



Teaching And Learning In The Language Classroom

S. Gieve, I. Miller



Teaching And Learning In The Language Classroom:

Research in the Language Classroom Christopher Brumfit, Rosamond Mitchell, 1990 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

The Dynamics of the Language Classroom Ian Tudor, 2001 Language Learning Beyond the Classroom David Nunan, Jack C. Richards, 2015-01-30 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

Understanding the Language Classroom S. Gieve, I. Miller, 2005-11-30 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

Team Teaching and Team Learning in the Language Classroom Akira Tajino, Tim Stewart, 2016 Introduction situating collaboration team teaching team learning and innovation in ELT practice Beyond team teaching an introduction to team learning in language education A sociocultural analysis of effective team teaching in a Japanese language Collaboration between English language and content teachers breaking the boundaries Doing international development through team teaching Beyond the deficit model co constructing team teaching to address learner goals and needs Interdisciplinary collaboration to promote l2 science literacy in Hong Kong Communication technology and collaboration for innovation The dynamics of team learning in the creation of a higher education learning community a narrative inquiry The pedagogy of curriculum design teaching and learning as relational endeavours A 5000 mile virtual collaboration of team teaching and team learning Peer mentoring for beginning teachers factors contributing to professional identity development

Focus on the Language Classroom Dick Allwright, Kathleen M. Bailey, 1991-04-25 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

Second Language Classrooms Craig Chaudron, 1993 **Adult Learning in the Language Classroom** Stacey Margarita Johnson, 2015 This book explores connections between the fields of foreign

second language teaching and adult learning through a case study of adult language learners at the college level The book examines topics such as the value of adult language study its effect on adult learners as well as classroom practices that contribute to deeper learning **Bridging Teaching, Learning and Assessment in the English Language Classroom** Tijen Akşit,Hande Işıl Mengü,Robin Turner,2018-11-12 Learning English as a foreign language in any formal education context requires opportunities for learners and teachers to give and receive feedback on the teaching learning process as it is happening These opportunities could be created via various in class activities specifically designed for this purpose Teachers who create and use these diagnostic opportunities effectively detect what learners need in a timely fashion and provide remedial teaching in the right time and mode so that chances can be created for learners to improve their learning There is no one universally accepted way of how to do this however with various approaches for collecting analyzing and reviewing data for this purpose This book encapsulates the unbreakable relationship between teaching learning and assessment through a range of articles which scrutinize assessment from a wide spectrum ranging from the role of assessment in language learning to ELT teacher assessment literacy from the use of technology in classroom based assessment to practicing teachers reflections on their teacher classroom action research and from the role of the Common European Framework of Reference for Languages CEFR to empirical data analysis **The Foreign Language Classroom** Margaret A Haggstrom,Leslie Z. Morgan,Joseph A. Wiczorek,1995-08-01 Written from the practical viewpoint of language educators these essays address classroom applications of second language theory that respond to a broad spectrum of needs of foreign language instructors In addition to the commonly taught French and Spanish it offers commentary on the teaching of Arabic Greek Hungarian and Japanese Topics include grammar task variation and repair the transition from language to literature and writing the use of technology and methodology There is a glossary of pedagogical terms and an index **Project-Based Learning Applied to the Language Classroom** Juliana Franco Tavares/ Louise Emma Potter,2018-03-05 In Project Based Learning Applied to the Language Classroom the authors propose a way to develop PBL in the language classrooms taking into account all of the obstacles and specifics involved in teaching a foreign language It is about teaching English as a second or foreign language using Project Based Learning PBL We approach this combination because many people seem to think about implementing PBL in their language classes and ask questions about how to do it but feel that there aren t enough materials based on this methodology In fact most researchers and writers we have come across discuss the applications of PBL in the students mother tongue to subjects such as Math History Literature Social Studies and Science However there are few published works about the specifics of PBL in foreign language classes Besides it seems obvious to us that the main difficulty in developing projects in a second or foreign language lies exactly on the fact that communication may be hindered when students do not have enough knowledge in the target language *Understanding Language Classroom Contexts* Martin Wedell,Angi Malderez,2013-04-11 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

