The Handbook of Language Teaching
Michael H. Long (Editor), Catherine J. Doughty (Editor)


DESCRIPTION

Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching.

• A comprehensive reference work on language teaching, which combines the latest research findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings

• Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation

• Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching

• Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume
ABOUT THE AUTHOR

Michael H. Long is Professor of Second Language Acquisition in the School of Languages, Literatures, and Cultures at the University of Maryland. Recent publications include *The Handbook of Second Language Acquisition*, co-edited with Catherine Doughty (Wiley-Blackwell, 2003), *Second Language Needs Analysis* (2005), and *Problems in Second Language Acquisition* (2007).

Catherine J. Doughty is Senior Research Scientist and Second Language Acquisition Area Director at the Center for the Advanced Study of Language at the University of Maryland, and is an affiliate Professor of Second Language Acquisition at the University of Maryland. She is co-editor (with Michael Long) of *The Handbook of Second Language Acquisition* (Wiley-Blackwell, 2003).

FEATURES

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