

# Teaching And Learning In The Language Classroom

Teaching And Learning In The Language Classroom Teaching and learning in the language classroom is a dynamic process that involves more than just the transfer of knowledge from teacher to student. It encompasses a variety of pedagogical strategies, learner-centered approaches, and cultural considerations that collectively aim to develop learners' communicative competence. As globalization continues to foster intercultural exchanges and multilingual interactions, effective language teaching methodologies become increasingly vital. This article explores the key aspects of teaching and learning in the language classroom, highlighting innovative practices, challenges, and strategies for fostering an engaging and effective learning environment.

**Fundamentals of Language Teaching and Learning Theories of Language Acquisition** To effectively teach a language, educators must understand how learners acquire new languages. Several theories provide insights into this complex process:

- Behaviorist Theory:** Emphasizes imitation, repetition, and reinforcement. Learners acquire language through habit formation, with positive feedback encouraging correct usage.
- Innateness Theory:** Proposed by Noam Chomsky, suggesting that humans have an innate ability to acquire language, with universal grammar guiding this process.
- Interactionist Theory:** Highlights the importance of social interaction and meaningful communication in language development.
- Constructivist Approach:** Focuses on learners actively constructing knowledge through experiences, exploration, and reflection.

Understanding these theories helps teachers design activities that align with how learners naturally acquire language, fostering more effective teaching strategies.

**Key Goals of Language Learning** Language education aims to develop multiple competencies:

- Listening Skills:** Understanding spoken language in various contexts.
- Speaking Skills:** Communicative ability to express ideas clearly and fluently.
- Reading Skills:** Comprehension of written texts across different genres and levels.
- Writing Skills:** Ability to produce coherent and contextually appropriate texts.
- Cultural Competence:** Understanding cultural nuances, idioms, and social norms associated with the language.

Achieving a balance among these components ensures well-rounded language proficiency.

**Effective Teaching Strategies in the Language Classroom**

- Communicative Language Teaching (CLT)** CLT is one of the most popular approaches, emphasizing real-life communication over rote memorization. It encourages learners to use the language actively and meaningfully. Role-plays and simulations Dialogues and pair work Task-based activities Group projects This approach fosters confidence and fluency by creating authentic communicative experiences.
- Task-Based Language Teaching (TBLT)** TBLT involves learners completing meaningful tasks that mimic real-world activities, such

as planning a trip or solving a problem. Focus on accomplishing a task rather than on language forms Encourages learner autonomy and collaboration Provides context-rich environments for language use Research indicates TBLT enhances retention and practical language skills. Use of Technology in Language Teaching Integrating technology can make language learning more engaging and accessible: Language learning apps and software (e.g., Duolingo, Babbel) Online platforms for virtual exchanges and conversations Multimedia resources like videos, podcasts, and interactive exercises Learning management systems (LMS) for structured courses Technology enables personalized learning, instant feedback, and exposure to diverse linguistic inputs. 3 Differentiated Instruction Recognizing learners' diverse needs, backgrounds, and proficiency levels is crucial. Differentiated instruction involves tailoring activities and assessments to meet individual learning styles. Providing varied materials and tasks Adjusting complexity based on proficiency Offering additional support or challenges as needed This approach promotes inclusivity and maximizes each learner's potential. Creating an Engaging and Supportive Learning Environment Building Learner Motivation Motivation is a key predictor of success in language learning. Strategies to enhance motivation include: Setting clear, achievable goals Incorporating learners' interests and cultural backgrounds Providing positive feedback and encouragement Using authentic materials and real-life tasks Motivated learners are more likely to participate actively and persist through challenges. Fostering a Communicative and Collaborative Atmosphere Creating a classroom environment where learners feel comfortable taking risks is essential. Encouraging peer interactions and group work Valuing mistakes as part of the learning process Using pair and small-group activities to promote speaking and listening Such practices develop confidence and facilitate natural language use. Assessment for Learning Effective assessment strategies guide learning and inform instruction: Formative assessments: quizzes, peer reviews, self-assessment Summative assessments: exams, projects, presentations Use of rubrics and clear criteria for evaluating performance Providing constructive feedback to support growth 4 Assessment should be ongoing, diverse, and aligned with learning objectives. Challenges and Solutions in Language Teaching Addressing Diverse Learner Needs Classrooms are often heterogeneous, with learners varying in age, background, and proficiency. Implementing flexible activities Offering additional resources or support Encouraging peer mentoring Differentiation and inclusive practices help ensure all learners progress effectively. Overcoming Anxiety and Building Confidence Language anxiety can hinder participation. Teachers can mitigate this by: Creating a safe, judgment-free environment Using low-stakes activities Encouraging peer support Celebrating small successes Confidence-building fosters active engagement and risk-taking. Keeping Up with Technological Advances Staying current with digital tools requires ongoing professional development and adaptation. Teachers should: Attend workshops and webinars Experiment with new applications and platforms Gather feedback from learners on digital resources Embracing technology enhances teaching effectiveness