Teaching Languages to Young Learners Lynne Cameron,2001-03-15 This book will develop readers understanding of children are being taught a foreign language

Process and Experience in the Language Classroom Michael Legutke,Howard Thomas,Christopher N. Candlin,2014-06-06 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 Developing Language Learner Dick Allwright,Judith Hanks,2016-01-28 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

Learning Strategy Instruction in the Language Classroom Anna Uhl Chamot,Vee Harris,2019-05-10 This comprehensive collection comprising both theoretical and practical contributions is unique in its focus on language learning strategy instruction LLSI The chapters written by leading international experts embrace both sociolinguistic and psycholinguistic perspectives The issues presented include different models of strategy instruction and how they can be tailored according to context and the learners age and attainment level The collection will be an important resource for researchers in the field both for its critical perspectives and its guidance on collaborating with teachers to design interventions to implement strategy instruction It also identifies key areas for research including the teaching of less studied groups of strategies such as grammar and affective strategies The book will prove equally valuable to

language teachers through the provision of detailed teaching materials and tasks Those engaged in professional development whether pre or in service teacher education will find a wealth of concrete ideas for sessions courses and assignments

Journeys Towards Intercultural Capability in Language Classrooms Martin East, Constanza Tolosa, Jocelyn Howard, Christine Biebricher, Adèle Scott, 2022-05-16 This open access book presents an account of five teacher educators who over a two year period undertook a research project with five teachers of languages other than English in pre secondary schools in New Zealand Their collaborative aim was to develop students intercultural capability in the context of learning a new language The school participants were typical of many in New Zealand s pre secondary sector the teachers had limited language teaching experience and limited prior knowledge of how to develop the intercultural dimension in their language classrooms and the students were largely at the beginning stages of learning a new language The book discusses the findings obtained using a range of data collection methods including classroom observations reflective interviews with teachers and focus groups with students It documents instances of breakthrough and growth for teachers and students and reveals the problems and tensions Lastly it reflects on the lessons learned in the course of this project and speculates on the roles that teacher education needs to play if the goal of intercultural capability is to be better achieved in language classrooms both in New Zealand and internationally Of interest to a wide range of stakeholders in the area of education the book allows readers to gain an understanding of the opportunities of working with teachers through an action research model alongside the challenges that this brings and ways in which intercultural capability may be strengthened

Intercultural Learning in Modern Language Education Erin Kearney, 2015-12-03 Winner of the 2015 16 Kenneth W Mildenberger Prize awarded by the Modern Language Association Many educators aim to engage students in deeply meaningful learning in the language classroom often facing challenges to connect the students with the culture of the language they are learning This book aims to demonstrate that substantial intercultural learning can and does occur in the modern language classroom and explores the features of the classroom that support meaningful culture in language learning The author argues that transformative modern language education is intimately tied to a view of language learning as an engagement in meaning making activity or semiotic practice The empirical evidence presented is analyzed and then linked to both the theorizing of culture in language teaching and to practical concerns of teaching

Learning Strategies in Foreign and Second Language Classrooms Ernesto Macaro, 2002-01-01 An extremely lucid book that mixes discursive prose with exercises questions and prompts for reflection Each theoretical point is supported by a fully explained example The book focuses on the different strategies that people use to learn languages and shows teacher how to train pupils in those strategies and to adapt their teaching to derive the greatest benefit from each strategy

Assessment in the Language Classroom Liying Cheng, Janna Fox, 2017-03-09 This book makes a unique contribution to classroom assessment literature linking teacher friendly examples to scholarly work and current research in the field and providing comprehensive hands on information on core concepts in

accessible terms Examples of real activities and questions for reflection and discussion aim to enrich understanding

Teaching And Learning In The Language Classroom Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Teaching And Learning In The Language Classroom**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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