1.	Record Nr.	UNINA9910450485503321
	Autore	Kumaravadivelu B. <1948-, >
	Titolo	Understanding language teaching : from method to post-method / / B. Kumaravadivelu
	Pubbl/distr/stampa	Mahwah, N.J. : , : Lawrence Erlbaum Associates, , 2006
	ISBN	0-8384-6690-7
		1-283-88243-4
		1-135-60762-1
		1-282-37546-6
		9786612375460
		1-4106-1572-3
	Descrizione fisica	1 online resource (269 p.)
	Collana	ESL and applied linguistics professional series
	Disciplina	418/.0071
	Soggetti	Language and languages - Study and teaching
		Electronic books.
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references (p. 227-243) and index.
	Nota di contenuto	Cover; UNDERSTANDING LANGUAGE TEACHING: From Method to Postmethod; Title Page; Copyright Page; Table of Contents; Preface: The Pattern Which Connects; PART ONE LANGUAGE, LEARNING, AND TEACHING; 1 Language: Concepts and Precepts; 1. Introduction; 1.1. Theoretical Concepts; 1.1.1. Language as System; 1.1.2. Language as Discourse; 1.1.3. Language as Ideology; 1.2. Pedagogic Precepts; 1.2.1. Components of Competence; 1.2.2. Areas of Knowledge/Ability; 1.3. Conclusion; 2 Learning: Factors and Processes; 2. Introduction; 2.1. Input; 2.2. Intake; 2.3. Intake Factors; 2.3.1. Individual Factors 2.3.2. Negotiation Factors2.3.3. Tactical Factors; 2.3.4. Affective Factors; 2.3.5. Knowledge Factors; 2.3.6. Environmental Factors; 2.4. Intake Processes; 2.4.1. Inferencing; 2.4.2. Structuring; 2.4.3. Restructuring; 2.5. Output; 2.6. An Interactive Framework of Intake Processes; 2.7. Conclusion; 3 Teaching: Input and Interaction; 3. Introduction; 3.1. Input Modifications; 3.1.1. Form-Based Input Modifications; 3.1.2. Meaning-Based Input Modifications; 3.1.3. Form- and Meaning-Based Input Modifications; 3.2. Interactional Activities;

Sommario/riassunto	This book traces the historical development of major language teaching methods in terms of theoretical principles and classroom procedures, and provides a critical evaluation of each. Drawing from seminal, foundational texts and from critical commentaries made by various scholars, Kumaravadivelu examines the profession's current transition from method to postmethod and, in the process, elucidates the relationship between theory, research, and practice. The chief objective is to help readers see the pattern that connects language, learning, teaching methods, and postmethod perspectives.