and learner engagement. The Role of Cultural Competence in Language Education Language learning is inherently linked to culture. Incorporating cultural elements enriches the learning experience: Introducing idioms, traditions, and social norms Using authentic materials like films, music, and literature Organizing intercultural exchanges or guest speaker sessions 5 Cultural competence promotes not only language proficiency but also intercultural understanding. Conclusion Teaching and learning in the language classroom is a multifaceted endeavor that requires a combination of effective pedagogical strategies, technological integration, cultural sensitivity, and a supportive environment. By understanding how learners acquire language, employing diverse instructional methods, and fostering motivation and confidence, educators can significantly enhance the language learning experience. As the landscape of language education continues to evolve, embracing innovation and learner- centered practices will be essential for preparing learners to communicate effectively in an increasingly interconnected world. Through dedicated effort and adaptive teaching, the goal of achieving meaningful, functional language proficiency becomes attainable for all learners. Question Answer What are effective strategies for incorporating technology into language teaching? Effective strategies include using multimedia resources, language learning apps, interactive online exercises, and virtual collaboration tools to enhance engagement and provide diverse learning experiences. How can teachers foster communicative competence in the language classroom? Teachers can promote communicative competence by designing activities that emphasize real-life conversations, encouraging student interaction, and providing ample opportunities for speaking and listening practice in meaningful contexts. What role does differentiated instruction play in language learning? Differentiated instruction allows teachers to tailor lessons to meet varied student needs, learning styles, and proficiency levels, ensuring that all learners can progress effectively and stay motivated. How can formative assessment improve language learning outcomes? Formative assessment provides ongoing feedback, helping students identify areas for improvement, guiding instruction, and fostering a growth mindset, which ultimately enhances language acquisition. What are some best practices for teaching grammar in a communicative language classroom? Best practices include integrating grammar instruction within meaningful communication activities, using inductive teaching methods, and providing authentic contexts that demonstrate grammatical structures in use. How can teachers create an inclusive and culturally responsive language classroom? Teachers can incorporate diverse cultural materials, encourage students to share their backgrounds, and foster an environment of respect and curiosity to support an inclusive learning space. 6 What is the impact of task- based language teaching on learner motivation? Task-based language teaching enhances motivation by engaging students in real-world, meaningful tasks that promote active learning, autonomy, and a sense of achievement. Teaching and learning in the language classroom are dynamic processes that shape how individuals acquire new linguistic skills, cultural understanding, and communicative competence. As

the world becomes increasingly interconnected, the importance of effective language education has never been more pronounced. Whether in a traditional classroom, an online platform, or a hybrid setting, understanding the principles, methods, and challenges of teaching and learning languages is essential for educators, learners, and policymakers alike. This article explores the core elements that underpin successful language education, examining pedagogical approaches, learner engagement strategies, technological integration, and assessment techniques that collectively foster meaningful language acquisition.

**The Foundations of Language Teaching and Learning** Understanding the basics of how languages are learned and taught provides the groundwork for effective classroom practices. Language acquisition is a complex process involving cognitive, social, and emotional factors. Educators need to recognize that students come with diverse backgrounds, motivations, and learning styles, which influence how they absorb new information.

**Key Principles of Language Learning**

- **Communicative Competence:** The ability to use language effectively in real-life situations, encompassing grammatical knowledge, vocabulary, pronunciation, and sociolinguistic skills.
- **Active Learner Participation:** Engaging learners through meaningful activities encourages retention and practical application.
- **Contextual Learning:** Learning is most effective when language is taught within authentic contexts, reflecting real-world use.
- **Incremental Development:** Language skills develop gradually; starting with basic vocabulary and structures before progressing to complex forms.

