

Crossing Cultures In The Language Classroom

The Dynamics of the Language Classroom Focus on the Language Classroom Process and Experience in the Language Classroom Understanding the Language Classroom Drama in the Language Classroom Voices from the Language Classroom Understanding Language Classroom Contexts Team Teaching and Team Learning in the Language Classroom English as a Lingua Franca in the Language Classroom New case studies of openness in and beyond the language classroom Interactive Language Teaching Critical Reflection and the Foreign Language Classroom Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom Silence in the Second Language Classroom Error Correction in the Foreign Language Classroom Research in the Language Classroom Second Language Classroom Research The Foreign Language Classroom Action Research in the World Language Classroom Approaches and Methods in Language Teaching Ian Tudor Dick Allwright Michael Legutke S. Gieve Carmela Romano Gillette Kathleen M. Bailey Martin Wedell Akira Tajino Éva Illés Anna Comas-Quinn Wilga M. Rivers Terry Osborn Anna Mystkowska-Wiertelak J. King Mirosław Pawlak Christopher Brumfit Jacquelyn Schachter Margaret A Haggstrom Mary Lynn Redmond Jack C. Richards

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Error Correction in the Foreign Language Classroom Research in the Language Classroom Second

Language Classroom Research The Foreign Language Classroom Action Research in the World

Language Classroom Approaches and Methods in Language Teaching *Ian Tudor Dick Allwright*

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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

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 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

drama in the language classroom weaves together cutting edge research and practices from the fields of theater and tesol after providing an overview of how drama can be used in the language classroom carmela romano gillette a tesol expert and deric menish an expert in actor training present a collection of resources teachers need to begin using drama including practical classroom tested and evidence based techniques they show how theater performance and improvisation can help students build confidence develop a deeper context for speaking and create authentic opportunities for language use in addition they outline the para and extra linguistic techniques that can improve expression and meaningful communication each section includes sample activities such as script analysis for improving fluency and assessment suggestions readers do not need to have experience with performance or drama to learn how to incorporate these practices into the esl classroom

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

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 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 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

a follow up to the successful 2013 publication about open and language teaching this book celebrates the many ways in which language teachers and learners around the globe are embracing the concept of openness in and beyond the language classroom divided into three sections creating and using open working in open spaces and openness and teacher development these short practical case studies provide first hand information on how openness can facilitate language teaching and learning the editors hope it will inspire teachers to explore open tools practices and teacher development as part of their language teaching practice

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

this book introduces pre service and in service foreign language teachers to the basic concepts of critical educational study as applied to the sociological position occupied by foreign language education in the united states although contemporary foreign language teachers typically know about second language acquisition and instructional methodology they are not prepared to understand issues of power in relation to for example language variety language status and education the author addresses issues such

as the supposed failure of foreign language education the educational filter role played by language classes the concept of foreignness as seen in national standards language curricula and textbooks and the implications of these issues in terms of power relationships and cultural mediation both in and out of the classroom the reader is encouraged to analyze the forms of cultural struggle which can be found within the foreign language classrooms of the united states including the likely impact those struggles have on members of the dominant and subordinate cultures teachers are led through the development of skills in critical reflection and pedagogical application geared to social justice

the book addresses one of the key controversies in teaching foreign language grammar which is the utility of production oriented instruction as exemplified in the ppp sequence and comprehension based teaching as implemented in interpretation tasks and processing instruction it provides a thorough overview of issues related to learning and teaching grammar with a particular focus on input oriented approaches and reports the findings of four studies which sought to compare their effects with instruction based on different forms of output practice the findings serve as a basis for guidelines on how the two options can be successfully combined in the classroom

why are second language learners in japan s universities so silent this book investigates the perplexing but intriguing phenomenon of classroom silence and draws on ideas from psychology sociolinguistics and anthropology to offer a unique insight into the reasons why some learners are either unable or unwilling to speak in a foreign language

the book aims to dispel some of the myths surrounding the place of oral and written error correction in language education by providing an exhaustive and up to date account of issues involved in this area taking the stance that the provision of corrective feedback constitutes an integral part of form focused instruction this account places an equal emphasis on the relevant theoretical claims the most recent research findings and everyday pedagogical concerns particularly as they apply to the teaching of

additional languages in the foreign language setting the book will be of relevance and significance not only to specialists in the field of second language acquisition but also to graduate and doctoral students carrying out research in the area of form focused instruction and error correction many parts of the volume will also be of considerable interest and utility to teachers of foreign languages at different educational levels

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

in an attempt to fill the gap left by the many published studies on classroom second language research this book explores a variety of human social and political issues involved in the carrying out of such studies many journals are chock full of the results of classroom research with evidence to support one claim or another about the efficacy of one teaching method or another many textbooks are replete with statistical procedures to be used and with experimental designs to fit varying situations too often overlooked in these treatments are the human social and political issues involved in carrying out research in classrooms that are not one's own what are the problems going to be when one attempts work such as this what does one do on discovering that an administrator's agenda is different than one had thought what does one do when a teacher resents intrusions into her classroom this book offers a view on those kinds of issues as presented and managed by successful classroom researchers themselves the authors present their own experiences including on occasion their trials and tribulations and how they dealt with them they lay themselves open to criticism in doing so but they make their contributions much the richer as well the classroom contexts extend to different countries and range from elementary schools to universities some of the issues presented are the necessarily collaborative nature of the research the question of meshing pedagogically sound and experimentally acceptable practices the often strong possibility that political and social decisions will interrupt the research the perennial question of

reporting out the results and the training of graduate student researchers

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

the current thrust in the field of education is to improve teachers understanding of how research on best practices can improve student learning the field of world language education introduces a double perhaps a triple bind teachers must be able to design and deliver instruction that aligns with national expectations for developing students language and intercultural abilities for success in the global workplace yet in schools across america all k 12 students do not have the opportunity to study languages even though research supports their astonishing facility for acquisition schools and teachers without resources including time to investigate and implement evidence based best practices are ultimately held accountable for student performance if world language teachers are to advocate for languages they must use their expertise and share evidence of their students progress the american council on the teaching of foreign languages actfl recently began development of a national research priorities agenda for grades prek 16 action research which is classroom centered and inquiry based can contribute to our profession s efforts as it helps us to increase awareness of the critical need for language study in grades prek 16 world language teachers can become teacher researchers in their own classrooms gathering deeply meaningful insights into their students progress that they can share with others teacher researchers investigate innovative approaches in response to their questions about teaching and learning which are rooted in daily experience they engage their students in fresh learning activities and student feedback helps them to make better decisions about instructional and assessment

strategies results can be shared with stakeholders including parents administrators school board members and guidance counselors as evidence of what all kinds of students can do in languages at a time in our history when we are striving to prepare teachers for 21st century schools that prioritize global competence action research in the world language classroom is a timely resource for the profession it describes a natural engaging motivating way to contribute particularly for preservice teachers who are shaping their views and understanding about world language instruction and the connections between research and best practices the book includes four studies conducted by preservice teachers during their student teaching internships in north carolina public schools the editor hopes that their work and observations will inspire and assist world language educators at all stages of their careers in addition to the approaches and methods covered in the first edition this edition includes new chapters such as whole language multiple intelligences neurolinguistic programming competency based language teaching co operative language learning content based instruction task based language teaching and the post methods era

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Introduction

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