than any other book on the market, making a perfect match for undergraduate pre-service teachers who are learning how to teach ESL students in their classrooms.

### Features

- Each chapter begins with **This Chapter Will Feature** and **You Will Examine** sections describing chapter content to prepare the reader and **Introduction** **Setting the Stage** which helps provide a chapter framework.
- Throughout each chapter, **Think/Pair/Share**, **Reflect/Respond/Act**, **Discuss and Reflect**, and **Ask Yourself These Questions** allow students to discuss, reflect, and assess the new information.
- Each chapter concludes with a **Glossary of Terms** to improve student content comprehension; an **Action Research** project helping the reader create meaningful questions to examine through investigation; and a **case study** providing the reader with an immediate application for the chapter content covered.
- **Technology advantage - Video clips from this text's Companion Website** include clips of teachers demonstrating effective practices that accompany the text.
- Includes unique pedagogical features to maximize student comprehension:
  - **What Do Teachers Think?** where classroom teachers offer a candid view of the classroom life associated with chapter topics.
  - **Field-Based Experience** offers suggestions for classroom and school setting activities; opportunities for the reader to practice what they have read.
  - **Application Activity** suggests activities for student teaching, applying theory to practice.

*This is the type of textbook that students like because the activities lead the students to think, reflect, and act. This type of critical pedagogy structure is excellent in that students do not need to react to political terms, Marxist themes and writers that have used this system. Instead the Vygotskian style of assisted learning provides guideposts just as one would hope teachers would do in the classroom.*

**Professor Maria E. Medrano**

*National University-California*

### Author Bio:

Marjorie Hall Haley is Associate Professor of Education in the Center for Multilingual/Multicultural Education in the Graduate School of Education at George Mason University in Fairfax, Virginia. She is a former Spanish, French, German, and ESL teacher of 14 years. In her 15th year at GMU, she teaches Foreign/Second Language Methods, ESL and Bilingual methods, and Bilingualism/Second Language

Acquisition Research. In 2002, GMU awarded her its Outstanding Faculty Award in Teaching.

Theresa Y. Austin is Associate Professor of Education in the School of Education, Teacher Education and Curriculum Studies, Bilingual, ESL, Multicultural Education at the University of Massachusetts, Amherst.

## **Users Review**

### **From reader reviews:**

#### **Roberta Granger:**

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#### **Candace Arroyo:**

The book Content-Based Second Language Teaching and Learning: An Interactive Approach has a lot of knowledge on it. So when you check out this book you can get a lot of gain. The book was published by the very famous author. Tom makes some research before write this book. This kind of book very easy to read you can find the point easily after looking over this book.

#### **Wesley Baker:**

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