**Core Challenges in Language Education**

- **Motivation and Attitudes:** Learners' motivation can significantly impact their success.
- **Interference from Native Language:** Learners often transfer grammatical or phonetic patterns from their first language, leading to errors.
- **Diverse Learning Styles:** Visual, auditory, kinesthetic, and reading/writing preferences require adaptable teaching methods.
- **Resource Limitations:** Lack of access to authentic materials, technology, or qualified teachers can hinder learning.

**Pedagogical Approaches in the Language Classroom** Over the decades, various pedagogical models have been developed to facilitate language learning. Each approach emphasizes different aspects of language use and acquisition, catering to different learner needs and contexts.

**Teaching And Learning In The Language Classroom 7 Traditional Methods:** Grammar-Translation and Audio-Lingual

Historically, language teaching was centered on rote memorization, translation, and drilling. While these methods laid foundational skills, they often lacked emphasis on communicative competence.

- **Grammar-Translation Method:** Focuses on grammatical rules and vocabulary memorization, often in the learner's native language.
- **Audio-Lingual Method:** Emphasizes repetitive drills and pattern practice, aiming for automatic response and pronunciation accuracy.

**Communicative Language Teaching (CLT)** Emerging in the 1970s, CLT revolutionized language education by prioritizing real-life communication over mere grammatical accuracy.

- **Core Features:**
  - **Emphasis on meaning and functional language use.**
  - **Use of authentic materials like dialogues, videos, and real-world scenarios.**
  - **Encouragement of learner interaction through pair work, group tasks, and role plays.**

Benefits: - Enhances fluency and confidence. - Promotes contextual understanding of language use. - Challenges: - Teachers must balance fluency with accuracy. - Assessment often needs to adapt to evaluate communicative skills. Task-Based Language Learning (TBL) TBL centers around learners completing meaningful tasks rather than focusing solely on language forms. - Approach: - Learners perform tasks such as planning a trip, solving a problem, or conducting an interview. - Focus is on accomplishing the task, with language as a tool. - Advantages: - Promotes authentic language use. - Encourages problem-solving and collaboration. - Implementation Tips: - Design tasks that are relevant and engaging. - Provide scaffolding where necessary to support learners. Content and Language Integrated Learning (CLIL) CLIL integrates language learning with subject matter instruction, often used in bilingual education settings. - Features: - Teaching a subject (e.g., science, history) through a target language. - Combines language development with content mastery. - Benefits: - Contextualizes language in meaningful content. - Prepares learners for real-world bilingual environments. - Considerations: - Requires teachers proficient in both content and language teaching. - Needs carefully planned curriculum and resources. Enhancing Learner Engagement and Motivation Engagement is crucial for effective learning. Motivated learners are more likely to participate actively, persist through challenges, and retain skills. Strategies for Boosting Motivation - Set Clear, Achievable Goals: Short-term and long-term objectives help Teaching And Learning In The Language Classroom 8 learners see progress. - Incorporate Learner Interests: Use topics, materials, and activities aligned with students' passions and needs. - Provide Authentic Contexts: Real-life scenarios and cultural insights make learning relevant. - Foster a Supportive Environment: Encourage risk-taking and celebrate successes to build confidence. - Use Gamification: Incorporate game-like elements such as points, badges, and competitions. Active Learning Techniques - Role Plays: Simulate real conversations to develop practical skills. - Group Projects: Promote collaboration and peer learning. - Interactive Technologies: Use apps, online quizzes, and multimedia resources. The Role of Technology in Modern Language Education Technology has transformed language teaching, offering innovative tools that support personalized, flexible, and immersive learning experiences. Digital Resources and Platforms - Language Learning Apps: Duolingo, Babbel, Memrise, and others provide interactive exercises. - Virtual Classrooms: Platforms like Zoom or Microsoft Teams facilitate remote instruction. - Online Resources: Podcasts, videos, and authentic materials accessible anytime. - Artificial Intelligence (AI): Adaptive learning systems tailor content to individual learner levels. Benefits of Technology Integration - Accessibility: Learners can study anytime, anywhere. - Authenticity: Exposure to native speakers through videos, podcasts, and chatbots. - Immediate Feedback: Quizzes and exercises offer instant correction. - Data-Driven Instruction: Analytics help teachers identify learner strengths and weaknesses. Challenges and Considerations - Digital Divide: Not all learners have equal access to devices and internet. - Technical Skills: Both teachers and students need training to utilize tools effectively. - Over-reliance: Technology should

