



Teacher Learning In Language Teaching

Karen E. Johnson

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 if 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.

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.

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 ***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 ***Challenge and Change in Language Teaching*** Jane Willis,Dave Willis,1996 A study of developments in English language teaching ***Teacher Learning in Language Teaching*** ,1996

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 ***English***

Language Teaching and Teacher Education in East Asia Amy Bik May Tsui,2020-11-05 This book uncovers the challenges posed by globalization to Asian jurisdictions in English language teaching and teacher education ***Developing Language Teachers with Exploratory Practice*** Kenan Dikilitaş,Judith Hanks,2018-06-26 This edited collection explores the use of Exploratory Practice EP by language teachers in classrooms Written by practitioners the chapters showcase unique examples of each principle of EP with topics ranging from mentoring practitioner researchers to teaching and learning in EAP and investigating curriculum development in language teaching programs The book provides example EP studies and gives voice to practitioners experiences of the challenges they experienced as well as the benefits Examples include tackling intercultural communication in linguistically and culturally diverse classrooms pedagogy and curriculum design in language teaching explorations of continuing professional development in language education In doing so it offers tools that can be transferred to other classroom contexts and used to aid teacher development The concluding chapter highlights critical aspects of Exploratory Practice which emerge in the studies and examines how practitioners advanced their understandings This book will appeal to those working in Applied Linguistics TESOL research as well as language teachers and teacher educators ***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 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 assosiated with it **Pedagogical Realities of Implementing Task-Based Language Teaching** Rosemary Erlam,Constanza Tolosa,2022-02-09 This book documents how teachers working in school foreign language learning contexts and teaching beginner learners of languages other than English learn about and use tasks It first presents a pedagogically researched account of how teachers learn about design and evaluate tasks after being introduced to TBLT during an in service programme The authors then go into classrooms to explore ways in which teachers continue to use tasks as part of their regular ongoing classroom language programmes following their in service education The book documents how the teachers use tasks to open up opportunities for language learning for students and investigates how teachers understand and position tasks and TBLT as relevant and of value to their teaching contexts The challenges that teachers face in incorporating TBLT into their practice are also explored The book suggests how the use of the task as a pedagogic tool may contribute to ongoing understanding about TBLT

The Language Teaching Matrix Jack C. Richards,1990-02-23 For use in courses on language teaching methodology and teacher preparation this book also serves as an invaluable source for courses in language curriculum development materials development and teaching practice The author views effective language teaching as a network of interactions involving the curriculum methodology the teacher the learner and instructional materials hence the metaphor of a matrix Each chapter discusses and examines the theoretical and practical dimensions of a central issue in language teaching Among the topics covered are curriculum development designing instructional materials teaching listening speaking reading and writing the nature of effective teaching self monitoring in teacher development and language and content Richards presents key issues in an accessible and highly readable style and shows how teachers and

teachers in training can be involved in the investigation of classroom teaching and learning The emphasis is not on prescriptions but rather on developing effective teaching through understanding the various factors that interact in second language learning and in the second language classroom

Insights into Professional Development in Language

Teaching Thomas S.C. Farrell,2022-03-03 A language teacher s work is never really done From entering a teacher education program for initial qualifications onwards language teachers must always be on the lookout for new approaches methods and insights into their teaching and development This need for ongoing professional development is not a reflection of any inadequate initial teacher education or training deficits but rather a reflection that the knowledge base of language teaching is constantly expanding and the world changing e g we are in the midst of the COVID 19 pandemic that has pushed us all to quickly pivot to online platforms for teaching and development and we must try to keep up with our own development Insights into Professional Development in Language Teaching is about how we can continue with our professional development as language teachers and examines a variety of approaches individual and collaborative to professional development for language teachers The book is intended as a practical introduction for language teachers and guide for administrators and other stakeholders who wish to implement a coherent and strategic approach to language teacher development

Beyond Methods B. Kumaravadivelu,2003-01-01 Publisher s description In this original book B Kumaravadivelu presents a macrostrategic framework designed to help both beginning and experienced teachers develop a systematic coherent and personal theory of practice His book provides the tools a teacher needs in order to self observe self analyze and self evaluate his or her own teaching acts The framework consists of ten macrostrategies based on current theoretical empirical and experiential knowledge of second language and foreign language teaching These strategies enable teachers to evaluate classroom practices and to generate techniques and activities for realizing teaching goals With checklists surveys projects and reflective tasks to encourage critical thinking the book is both practical and accessible

Teachers and future teachers researchers and teacher educators will find the volume indispensable

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

Understanding Language Teaching

Karen E. Johnson,1999 Drawing from seminal foundational texts and from critical commentaries made by various scholars the author examines the profession s transition from method to postmethod and in the process elucidates the relationship between theory research and practice This book is intended for

teacher educators practicing teachers and graduate students **Teacher Development for Content-Based Language Education** Susan Ballinger,Ruth Fielding,Diane J. Tedick,2024-09-10 This book fills a large gap in our understanding of how to prepare teachers for the challenging but increasingly popular task of integrating content and language instruction It brings together findings on content based teacher education from Africa Asia Australia Europe and North America in order to inform researchers and teacher educators and enable them to play a critical role in the continued success of such programs It offers a solid grounding in theories and applications of content based approaches with empirical studies investigating teacher identity materials design use of cognitive discourse functions and best practices for teacher education Responding to the growing popularity of content based programs and the shortage of qualified teachers for these contexts this book promotes teacher researcher collaboration and provides support for trainee teachers in service teachers and course leaders

Teacher Development in Action M. Kubanyiova,2012-01-12 Bringing together multiple sources of data and combining existing theories across language teacher cognition teacher education second language motivation and psychology this empirically grounded analysis of teacher development in action offers new insights into the complex and dynamic nature of language teachers conceptual change

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