

Teachers Language And Learning

Donald Freeman, Jack C. Richards



Teachers Language And Learning:

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 *What Teachers Need to Know About Language*

Carolyn Temple Adger, Catherine E. Snow, Donna Christian, 2018-07-10 Rising enrollments of students for whom English is not a first language mean that every teacher whether teaching kindergarten or high school algebra is a language teacher This book explains what teachers need to know about language in order to be more effective in the classroom and it shows how teacher education might help them gain that knowledge It focuses especially on features of academic English and gives examples of the many aspects of teaching and learning to which language is key This second edition reflects the now greatly expanded knowledge base about academic language and classroom discourse and highlights the pivotal role that language plays in learning and schooling The volume will be of interest to teachers teacher educators professional development specialists administrators and all those interested in helping to ensure student success in the classroom and beyond The Power of Our Words Paula Denton, 2013-11-19 Simple changes in a teacher's language can bring about profound changes in students and classrooms By paying attention to your words and tone of voice you will Increase students engagement with academics Build positive community More effectively manage your classroom That is the message of *The Power of Our Words* a book that has changed the teaching lives of tens of thousands of educators since it was first published in 2007 In this updated second edition you will find practical information to help you Lead students in envisioning themselves achieving success Use questions that encourage deep and creative thinking Listen to students in ways that support their growth Reinforce students efforts and remind or redirect them when they go off track Throughout you will find an increased emphasis on using teacher language to support academic engagement and critical thinking skills as called for in the Common Core State Standards And an updated livelier format makes this second edition even easier to read **Words Matter** Susan Mandel Glazer, 2013-12-05 *Words Matter* Teacher Language and Student Learning enables teachers to observe their actions and ask Do I know how children perceive my behaviors It also helps them to understand reasons for children's responses to their words and actions Teachers behaviors are categorized in vignettes and readers determine where they fit and what changes ought to be made for their teaching practices to be more effective Language Learning Strategies Rebecca L.

Oxford, 1990 Based on current research this text provides ESL EFL and foreign language teachers with practical recommendations for developing their students a second language learning strategies Detailed suggestions for strategy use in each of the four language skills are included as well as case studies and models for setting up similar programs

Teachers and Research Myna Matlin, 1989 This book provides information culled from classroom research including some from teacher researchers for those engaged in creating educational settings that support children s development of language and literacy The book contains the following chapters 1 Observing Carlos One Day of Language Use in School Mary M Kitagawa 2 What Teachers and Children Do in a Language Rich Classroom Nancy G Platt 3 Comments from a Teacher Researcher Vera E Milz 4 Involving Teachers in Classroom Research Marie M Clay 5 Observing Readers and Writers A Teacher and a Researcher Learn Together Myna L Matlin and Robert C Wortman 6 A Teacher s Experience with Change Vida Louise Welsh 7 Teacher as Learner Implications for Staff Development Angela M Jaggard 8 Integrating the Curriculum for Teacher Preparation Charlotte S Huck 9 Teacher Research and Decision Making An Administrator s View Donald S Monroe 10 Using Research to Create a Supportive Literacy Climate Gay Su Pinnell 11 Teacher Support Groups Why and How Dorothy J Watson and Margaret T Stevenson and 12 Language Development Issues Insights and Implementation Kenneth S Goodman A 25 page suggested reading list Whole Language Theory Practice and Assessment Angela M Jaggard and Kathy T Harwood is appended MS

Brave New Digital Classroom Robert J. Blake, Gabriel Guillén, 2020-02-20 Robert Blake now with Gabriel Guill n updates his successful book 1st ed 2008 2nd ed 2013 on how to teach foreign languages using technology Brave New Digital Classroom touches on all of the key concepts and challenges of teaching with technology focusing on issues specific to FLL or L2 learning and CALL Originally referred to as computer assisted language learning CALL has come to encompass any kind of learning that uses digital tools for language learning This edition reframes the conversation to account for how technology has been integrated into our lives Blake and Guill n address the ways technology can help with L2 how to choose the right digital tools how to use those tools effectively and how technology can impact literacy and identity The book is primed for use in graduate courses terminology is in bold and a comprehensive glossary is included each chapter finishes with a short list of references for further reading on the topic and discussion questions The authors provide short interview videos free via GUP website to enhance discussions on each chapter s topic

Teacher Language Awareness Stephen Andrews, 2007-08-09 Teacher Language Awareness TLA is an area of increasing interest to those involved in language teacher education This book provides an introduction to the nature of TLA assesses its impact upon teaching and its potential impact on learning The book focuses specifically on grammar It aims to encourage teachers and others involved in language education to think more deeply about the importance of TLA ad to adopt a more principled approach to the planning of those parts of their programmes associated with it

Transformative Language Learning and Teaching Betty Lou Leaver, Dan E. Davidson, Christine Campbell, 2021-01-21 A seminal work in the field this book shows how transformative

education can be applied to world language programs

Becoming a Language Teacher Elaine Kolker Horwitz, 2013
Becoming a Language Teacher by respected author and experienced language teacher Elaine K Horwitz gives pre and in service teachers the skills they need to meet the needs of all language learners in today's diverse classrooms while encouraging them to develop a personal approach to language teaching Using a warm supportive tone the author clearly explains the fundamental concepts of second language acquisition and language teaching A much needed resource at a time when it is critical for all mainstream teachers to focus on language this guide describes how to develop language for academic needs as well as for communication purpose and addresses the latest trends in language teaching

