



# Teacher Learning In Language Teaching

**Ron Howard, Gillian Brown**



## **Teacher Learning In Language Teaching:**

Teacher Learning in Language Teaching Donald Freeman, Jack C. Richards, 1996-02-23 This book introduces a new field of educational research called teacher learning as it applies to the teaching of languages. Up until recently the study of second language teacher education has focused mainly on the knowledge base and specific skills needed for effective teaching. This book invites us to look at teacher education from a fresh point of view through an exploration of the thinking and learning processes of individuals as they learn to teach. Seventeen original articles based on studies done in North America, Europe, Asia, and Australia provide examples of pioneering research into the ways that individuals learn to teach languages and the roles that previous experience, social context, and professional training play in the process. The collection thus helps establish a research base for this newly developing field.

Becoming a (Better) Language Teacher Nora Benitt, 2015-08-19 This qualitative interpretative study investigates a cohort of twelve English teachers enrolled in the M.A. programme E-LINGO Teaching English to Young Learners. The aim is to explore how and under what circumstances classroom action research, a core component of the programme, can foster teacher learning. Since the participants have different educational and cultural backgrounds and various levels of professional experience in the field of language teaching, they offer different perspectives on the object of research. Data from multiple sources are triangulated and interpreted to elicit indicators for learning and development in the form of critical learning incidents. The results suggest that not only cognitive but also social and affective factors constitute the complex process of teacher learning.

**Teacher Education in CALL** Philip Hubbard, Mike Levy, 2006-01-01 This volume addresses the need for a more considered and systematic approach to teacher education and training in Computer Assisted Language Learning (CALL) in all its forms. Technology Enhanced Language Learning, Network Based Language Learning, Information and Communication Technologies for Language Learning, and so on. The 20 chapters of the book are divided into five parts: 1. foundations of teacher education in CALL; 2. CALL degree programs; 3. CALL pre-service courses; 4. CALL in-service projects, courses, and workshops; 5. alternatives to formal CALL training. The chapters cover a broad range of levels, environments, countries, and languages. Rather than simply offering inspired speculation, the chapters provide practical information to readers reporting on what has actually been done in a wide variety of teacher education programs and courses around the world. In many cases, the chapters describe how programs and courses have evolved and include either qualitative or quantitative research or both to inform the structure of CALL courses, tasks, and activities.

*Professional Development for Language Teachers* Jack C. Richards, Thomas S. C. Farrell, 2005-04-04 This much needed text provides a coherent and strategic approach to teacher development. *Teacher Development for Language Teachers* examines ten different approaches for facilitating professional development in language teaching: self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. The introductory chapter provides a conceptual framework. All

chapters contain practical examples and reflection questions to help readers apply the approach in their own teaching context

**Teacher Development in Technology-Enhanced Language Teaching** Jeong-Bae Son, 2018-05-25 This book explores language teacher development in computer assisted language learning CALL environments and discusses approaches tasks and resources that can guide language teachers to develop their skills and strategies for technology enhanced language teaching TELT It looks at key aspects of CALL in terms of pedagogy and technology and proposes a model of CALL teacher development which incorporates essential elements of teacher learning in CALL Further the author presents practical tasks and tips on how to develop knowledge and skills for the use of digital technologies in language teaching and suggests ideas to improve language teacher training and development

**Beyond Training** Jack C. Richards, 1998-02-13 Beyond Training examines the nature of second language teacher development and how teachers practices are influenced by their beliefs and principles It seeks to move discussion of language teacher development beyond the level of training which reflects a technical view of specific teaching practices Instead it takes a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker The argument pursued throughout is that teacher education needs to engage teachers not merely in the mastery of techniques but in an exploration of the knowledge beliefs and attitudes that underly their teaching practices

**Language in Language Teacher Education** H. R. Trappes-Lomax, Gibson Ferguson, 2002-01-01 This volume explores the defining element in the work of language teacher educators language itself The book is in two parts The first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under examined These include language as social institution language as verbal practice language as reflexive practice language as school subject and language as medium of language learning The chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses both pre service and in service courses and teacher education practice focusing variously on metalinguistic awareness for teachers language improvement and classroom communication The unifying factor is that collectively they illuminate how language teacher educators research their practice and reflect on underlying principles

