

Teaching And Learning In The Language Classroom Tricia Hedge

Process and Experience in the Language Classroom
The Dynamics of the Language Classroom
Focus on the Language Classroom
Voices from the Language Classroom
Understanding Language Classroom Contexts
Understanding the Language Classroom
Student Engagement in the Language Classroom
Research in the Language Classroom
Language Learning Beyond the Classroom
Team Teaching and Team Learning in the Language Classroom
Observation in the Language Classroom
Using the Board in the Language Classroom
English as a Lingua Franca in the Language Classroom
Code Choice in the Language Classroom
Dialogue in the Language Classroom
Interactive Language Teaching
Society and the Language Classroom
The Developing Language Learner
Positive Language Education
Learning Strategy Instruction in the Language Classroom
Michael Legutke Ian Tudor Dick Allwright Kathleen M. Bailey Martin Wedell S. Gieve Phil Hiver Christopher Brumfit David Nunan Akira Tajino Dick Allwright Jeannine Dobbs Éva Illés Glenn S. Levine Roehl Sybing Wilga M. Rivers Hywel Coleman Dick Allwright Antonia Clare Anna Uhl Chamot

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process and experience in the language classroom argues the case for communicative language teaching as an experiential and task driven learning process the authors raise important questions regarding the theoretical discussion of communicative competence and current classroom practice they propose ways in which communicative language teaching should develop within an educational model of theory and practice incorporating traditions of experimental and practical learning and illustrated from a wide range of international sources building on a critical review of recent language teaching principles and practice they provide selection criteria for classroom activities based on a typology of communicative tasks drawn from classroom experience the authors also discuss practical attempts to utilise project tasks both as a means of realising task based language learning and of redefining the roles of teacher and learner within a jointly constructed curriculum

the authors set out to define the aims principles and objectives of recent research into what exactly happens in the language classroom to describe the findings of this work and to relate these to teaching practice

this volume is a collection of nineteen original papers written by teachers and researchers about what actually happens in language classrooms both those in which language is the topic of instruction and those where it functions primarily as the medium of instruction the authors utilize a variety of research methods with an emphasis on the collection and analysis of qualitative data chapters investigate such issues as language related anxiety curriculum renewal classroom interaction teachers on line decision making and sociopolitical concerns which affect life in schools among the countries represented in the research are australia hong kong hungary japan mexico pakistan peru singapore south africa spain the sultanate of oman and the united states from publisher s description

arguably the whole point of education is to effect change in what people know and are able to do globalization has contributed to a common perception worldwide of the need to introduce changes to the teaching and learning of languages the success of many attempts to do so has been limited by insufficient consideration of implementation contexts understanding language classroom contexts explores and illustrates how what happens in any language classroom is influenced by and can be an influence on the contexts in which it is situated a clear understanding of these influences is thus the starting point for planning effective change the book considers many visible and invisible features of the multiple layers of any context and provides a framework for understanding the types of factors that may influence whether changes planned by a teacher or externally initiated are likely to be successful the book will help teachers and educational managers or change planners outside the classroom to understand why their classrooms are as they are and so to make informed decisions about what can or cannot or not easily be changed and suggests how any changes might be appropriately managed

the starting point for this collection is a chapter by Dick Allwright on the language learning and teaching classroom experience entitled 'Six promising directions in applied linguistics'. The other distinguished contributors respond to this discussion with their own interpretations and from their own experience the collection problematizes prescription, efficiency and technical solutions as orientations to classroom language learning. Complexity and idiosyncrasy on the other hand are recognized as central concepts in a move towards centralizing teachers and learners' own understanding of classroom life in the contexts of language learning, adult literacy education and language teacher education.

Through a mix of conceptual and empirical chapters this book defines engagement for the field of language learning. It serves as an authoritative guide for anyone wishing to understand the unique insights engagement can give into language learning and teaching or anyone conducting their own research on engagement within and beyond the classroom.

Intended for teachers, this text provides a survey of how research can be utilized and how classroom practices can be examined. Topics covered include the roles of systematic and unsystematic observation, research into learner and teacher behaviour, teaching theory and writing up research.

This volume presents case studies of language learning beyond the classroom. The studies draw on a wide range of contexts from North and South America to Europe and the Asia Pacific region. Each provides principled links between theory, research and practice. While out of class learning will not replace the classroom, ultimately all successful learners take control of their own learning. This book shows how teachers can help learners bridge the gap between formal instruction and autonomous language learning. Although English is the primary focus of most chapters, there are studies on a

range of other languages including spanish and japanese

this book reignites discussion on the importance of collaboration and innovation in language education the pivotal difference highlighted in this volume is the concept of team learning through collaborative relationships such as team teaching it explores ways in which team learning happens in elt environments and what emerges from these explorations is a more robust concept of team learning in language education coupled with this deeper understanding the value of participant research is emphasised by defining the notion of team to include all participants in the educational experience authors in this volume position practice ahead of theory as they struggle to make sense of the complex phenomena of language teaching and learning the focus of this book is on the nexus between elt theory and practice as viewed through the lens of collaboration the volume aims to add to the current knowledge base in order to bridge the theory practice gap regarding collaboration for innovation in language classrooms

