



TERESA HEDGE

**Teaching and Learning in
the Language Classroom**

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Teaching And Learning In The Language Classroom

Craig Chaudron

Teaching And Learning In The Language Classroom:

Voices from the Language Classroom Kathleen M. Bailey, David Nunan, 1996-02-23 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' online 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

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.

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.

The Dynamics of the Language Classroom Ian Tudor, 2001 **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.

Language Teaching Research and Language Pedagogy Rod Ellis, 2012-03-20 This book examines current research

centered on the second language classroom and the implications of this research for both the teaching and learning of foreign languages It offers illuminating insights into the important relationship between research and teaching and the inherent complexities of the teaching and learning of foreign languages in classroom settings Offers an accessible overview of a range of research on instruction and learning in the L2 classroom Bridges the relationship between research teachers and learners Helps evolve the practice of dedicated current language teachers with research findings that suggest best practices for language teaching

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

Student Engagement in the Language Classroom Phil Hiver,Ali H. Al-Hoorie,Sarah Mercer,2020-12-02 Through a mix of conceptual and empirical chapters this book defines engagement for the field of language learning It serves as an authoritative guide for anyone wishing to understand the unique insights engagement can give into language learning and teaching or anyone conducting their own research on engagement within and beyond the classroom

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

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.

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.

Second Language Classrooms Craig Chaudron, 1993. *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.

Code Choice in the Language Classroom Glenn S. Levine, 2011. Code Choice in the Language Classroom argues that the foreign language classroom is and should be regarded as a multilingual community of practice rather than as a perpetually deficient imitator of an exclusive second language environment. From a sociocultural and ecological perspective, Levine guides the reader through a theoretical, empirical and pedagogical treatment of the important roles of the first language and of code switching practices in the language classroom. Intended for SLA researchers, language teachers, language program directors and graduate students of foreign languages and literatures, the book develops a framework for thinking about all aspects of code choice in the language classroom and offers concrete proposals for designing and carrying out instruction in a multilingual classroom community of practice. An extremely timely book on one of the most vexing issues in foreign language teaching: how much codeswitching is acceptable or even desirable in the 21st century L2 classroom. Through a sound theoretical framework and concrete pedagogical examples, Glenn Levine develops an exciting, innovative multilingual approach to curriculum design, teaching and articulation that engages the students in the co-construction of code choice conventions. Claire Kramsch, University of California at Berkeley, USA. *Bridging Teaching, Learning and Assessment in the English Language Classroom* Tijen Akşit, Hande İşil 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

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

A Systems Approach to Language Pedagogy Akira Tajino,2019-04-05 This volume represents the first attempt in the field of language pedagogy to apply a systems approach to issues in English language education In the literature of language education or more specifically

second or foreign language learning and teaching each topic or issue has often been dealt with independently and been treated as an isolated item Taking grammar instruction as an example grammatical items are often taught in a sequential step by step manner there has been no road map in which the interrelations between the various items are demonstrated This may be one factor that makes it more difficult for students to learn the language organically The topics covered in this volume including language acquisition pedagogical grammar and teacher collaboration are viewed from a holistic perspective In other words language pedagogy is approached as a dynamic system of interrelations In this way emergent properties are expected to manifest This book is recommended for anyone involved in language pedagogy including researchers teachers and teacher trainers as well as learners

Your World Language Classroom Rachelle Dene Poth,2021-09-30 Perfect for K 12 world language teachers this book provides clear fun and practical guidance on how to help students master language in the classroom using technology tools Regardless of your level of technological proficiency as a teacher this book will show you how to provide effective learning to students in in person online and hybrid environments and help you become more comfortable at using digital tools With teacher vignettes sprinkled throughout chapters are filled with ideas that will help you foster an inclusive positive and student centered classroom environment that supports students communication skills and social and emotional needs Poth s easy to use methods and strategies will help you create authentic purposeful learning experiences that will prepare students to be risk takers in a new language in and beyond the classroom

Teaching-and-learning Language-and-culture Michael Byram,Carol Morgan,1994 Increasingly cultural learning is seen as an integral part of foreign language learning This book offers a practical introduction to the issues by providing

descriptions of classroom practice of curriculum innovation and of experimental courses *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

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