Second Language Teacher Education Karen E. Johnson, 2009-06-02 A beautifully written articulate and compelling argument for a sociocultural perspective on second language teacher education Essential reading for all who wish to understand this perspective David Nunan University of Hong Kong Significant and timely Johnson is masterful at writing in an engaging transparent prose about complex concepts It s a rare scholar who can write prose like this Throughout my reading I wanted to engage in dialogue with her this is a sure sign of a great book Diane Tedick University of Minnesota USA This book presents a comprehensive overview of the epistemological underpinnings of a sociocultural perspective on human learning and addresses in detail what this perspective has to offer the field of second language teacher education Captured through five changing points of view it argues that a

sociocultural perspective on human learning changes the way we think about how teachers learn to teach how teachers think about language how teachers teach second languages the broader social cultural and historical macro structures that are ever present and ever changing in the second language teaching profession and what constitutes second language teacher professional development Overall it clearly and accessibly makes the case that a sociocultural perspective on human learning reorients how the field understands and supports the professional development of second language teachers

*Second Language Teacher Education* Diane J. Tedick, 2013-06-17 The education of second language teachers takes place across diverse contexts levels settings and geographic regions By bringing together research theory and best practices from a variety of contexts ESL EFL foreign language bilingual and immersion education this book contributes to building meaningful professional dialogue among second language teacher educators Featuring an international roster of authors the volume is comprised of 18 chapters organized in four thematic sections the knowledge base of second language teacher education second language teacher education contexts collaborations in second language teacher education and second language teacher education in practice *Second Language Teacher Education International Perspectives* is an essential professional resource for practicing and prospective second language teacher educators around the world

**Teacher Education for Languages for Specific Purposes** Ron Howard, Gillian Brown, 1997 This work summarizes and synthesizes the substantial crime prevention literature to provide an approachable and comprehensive text for students It sets out a critical analysis in the context of the politics of criminal justice policy

**Teacher Research in Language Teaching** Simon Borg, 2013-03-28 Based on original research this book explores the fundamental relationship between research and practice in English language teaching *Teacher Research in Language Teaching* uses empirical evidence taken from an international survey of over 1 700 teachers and educational managers over a period of six years It examines their views of research whether they read ELT research and whether they do their own research The author goes on to explore the process which teachers go through in learning to do research and the research cultures within teaching institutions The book concludes with a review of the key findings to emerge from the research and a discussion of strategies through which language teacher research engagement can be promoted more productively

**Transforming World Language Teaching and Teacher Education for Equity and Justice** Beth Wassell, Department of Language Literacy and Sociocultural Beth Wassell, Cassandra Glynn, 2022-04-30 This edited book expands the current scholarship on teaching world languages for social justice and equity in K 12 and postsecondary contexts in the US The chapters address how world language teachers approach social justice in their teaching and how teacher educators prepare teachers to teach for social justice in the language classroom

Language Teacher Education and Technology Jeong-Bae Son, Scott Windeatt, 2017-06-29 Language teachers competencies in computer assisted language learning CALL are a crucial factor affecting their own implementation of CALL However there is still a concern that many language teachers are not adequately prepared to make effective use of CALL or

to identify and evaluate potential CALL solutions This can be the result of many different factors and raises the question of how to train teachers to develop their CALL knowledge and skills to a greater degree The discussion of approaches to training language teachers in the use of technology adopted in areas of Australia the UK and the US provides valuable insights for those already involved in this area and inspiration for those who have some interest in carrying out this kind of training but as yet have little or no experience This book explores the current status of CALL teacher education and discusses issues and challenges CALL teacher educators face in their own contexts Specifically it looks at postgraduate CALL courses offered at different universities to find ways of improving CALL teacher training It represents the first overview of a topic that is relevant to most postgraduate courses in Applied Linguistics or TESOL across the globe The use of technology for language learning and teaching is increasingly common but as is so often the case training for teachers in how to use that technology remains limited to a large extent by lack of expertise among trainers

