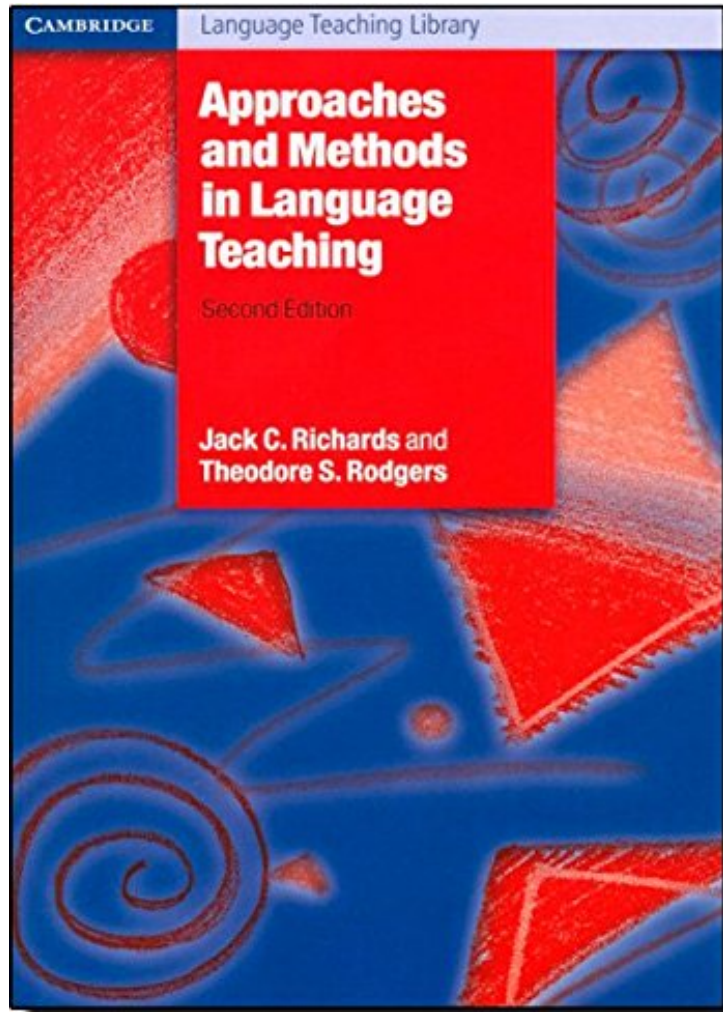


## Approaches and Methods in Language Teaching (Cambridge Language Teaching Library)

*Jack C. Richards, Theodore S. Rodgers*  
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**Jack C. Richards, Theodore S. Rodgers : Approaches and Methods in Language Teaching (Cambridge Language Teaching Library)** before purchasing it in order to gage whether or not it would be worth my time, and all praised Approaches and Methods in Language Teaching (Cambridge Language Teaching Library):

2 of 2 people found the following review helpful. Mediocre book for a graduate classBy JohnI am not at all impressed with this book. It's the required book for a graduate class I'm taking, Teaching a 2nd Language. I have never in my life seen so many quotes in a text book. I would say there are at least 5-6 on each page with at least one being so long, it can't be put into quotation marks, but rather has to be set off in small font with an indented margin. It also bothers me

that in most of the quotes, information is omitted. It seems like a paraphrase would have been more practical. Also, like I mentioned, I'm using this book in a graduate class, but I feel like it goes entirely too deep into the background of the methodologies with very little emphasis put on explanation of the process of the methodologies. I'm sure there has to be a better book in print. 0 of 0 people found the following review helpful. Five Stars By Customerlove it 0 of 0 people found the following review helpful. Five Stars By Photo geek Great resource

This second edition is an extensive revision of this successful text. Like the first edition, it surveys the major approaches and methods in language teaching, such as grammar translation, audiolingualism, communicative language teaching, and the natural approach. The text examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques. The second edition includes new chapters on topics such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, cooperative language learning, content-based instruction, task-based language teaching, and the Post-Methods Era. Teachers and teachers-in-training will enjoy reading this comprehensive survey and analysis of the major and minor teaching methods used around the world. The book seeks not only to clarify the assumptions behind these methods and their similarities and differences, but also to help teachers explore their own beliefs and practices in language teaching.

'... one of the most objective accounts of these methods that one is likely to find anywhere ...' Cross Currents