

References and Further Reading

- Brown, Gillian, and George Yule (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, P., and S. Levinson (1978). *Politeness: Some Universals in Language Use*. Cambridge: Cambridge University Press.
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Buck, G. (1995). How to become a good listening teacher. In D. Mendelsohn and J. Rubin (eds.), *A Guide for the Teaching of Second Language Listening*. San Diego, CA: Dominic Press, pp. 113–128.
- Burns, Anne (1998). Teaching speaking. *Annual Review of Applied Linguistics* 18:102–123.
- Clark, H. M., and E. V. Clark (1977). *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich.
- Feez, S., and H. Joyce 1998. *Text-Based Syllabus Design*. Sydney: Macquarie University.
- Field, John (2003). Promoting perception: lexical segmentation in second language listening. *ELT Journal* 57:325–334.
- Field, John (1998). The changing face of listening. *English teaching Professional* 6:12–14.
- Foster, P. (1998). A classroom perspective on the negotiation of meaning. *Applied Linguistics* 19(1):1–23.
- Goh, C., and T. Yusnita (2006). Metacognitive instruction in listening for young learners. *ELT Journal* 60(3):222–232.
- Goh, C. (2005). Second language listening expertise. In K. Johnson, (ed.), *Expertise in Second Language Learning and Teaching*. UK: Palgrave Macmillan, pp. 64–84.
- Goh, C. (2002). *Teaching Listening in the Language Classroom*. Singapore: SEAMEO Regional Language Centre.
- Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System* 28:55–75.
- Goh, C. (1998). How learners with different listening abilities use comprehension strategies and tactics. *Language Teaching Research* 2(2):124–147.
- Goh, C. (1997) Metacognitive awareness and second language listeners. *ELT Journal* 51(4):361–369.

- Green, F., E. Christopher, and J. Lam (2002). Developing discussion skills in the ESL classroom. In Jack C. Richards and Willy Renandya (eds.), *Methodology in Language Teaching*. New York: Cambridge University Press, pp. 225–234.
- Hatch, E. (ed.) (1978). *Second Language Acquisition*. Rowley, MA: Newbury House.
- Higgs, T., and R. Clifford (1982). The push towards communication. In T. Higgs (ed.), *Curriculum, Competence, and the Foreign Language Teacher*. Skokie, IL: National Textbook Company.
- Jones, Pauline (1996). Planning an oral language program. In Pauline Jones (ed.), *Talking to Learn*. Melbourne: PETA, pp. 12–26.
- Kumaravadelu, B. (1991). Language learning tasks: Teacher intention and learner interpretation. *ELT Journal* 45(2): 98–107.
- Luoma, Sari (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- McCarthy, M., and R. Carter (1997). *Language as Discourse: Perspectives for Language Teaching*. London: Longman
- Mendelsohn, David (1995). Applying learning strategies in the second / foreign language listening comprehension. In David Mendelsohn and Joan Rubin (eds.), *A Guide for the Teaching of Second Language Listening*. San Diego, CA: Dominie Press, pp. 132–150.
- Musumeci, D. (1996). Teacher-learner negotiation in content-based instruction: Communication or cross purposes? *Applied Linguistics* 17(3): 377–384.
- Pawley, A., and F. Syder (1983). Two puzzles for linguistic theory: Native-like selection and native-like fluency. In Jack C. Richards and Richard Schmidt (eds.), *Language and Communication*. Harlow, UK: Longman.
- Richards, Jack C., and Charles Lockhart (1994). *Reflective Teaching in Second Language Classrooms*. New York: Cambridge University Press.
- Richards, Jack C. (1990). Conversationally speaking: Approaches to the teaching of conversation. In Jack C. Richards, *The Language Teaching Matrix*. New York: Cambridge University Press, pp. 67–85.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics* 11(2):129–159.
- Schmidt, R., and S. Frota (1986). Developing basic conversational ability in a second language: A case study of an adult learner of Portuguese. In Richard R. Day (ed.), *Talking to Learn: Conversation in Second Language Acquisition*. Rowley, MA: Newbury House.

- Slobin, D. (1985). Cross-linguistic evidence for the language-making capacity. In D. Slobin (ed.), *The Cross Linguistic Study of Language Acquisition*, vol. 2: Theoretical Issues. Hillsdale, NJ: Erlbaum.
- Stein, B. S., and U. Albridge (1978). The role of conceptual frameworks in prose comprehension and recall. Mimeo. Vanderbilt University, Nashville, TN.
- Tarone, E., and G. Liu (1995). Situational context, variation, and second language acquisition theory. In G. Cook and B. Seidlhofer (eds.), *Principle and Practice in Applied Linguistics*. Oxford: Oxford University Press.
- Thornbury, Scott, and Diana Slade (2006). *Conversation: From description to Pedagogy*. New York: Cambridge University Press.
- Thornbury, Scott (1998). Comments on direct approaches in L2 instruction. *TESOL Quarterly* 32(1):109–116.
- Tsang, W. K., and M. Wong (2002). Conversational English: an interactive, collaborative and reflective approach. In Jack C. Richards and Willy Renandya (eds.), *Methodology in Language Teaching*. New York: Cambridge University Press, pp. 212–224.
- Van Patten, W. (1993). Grammar-teaching for the acquisition rich classroom. *Foreign Language Annals* 26(4):435–450.
- Willis, Jane (1996). *A Framework for Task-Based Learning*. Harlow, UK: Longman.
- Wolvin, A., and C. G. Coakely (1996). *Listening*, (5th ed.). Brown and Benchmark Publishers.