

Crossing Cultures In The Language Classroom

Focus on the Language Classroom The Dynamics of the Language Classroom Process and Experience in the Language Classroom Understanding Language Classroom Contexts Understanding the Language Classroom Language Learning Beyond the Classroom The Language Classroom The Internet and the Language Classroom Using Computers in the Language Classroom The Language Classroom Research in the Language Classroom Adult Learning in the Language Classroom Student Engagement in the Language Classroom Assessment in the Language Classroom Observation in the Language Classroom Dialogue in the Language Classroom The Experience of Language Teaching Critical Reflection and the Foreign Language Classroom Observation in the Language Classroom Literature in the Language Classroom Dick Allwright Ian Tudor Michael Legutke Martin Wedell S. Gieve David Nunan William F. Bottiglia Gavin Dudeney Christopher Jones William F. Bottiglia Christopher J. Brumfit Stacey Margarita Johnson Phil Hiver Liying Cheng Dick Allwright Roehl Sybing Rose M. Senior Terry A. Osborn Dick Allwright Joanne Collie

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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

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

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

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

covers finding and classifying resources guidance on using the internet as a classroom tool and resource practical activities to use with students creating simple web pages and how to set up and run global email and cultural exchanges

this book explores connections between the fields of foreign second language teaching and adult learning this interdisciplinary approach serves as a framework in order to understand the teaching methods that promote the deeper more critical sort of language learning advocated by scholars and professional organizations b understand how adult students learn and transform through language study and c reinforce the immense value of beginning language courses johnson studies a classroom of adult language learners for one semester exploring issues of motivation and perceived value for these short term learners as well as touching on issues around intercultural communication teaching and learning the book will be of interest to adult language teachers as well as researchers studying adult education and second language learning

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

this book makes a unique contribution to classroom assessment literature linking teacher friendly examples to scholarly work and current research in the field and providing comprehensive hands on information on core concepts in accessible terms examples of real activities and questions for reflection and discussion aim to enrich understanding

this book provides an account of classroom observation in a historical and educational perspective drawing on extracts from classic studies in this field dick allwright reviews the development of research and experiment since the 1970 s the book thus not only provides a background to recent research but also identifies areas for future development stress is laid on the link to be made between practice and research and it is argued that policy making either at classroom or institutional level is heavily dependent on descriptive accounts of classroom reality

by providing a contemporary understanding of theories on classroom dialogue through a sociocultural lens sybing offers innovative ways to observe and foster more engaged interaction between teacher and student particularly in language learning contexts how teachers interact with students has a profound impact on learning outcomes and learner development yet remains a topic that requires more attention in language education as research and practice in all education domains shift toward more dialogic approaches to the co construction of knowledge language education can also benefit from a more comprehensive approach to classroom dialogue that is relevant to interaction with language learners this book provides a foundational understanding of theories of classroom dialogue relevant to language classroom contexts which will guide an analysis of teacher student interactions taken from observations of a language classroom in order to propose a framework for language classroom dialogue for theory and practice researchers and practitioners in language education will benefit from a comprehensive overview of discussion of and contemporary research in classroom interaction sociocultural theory and intercultural communication this book offers useful guidance to scholars where such discussions are especially useful for addressing issues of native speakerism and language ownership

the experience of language teaching provides a detailed picture of teaching and learning in communicative classrooms

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

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a variety of imaginative techniques for integrating literature work with language learning

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