

Cambridge Language Teaching Library A Series Covering

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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

language learning and library learning in a university setting are closely related endeavors that intersect at various times and locations and with various teachers and learners this book is an examination of how these intersections are experienced by language learners its aim is to explore the two types of learning to help sustain and develop the learning in both areas the intersection of library learning and second language learning theory and practice is aimed at practitioners both librarians and language instructors and describes everyday scenarios which will resonate with academic librarians and language instructors it presents practical experiences and accompanies them with a consideration of the literature of both librarianship and language education it reviews and evaluates professional practices employed by working librarians and language instructors in their dealings with international students considerations of the intersections between language learning and library learning are placed within a theoretical framework of learner autonomy this framework offers librarians and language instructors methods and practices that enable students to take control of their learning in the areas of both language learning and library learning a concluding chapter offers ways to connect the framework of learner autonomy to settings outside that of a university context

this book engages with current issues in developing materials for language teaching

the text is meant for teachers teacher trainers and trainee teachers of efl esl worldwide

this sequel to materials development in language teaching suggests that the informed and reflective practitioner is the ideal agent for mediating between the practice and theory of language teaching the contributors are teachers materials developers applied linguists teacher trainers and publishers sharing four things in common experience as teachers of a second or foreign language contribution to the development of second language materials knowledge of developments in linguistic and psycholinguistic theory and respect for the teacher as the person with the power to decide what actually happens in the classroom the text is a course book for materials development courses a resource book for teachers working on materials development a follow up book for workshops on the subject and a stimulus book for in service practitioners

through the words of more than 100 practising language teachers the experience of language teaching provides a detailed picture of teaching and learning in communicative classrooms using a teacher generated framework it covers a range of aspects of classroom life how teachers create environments suitable for language practice how they get students on side how they manage tricky students how they enhance the learning experience how they develop and maintain a spirit of community the book demonstrates how paying attention to both the learning and social needs of their class groups enables language teachers to behave in flexible ways that promote learning this book will be of interest to

teachers teacher educators researchers and to anyone interested in finding out what it is like to be a language teacher at the present time the experience of language teaching was winner of the ben warren international trust house prize in 2005

this is an important collection of papers by a distinguished personality in the field topics covered include second language acquisition syllabus design methodology and methods listening speaking vocabulary and grammar issues in applied linguistics are summarised and presented with clarity and their practical implications explored thus making the vital connection between theory and practice in language teaching language teachers and students of applied linguistics will find this collection contains a wide range of recent work in linguistics presented in a lucid and highly accessible form

this book will develop readers understanding of children are being taught a foreign language

what choices do language teachers have in making materials and procedures more effective in the classroom what role does mental imagery play in these choices in this original book earl stevick shows how an understanding of imagery can aid teachers in identifying and evaluating man of the alternatives available for their day to day work in the classroom using samples from current language textbooks at all levels he shows how combinations from thirty three different options can generate both the needed techniques and their variants this book can thus be seen as a convincing development of the theme in his earlier volume teaching and learning languages that language teaching should be a matter of informed choice

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