**Building Teacher Capacity in English Language Teaching in Vietnam** Van Canh Le, Hoa Thi Mai Nguyen, Thi Thuy Minh Nguyen, Roger Barnard, 2019-08-06 This timely volume opens a window on issues related to English language education in Vietnam The authors consider that teacher quality is the key factor to be considered if the national English language curriculum outcomes are to be achievable Aiming to shed light on key issues recently observed in the Vietnamese landscape of English language education it examines the complexity of the institutionalization of the standardized English proficiency policy which has been in force since 2008 That policy uses the Common European Framework of References for Languages CEFR as the model to set the standards and levels of proficiency for teachers learners and state employees The book presents both the theoretical and practical aspects of the standardization movement in English language education The contents comprise a series of extended research based chapters written by experts of language in education policy and planning in and about Vietnam from a range of perspectives including teachers English language curriculum developers teacher educators and researchers The rich coverage of the book includes current discussion on English language education in Vietnam ranging from policy to practice making it highly relevant to English teachers teacher educators and scholars in Vietnam and worldwide who aspire to broaden their horizons and professionalism

**Training Foreign Language Teachers** Michael J. Wallace, Tzong-Ho Bau, 1991-04-18 This book contains many suggestions for practical work and discussion and includes an extended case study

**The Handbook of Language Teaching** Michael H. Long, Catherine J. Doughty, 2011-08-15 Bringing together an international and interdisciplinary team of contributors this Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced

evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume Language Learning and Teacher Education Margaret R. Hawkins, 2004 Describes theorizes and analyses language teacher education practices from a sociocultural perspective Links teacher education practices with language teacher practices *Innovative Practices in Language Teacher Education* Tammy S. Gregersen, Peter D. MacIntyre, 2017-02-28 This volume addresses innovations in language teacher education offering a diversity of personal psychological perspectives and topics in the theory and or practice in language teacher education The text deals with innovations in teaching for learning teacher autonomy dynamic self reflection peace education professionalism action research socio emotional intelligence embodiment professional development NeuroELT and more Organized in three sections the chapters inspire readers to reflect upon what it means to grow as a teacher as they navigate the intra to inter personal continuum The editors draw the main themes together and discuss them in light of an innovations framework developed by Rogers including relative advantage compatibility complexity trialability and observability in order to express in concrete terms the ways in which each idea can be considered innovative Throughout the anthology the reader will find specific novel ways in which to work towards good practice in language teacher education *Teacher Education in Computer-Assisted Language Learning* Euline Cutrim Schmid, 2017-08-24 Even though many pre service and in service teacher programs now address information and computer technology computer assisted language learning CALL teacher education is still reported as inadequate Why is this This book elaborates on some of the existing concerns and through deft analysis of longitudinal data begins to piece together a future road map for CALL teacher education The book adopts a sociocultural approach based on the principle that teaching and learning how to teach is a long term complex developmental process that operates through participation in social practices that come with the territory Euline Cutrim Schmid highlights the need for situated and localized learning pre service and in service collaboration and collaborative peer assisted learning Above all of this the book recommends and proves the efficacy of socially aware and professional reflective practice This is an essential sociolinguistic take on the computer learning revolution *Language Teacher Identity in TESOL* Bedrettin Yazan, Kristen Lindahl, 2020-04-22 This volume draws on empirical evidence to explore the interplay between language teacher identity LTI and professional learning and instruction in the field of TESOL In doing so it makes a unique contribution to the field of language teacher education By reconceptualizing teacher education teaching and ongoing teacher learning as a continuous context bound process of identity work *Language Teacher Identity in TESOL* discusses how teacher identity serves as a framework for classroom practice professional and personal growth Divided into five sections the text explores key themes including narratives and writing multimodal spaces race ethnicity and language teacher emotions and teacher educator researcher practices The 15 chapters offer insight into the experiences of preservice

teachers in service teachers and teacher educators in global TESOL contexts including Canada Japan Korea Norway Sri Lanka Turkey the United Kingdom and the United States This text will be an ideal resource for researchers academics and scholars interested in furthering their knowledge of concepts grounding LTI as well as teachers and teacher educators seeking to implement identity oriented approaches in their own pedagogical practices

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