

Teaching And Learning In The Language Classroom

Martin Wedell, Angi Malderez

Teaching And Learning In The Language Classroom:

The Dynamics of the Language Classroom Ian Tudor, 2001 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 **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 Research in the Language Classroom Christopher Brumfit, Rosamond Mitchell, 1990 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 **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 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 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 teacing Beyond the deficit model co constructing team teaching to address learner goals and needs Interdisciplinary collaboration to promote 12 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 Teaching Without Textbooks Edward John Wade, 1992 Guide for teachers of English as a foreign language giving a range of methods to arouse and maintain student concentration and heighten motivation Techniques used include the use of physical exercise such as yoga to raise students energy levels as well as music and games 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 **Second Language** Classrooms Craig Chaudron, 1993

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