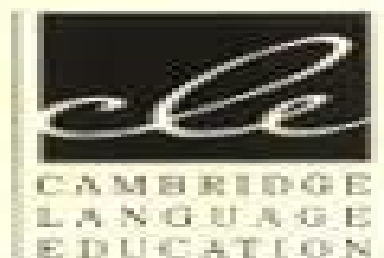


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THE SELF-DIRECTED TEACHER

Managing the learning process



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Self Directed Teacher Managing The Learning Process

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Self Directed Teacher Managing The Learning Process:

The Self-Directed Teacher David Nunan, Clarice Lamb, 1996-01-26 Advances in second language teaching methodology including new emphases on communicative language teaching and learner centeredness have significantly changed the roles teachers play in the classroom making ever greater demands upon their classroom management skills For Nunan and Lamb management refers to the planning and creation of a positive pedagogical environment which facilitates learning They focus on the kinds of professional decisions teachers must make to ensure that learning takes place effectively The ultimate aim of the book is to help teachers and teachers in preparation become self directed by providing them with the knowledge and skills needed to take effective control of the teaching and learning processes in their classrooms The Self directed Teacher prepares teachers to make independent decisions in key areas such as lesson planning teacher talk group work error correction resource management and evaluation The text uses a task based approach and the material presented is well supported by theory and research

The Self-directed Teacher David Nunan, Clarice Lamb, 1966

The Dance of Learning Jeannette Regan, 2009 What is the spark that lights the fire of learning between learner and teacher This study uses action research and action learning to deepen the author s understanding and praxis

Language Teacher Supervision Kathleen M. Bailey, 2006-08-14 Language Teacher Supervision illuminates an under explored area of the language teaching profession

Handbook of Foreign Language Communication and Learning Karlfried Knapp, Barbara Seidlhofer, 2009-12-15 This volume focuses on how far the policies principles and practices of foreign language teaching and learning are or can be informed by theoretical considerations and empirical findings from the linguistic disciplines Part I deals with the nature of foreign language learning in general while Part II explores issues arising from linguistic socio political cultural and cognitive perspectives Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it Key features provides a state of the art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language related problems with contributions from renowned experts

Language Play, Language Learning Guy Cook, 2000-02-03 This book has two related purposes The first is to demonstrate the extent and importance of language play in human life the second is to draw out the implications for applied linguistics and language teaching Language play should not be thought of as a trivial or peripheral activity but as central to human thought and culture to learning creativity and intellectual enquiry It fulfils a major function of language underpinning the human capacity to adapt as individuals as societies and as a species

Extensive Reading in the Second Language Classroom Richard R. Day, Julian Bamford, 1998-01-13 This comprehensive examination of extensive reading shows how reading large quantities of books and other materials can provide students with essential

practice in learning to read and help them develop a positive attitude towards reading which is sometimes missed in second language classes The authors first examine the cognitive and affective nature of reading and then offer a wealth of practical advice for implementing extensive reading with second language learners Suggestions are provided for integrating extensive reading into the curriculum establishing a library selecting reading materials and keeping records for purposes of evaluation The text also describes a wide variety of classroom activities to supplement individualized silent reading The information will be useful both for pre service teachers and for teachers and administrators who want to improve the teaching of reading in their second language programs

Classroom-Based Evaluation in Second Language Education Fred Genesee, John A. Upshur, 1996-08-13 Classroom based Evaluation in Second Language Education has been written to help foreign and second language educators in planning and carrying out effective and comprehensive evaluations in their classrooms The book emphasizes the value of classroom based assessment as a tool for improving both teaching and learning The presentation is non technical and does not require a specialized background in psychometrics statistics or research The suggested assessment procedures are useful for a broad range of proficiency levels teaching situations and instructional approaches Preview questions and follow up activities assist the reader in applying the material discussed in each chapter

Using Corpora in the Language Classroom Randi Reppen, 2010-03-22 Explains and illustrates how teachers can use corpora to create classroom materials and activities to address specific class needs Using Corpora in the Language Classroom shows teachers how to use corpora and corpus tools to expand student learning Together with its companion website this teacher friendly book demystifies corpus linguistics with clear explanations instructions and examples It provides the essential knowledge tools and skills teachers need to enable students to discover how language is really used Clear and concise this volume provides An overview of corpus linguistics Clear explanations of terminology Tasks and activities that invite readers to interact with the material Principled instructions for creating classroom materials and activities including how to create corpora to address specific class needs

Engaging Dissonance Amy Lee, Rhiannon D. Williams, 2017-03-10 This volume explores the internationalization of higher education in the context of global citizenry and intercultural competencies It focuses on presenting dissonance as a means to facilitating students openness to complexity and development of intercultural skills or their experiences in the classroom