this book provides an account of classroom observation in a historical and educational perspective drawing on extracts from classic studies in this field dick allwright reviews the development of research and experiment since the 1970 s the book thus not only provides a background to recent research but also identifies areas for future development stress is laid on the link to be made between practice and research and it is argued that policy making either at classroom or institutional level is heavily dependent on descriptive accounts of classroom reality

this book provides more than 130 activities as well as tips and suggestions for using the classroom board more effectively and efficiently this book provides tips and suggestions to help language teachers use their classroom boards more effectively and efficiently more than 130 activities for the

board to help teachers both teach and assess their students are included these activities will also provide opportunities for students whatever their age or level of competency to learn and practice specific lexical phonetic or grammatical items attain increased fluency in their writing reading listening and speaking skills teach and learn from their peers practice self assessment get to know each other and other cultures better and have fun during the learning process

this new text is a guide for understanding envisioning and acting on the lessons of english as a lingua franca elf research in english language teaching elt classrooms the volume is the result of the cooperation of an international team that includes members involved in research teacher education and classroom practice this collection bridges theory methodology and real world application of elf research for the first time chapters offer a variety of practical perspectives and support teachers to better prepare their students for the reality of how the english language is used around the world today with close attention to the nuts and bolts of teaching as well as useful features for further investigation discussion and application this book will be a helpful practical resource for current and prospective english language teachers teacher trainers and mentors and curriculum designers

code choice in the language classroom argues that the foreign language classroom is and should be regarded as a multilingual community of practice rather than as a perpetually deficient imitator of an exclusive second language environment from a sociocultural and ecological perspective levine guides the reader through a theoretical empirical and pedagogical treatment of the important roles of the first language and of code switching practices in the language classroom intended for sla researchers language teachers language program directors and graduate students of foreign

languages and literatures the book develops a framework for thinking about all aspects of code choice in the language classroom and offers concrete proposals for designing and carrying out instruction in a multilingual classroom community of practice an extremely timely book on one of the most vexing issues in foreign language teaching how much codeswitching is acceptable or even desirable in the 21st century 12 classroom through a sound theoretical framework and concrete pedagogical examples glenn levine develops an exciting innovative multilingual approach to curriculum design teaching and articulation that engages the students in the co construction of code choice conventions claire kramsch university of california at berkeley usa

by providing a contemporary understanding of theories on classroom dialogue through a sociocultural lens sybing offers innovative ways to observe and foster more engaged interaction between teacher and student particularly in language learning contexts how teachers interact with students has a profound impact on learning outcomes and learner development yet remains a topic that requires more attention in language education as research and practice in all education domains shift toward more dialogic approaches to the co construction of knowledge language education can also benefit from a more comprehensive approach to classroom dialogue that is relevant to interaction with language learners this book provides a foundational understanding of theories of classroom dialogue relevant to language classroom contexts which will guide an analysis of teacher student interactions taken from observations of a language classroom in order to propose a framework for language classroom dialogue for theory and practice researchers and practitioners in language education will benefit from a comprehensive overview of discussion of and contemporary research in classroom interaction sociocultural theory and intercultural communication this book offers useful guidance to scholars where such

discussions are especially useful for addressing issues of native speakerism and language ownership

teachers and writers describe the approaches and techniques they have incorporated into their own teaching the paperback edition is designed to help classroom teachers make language classes more participatory and communication oriented a distinguished group of innovative teachers and writers describe in a collection of essays the approaches and techniques they have incorporated into their own teaching

society and the language classroom examines the ways that learners and teachers behave in english language classrooms in different parts of the world at primary secondary and tertiary level

this book length treatment of exploratory practice introduces five propositions about learners as practitioners of learning who are capable of developing their expertise through conducting research in and on their own classroom learning lives

this innovative book integrates theory and practice in the teaching of contemporary life skills alongside and as part of language teaching that looks at the whole student introducing their positive language education framework the authors expertly outline the theoretical background for integrating linguistic objectives with a wide range of holistic 21st century competencies including emotional regulation well being ecoliteracy and global citizenship they then offer a unique practical array of concrete suggestions and hands on research based activities to help language educators develop their repertoire as positive language educators including how to conduct their own research on this subject this reader friendly resource gives pre and in service fl l2 teachers the tools and confidence to understand and implement these principles in the classroom and beyond advanced

students and researchers of applied linguistics education and psychology as well as curriculum developers teacher trainers and aspiring teachers around the world and their students will benefit from this unique book

this book is unique in its focus on language learning strategy instruction the chapters written by leading experts embrace both sociolinguistic and psycholinguistic perspectives and link theory and practice by giving examples of teaching activities as well as in depth discussions of the theoretical issues raised

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