The Age Factor and Early Language Learning Marianne Nikolov, 2009 Offers readers chapters on the age factor in different educational contexts across three continents The book documents the development in research methods into early language learning and teaching It includes papers that discuss curriculum and assessment individual differences innovation in teacher education and the role of target language

The Foreign Language Educator in Society Timothy G. Reagan, Terry A. Osborn, 2001-12 Introduces teachers future teachers of foreign langs to what they need to know understand about lang lang attitudes lang practices lang rights lang policy and related issues Brings together foreign lang ed and critical pedagogy Designed for

Language Learning Andrew D. Cohen, 1990

Teachers, Language, and Learning John Hickman, Keith Kimberley, 1988 Looks closely at language's permeation of the school curriculum in all subjects by focusing on the activities over a six year period of a secondary school's Language and Learning Committee

What English Language Teachers Need to Know Volume I Denise E. Murray, MaryAnn Christison, 2019-02-01 Designed for pre service teachers and teachers new to the field of ELT What English Teachers Need to Know Volumes I II and III are companion textbooks organized around the key question What do teachers need to know and be able to do in order for their students to learn English In the Second Edition of Volume I Murray and Christison return to this essential question and call attention to emerging trends and challenges affecting the contemporary classroom Addressing new skills and strategies that EFL teachers require to meet the needs of their shifting student populations who are impacted by changing demographics digital environments and globalization this book which is grounded in current research offers a strong emphasis on practical applications for classroom teaching This updated and expanded Second Edition features a new chapter on technology in TESOL new and updated classroom examples throughout discussions of how teachers can prepare for contemporary challenges such as population mobility and globalization The comprehensive texts work for teachers across different contexts where English is the dominant language an official language or a foreign language for different levels elementary primary secondary university or adult education and for different learning purposes general English workplace English English for academic purposes or English for specific purposes

Learning Language Through Literature /Peter Falvey, Peter Kennedy, 1997-05-01 This useful sourcebook contains 12 chapters written by experienced classroom practitioners in Hong Kong One theme appears constantly in these

chapters that in the English language classroom whether at primary secondary or tertiary levels high interest and positive motivation occur through active learning when literary texts literary techniques and literariness are featured In this book full coverage is given to the use of poetry prose and drama in language learning and teaching at all three levels of the education system The tasks and activities described here have been shown to work with all bands of students This book is ideally suited both for practising teachers and participants in teacher education programmes in Hong Kong and the rest of S E Asia It will be particularly useful for primary and secondary teachers of English wishing to incorporate appropriate and relevant teaching activities so as to meet the goals of the new Target Oriented English Language Curriculum

Teaching English Language Learners K-12 Jerry Jesness,2004-02-13 The author examines the immense demands faced by ELL educators and offers specific strategies to address these special challenges

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

Language and Learning Marie Emmitt, John Pollock,1997 This revised and updated edition of *Language and Learning* offers teachers and those interested in the topic an explicit articulate explanation of how language can be understood The insights that teachers gain into the way they use language themselves will have significant implications for classroom teaching practices This idea is central to the book's approach In a practical and readable way *Language and Learning* emphasises a range of different aspects of language including the role of language in structuring meaning the different purposes and uses of language differences between spoken and written forms of language the history of the English language language learning capacities of children and the learning of second languages This new edition emphasises how language is socially constructed how social structures are embedded in language and the importance of the social and cultural context in shaping an individual's language Clearly in multicultural Australia it is essential that teachers recognise and respect the differences arising from our diverse society *Language and Learning* familiarises readers with the technical vocabulary that is required to engage in meaningful discussion about language and learning The relevant theoretical knowledge about phonology morphology linguistics grammar and syntax discourse analysis and the stages of language learning is placed

within the context of the classroom and teaching practices Featuring activities and discussion questions extensive references and further reading and highlighting key concepts this book remains essential reading for teachers in training and practising teachers

English Language Learners and the New Standards Margaret Heritage, Aída Walqui, Robert Linqanti, 2015

In *English Language Learners and the New Standards* three leading scholars present a clear vision and practical suggestions for helping teachers engage ELL students in simultaneously learning subject area content analytical practices and language This process requires three important shifts in our perspective on language and language learning from an individual activity to a socially engaged activity from a linear process aimed at correctness and fluency to a developmental process focused on comprehension and communication and from a separate area of instruction to an approach that embeds language development in subject area activities

In *English Language Learners and the New Standards* the authors Clarify the skills and knowledge teachers need to integrate content knowledge and language development Show how teachers can integrate formative assessment in ongoing teaching and learning Discuss key leverage points and stress points in using interim and summative assessments with ELLs Provide classroom vignettes illustrating key practices Finally the authors explain the theories and research that underlie their vision and examine the role of policy in shaping pedagogy and assessment for ELL students

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