Functional English Grammar Graham Lock, 1995-11-24 This text explores ways in which English grammar enables speakers and writers to represent the world to interact with one another and to create coherent messages The hardback edition provides second language teachers with a functional description of English grammar in which grammar is viewed not as a set of rules but as a communicative resource It explores ways in which English grammar enables speakers and writers to represent their experience of the world to interact with one another and to create coherent messages Each chapter includes a focus on areas of difficulty for second language learners numerous authentic examples tasks that allow the reader to apply the concepts introduced and discussion questions A final chapter covers issues

in the learning and teaching of grammar and reviews methodological options for the second or foreign language classroom Assuming no previous study of linguistics or English grammar Functional English Grammar is suitable for self study or as a textbook in teacher education programs *Cultural Mediation in Language Learning and Teaching* Geneviève Zarate, Council of Europe, European Centre for Modern Languages, 2004-01-01 Reflection, Change, and Reconstruction in the Context of Educational Reform and Innovation in China Yuhong Jiang, 2013-01-16 This book delivers a state of the art survey of the issues and approaches in contemporary English as a foreign language EFL teacher education It examines the professional development of the teachers who taught English as a foreign language and engaged in a teacher preparation programme of reflective teaching at a university in China Situated in the context of the reforms of English language teaching and teacher education this book focuses on the theme of how if at all reflective teaching contributes to Chinese university EFL teachers development in thinking about English language teaching and in their own classroom practice To date the study of English as a foreign language teacher education and professional development mainly focused on the teaching skills and pedagogical knowledge of teachers However this book approaches English language teacher education from a different perspective through an empirical exploration of the teachers professional development in their thinking beliefs values understandings of teaching awareness of students and their classroom practice while engaged with reflective teaching practice at the group level and the individual level respectively Adopting an interpretivist and constructivist epistemological paradigm and drawing on key aspects of reflective teaching theory the book investigates how the novice developing and experienced teachers differed in their views about reflective practice how the teachers thinking about English language teaching transformed how the teachers performance in EFL classroom practice developed and how the teachers dealt with the changes during the period of the teacher education programme In addition the book provides examples of research into the ways that individuals integrate multiple levels of reflection accommodate different types of reflection and make them interact with each other mutually and inseparably by using a more comprehensive and multidimensional reflective teaching model Thus the book helps to better understand teachers trajectory of professional growth and is a new and unique resource for exploring effective ways of language teacher education for teachers teacher educators and educational researchers alike

A Practicum in TESOL Graham Crookes, 2003-07-14 A Practicum in TESOL is a valuable source book for both teacher educators and classroom teachers It ranges widely across key areas of practice from the nitty gritty of lesson planning and classroom management through conceptual areas such as motivation and observation to crucial if more abstract aspects such as teachers beliefs and values It also delves into the moral and political dimensions of teaching Discussion of these areas though well grounded in relevant academic literatures is also supported by extensive quotes from real teachers working on their practice The treatment is sufficiently challenging to interest the experienced teacher while covering matters of basic practice that would be of concern to the beginner Anyone doing a TESOL practicum will want to use this book whether as an

in service teacher or as a teacher longing to further their professional development A Practicum in TESOL can be used individually or in groups Reflective Teaching in Second Language Classrooms Jack C. Richards, Charles Lockhart, 1994-03-25 This text introduces teachers to techniques for exploring their own classroom experiences The paperback edition introduces teachers to techniques for exploring their own classroom experiences Numerous books deal with classroom observation and research but this is the first to offer a carefully structured approach to self observation and self evaluation Richards and Lockhart aim to develop a reflective approach to teaching one in which teachers collect data about their own teaching examine their attitudes beliefs and assumptions and use the information they obtain as a basis for critical reflection on teaching practices The approach is not linked to a particular method but rather can be applied to a variety of methodologies and teaching situations Each chapter includes questions and activities appropriate for group discussion or self study **Vocabulary in Language Teaching** Norbert Schmitt, 2000-03-13 This comprehensive introduction to vocabulary makes research and theory accessible to language teachers *Language Teaching Awareness* Jerry G. Gebhard, Robert Oprandy, 1999-09-28 This book helps language teachers to explore and become more aware of their own teaching beliefs attitudes and practices It provides them with knowledge and guidelines that can empower them to make informed teaching decisions Teacher educators will also find the text a practical book to use in preservice and inservice programs courses and workshops The text discusses and illustrates activities teachers can use to gain awareness of teaching including observation action research keeping journals exploring with a supervisor and connecting their personal and professional lives It then gives examples of teachers who have used such activities to take a careful look at their own teaching practices Tasks throughout the book give teachers experiential knowledge of the activities and ideas that characterize an exploratory approach to teaching awareness which expands upon the usual training and development models of teacher education **Developing Online Language Teaching** Regine Hampel, 2015-03-24 When moving towards teaching online teachers are confronted every day with issues such as online moderation establishing social presence online transitioning learners to online environments giving feedback online This book supports language teaching professionals and researchers who are keen to engage in online teaching and learning Educating Second Language Children Fred Genesee, 1994-03-25 This text brings together the work of 15 elementary education experts who support an integrative approach to educating second language children The paperback edition is a collection of articles from fourteen elementary education experts who espouse an integrative approach to second language education one that goes beyond language teaching methodology to cover a wide range of issues affecting the academic and social success of language minority children The volume deals not only with second language development but with the development of the whole child Rather than focusing on language instruction it addresses the entire curriculum and instead of restricting itself to classroom learning it examines the role of the school family and community Innovation in English Language Teaching David

Hall, Ann Hewings, 2013-10-18 This reader provides both theoretical perspectives and practical tools for analysing and understanding how ELT classroom curricula can be analysed developed and evaluated The commissioned and classic texts place curriculum change in a philosophical framework and also explore the political and institutional considerations A series of case studies are provided to highlight both the role of the teacher in curriculum innovation and various processes of planning and implementation The final section deals with evaluating curriculum and syllabus change

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