complement, not replace, interpersonal interactions. Assessment and Feedback in Language Learning Effective assessment measures not only learners' knowledge but also their ability to apply skills in meaningful contexts. Types of Assessment - Formative Assessment: Ongoing evaluations like quizzes, peer reviews, and self-assessment to guide instruction. - Summative Assessment: Final evaluations such as tests, presentations, or portfolios. - Diagnostic Assessment: Pre-assessment to identify learners' existing skills and needs. Innovative Assessment Techniques - Performance-Based Tasks: Role plays, presentations, or recorded conversations. - Portfolios: Compilation of learner work over time demonstrating progress. - Self and Peer Assessment: Encourages reflection and collaborative learning. Providing Effective Feedback - Timeliness: Prompt feedback helps reinforce learning. - Constructiveness: Focus on strengths and areas for improvement. - Specificity: Clear guidance on how to enhance skills. Teaching And Learning In The Language Classroom 9 Challenges and Future Directions Despite advancements, language education faces ongoing challenges such as maintaining learner motivation, addressing diverse needs, and integrating technology effectively. Emerging Trends - Blended Learning: Combining face-to-face and online instruction for flexibility. - Personalized Learning Paths: Using data to adapt content to individual learner profiles. - Culturally Responsive Pedagogy: Incorporating diverse cultural perspectives to enhance engagement. - Lifelong Learning: Encouraging continuous language development beyond formal education. Final Thoughts Teaching and learning in the language classroom is a multifaceted endeavor that requires a blend of pedagogical strategies, technological tools, and a deep understanding of learner psychology. Success hinges on creating engaging, authentic, and supportive environments where learners feel motivated to communicate, explore, and grow. As the global landscape evolves, so too must our approaches—embracing innovation while remaining rooted in fundamental principles. With thoughtful planning and adaptable practices, educators can foster lifelong language skills that empower learners to navigate an increasingly interconnected world. --- This comprehensive exploration underscores the importance of a nuanced, learner-centered approach to language education. Whether through traditional methods or innovative technologies, the ultimate goal remains consistent: to facilitate meaningful, effective communication that bridges cultures and opens doors to new opportunities. language acquisition, instructional strategies, classroom management, language proficiency, communicative approach, pedagogical methods, assessment techniques, second language learning, curriculum development, student engagement

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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  
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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 Code Choice in the Language Classroom 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 English as a Lingua Franca in the Language Classroom Using the Board in the Language Classroom Dialogue in the Language Classroom Interactive Language Teaching Context and Culture in Language Teaching and Learning Society and the Language Classroom Positive Language Education The Developing Language Learner *Michael Legutke Ian Tudor Dick Allwright Kathleen M. Bailey Martin Wedell Glenn S. Levine S. Gieve Phil Hiver Christopher Brumfit David Nunan Akira Tajino Dick Allwright Éva Illés Jeannine Dobbs Roehl Sybing Wilga M. Rivers Michael Byram Hywel Coleman Antonia Clare Dick Allwright*

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

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

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 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

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

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

the now familiar forces of globalisation and internationalisation are influencing the role and significance of language teaching and learning in contemporary classrooms this affects the ways in which english is taught and learnt in particular but is also an inevitable factor in all language teaching and learning the authors of the chapters in this book all share a concern to explore the ways in which the contexts in which language teaching takes place impact on the aims and the methods of language teaching some do so by discussing the implications for what research we do and how we do it kramsch for example explains in detail how her own research evolves from issues which arise in the classroom in other chapters the changing nature of the teaching of english is presented from empirical research decke cornill for example identifies different philosophies of language teaching among different kinds of english teacher in germany other authors present studies of the ways in which what learners bring to the learning process from their own contexts and languages has to be taken into consideration if we are to understand language learning holme shows this from close analysis of the acquisition of metaphorical language and wendt argues for the importance of a social constructivist theory of language learning our common purpose is to take a fresh look at teaching and research through the perspective of the inevitable connections between contexts cultures and classrooms

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 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 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

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