



Making Of English Teachers

**Daniel Churchill, Jie Lu, Thomas K.F.
Chiu, Bob Fox**



Making Of English Teachers:

Literary Knowing and the Making of English Teachers Larissa McLean Davies, Brenton Doecke, Philip Mead, Wayne Sawyer, Lyn Yates, 2022-09-29 At a time when knowledge is being re valued as central to curriculum concerns subject English is being called to account Literary Knowing and the Making of English Teachers puts long standing debates about knowledge and knowing in English in dialogue with an investigation of how English teachers are made in the 21st century This book explores for the first time the role of literature in shaping English teachers professional knowledge and identities by examining the impacts in particular of their own school teaching in their making The voices of early career English teachers feature throughout the work in a series of vignettes providing reflective accounts of their professional learning The authors bring a range of disciplinary expertise and standpoints to explore the complexity of knowledge and knowing in English They ask How do English teachers negotiate competing curriculum demands How do they understand literary knowledge in a neoliberal context What is core English knowledge for students and what role should literature play in the contemporary curriculum Drawing on a major longitudinal research project they bring to light what English teachers see as central to their work the ways they connect teaching with their disciplinary training and how their understandings of literary practice are contested and reimaged in the classroom This innovative work is essential reading for scholars and postgraduate students in the fields of teacher education English education literary studies and curriculum studies *The Making of English Teachers* Robert Protherough, Judith Atkinson, 1991 Addresses a range of fundamental questions about what it actually means to be a teacher of English The authors go on to suggest ways in which we might make better English teachers

Multilingualism as Opportunity Marianne Turner, Bill Green, 2025-09-22 This book addresses how language is conceptualised in Australian schooling to deliver a better understanding of how multilingualism can be incorporated into everyday teaching and learning practice and policy By integrating different educational domains namely subject English teaching English to speakers of other languages TESOL Languages as a subject area and the learning of languages across the curriculum the text re frames language s learning for all students including first generation immigrants international students students born in Australia to immigrant parents and students with no exposure to other languages at home It is distinctive in that it brings together scholars from across the L1 and L2 fields Presenting a novel framework that addresses the positioning of both language and opportunity across different domains at school this book offers a multilingual vision for all teachers The Australian setting depicted serves as a rich and distinctive example for similar contexts worldwide This is an invaluable resource for students and academics in disciplines related to language s and education as well as teacher educators school leaders and practitioners **English as a Language of Teaching and Learning for Community Secondary Schools in Tanzania** Elia Shabani Mligo, Mikael Mwashilindi, 2017-08-07 This book examines the challenges posed by English a foreign language as a language of teaching and learning for community secondary schools in Tanzania in

terms of academic performance The book probes the necessity for having two languages of instruction in the Tanzanian educational system While Kiswahili the native language is predominantly understood by the majority of people the discussion in this book indicates that most students in community secondary schools in Tanzania are incompetent in understanding writing listening reading and speaking English a language they use in learning and doing their examinations especially in the early stages of their secondary studies The incompetence in the above mentioned skills is mostly caused by their inability to cope with the abrupt transition in the languages of instruction from their pre primary and primary school study Kiswahili to secondary school study English Moreover most teachers are unable to use the English language as a means to impart knowledge or facilitate learning to their students leading them to code switching and code mixing This book poses a challenge to countries whose students pass through a transition from one language of instruction to another in their educational systems helping them to make appropriate decisions in regard to the appropriate language of teaching and learning

Critical Qualitative Research in Second Language Studies Kathryn A. Davis, 2011-03-01 This volume begins by locating critical inquiry within the epistemological and methodological history of second language study Subsequent chapters portray researcher participant exploration of identity and agency while challenging inequitable policies and practices Research on internationalization Englishization and or transborder migration address language policies and knowledge production at universities in Hong Kong Standard English and Singlish controversies in Singapore media portrayals of the English as an Official Language movement in South Korea transnational advocacy in Japan and Nicaraguan Costa Rican South to South migration Transnational locations of identity and agency are foregrounded in narrative descriptions of Korean heritage language learners a discursive journey from East Timor to Hawaii and a reclaimed life history by a Chinese peasant woman Labor union and GLBT legal work illustrate discourses that can hinder or facilitate agency and change Hawaiian educators advocate for indigenous self determination through revealing the political and social meanings of research California educators describe struggles at the front lines of resistance to policies and practices harmful to marginalized children A Participatory Action Research PAR project portrays how Latina youth in the U S resist wounding inscriptions of the intersecting emotional and physical violence of homes communities and anti immigrant policies and attitudes Promoting agency through drawing on diversity resources is modeled in a bilingual undergraduate PAR project The volume as a whole provides a model for critical research that explores the multifaceted and evolving nature of language identities while placing those traditionally known as participants at the center of agency and advocacy

Autonomous Language Learning with Technology Chun Lai, 2017-06-29 This book looks beyond the classroom and focuses on out of class autonomous use of technology for language learning discussing the theoretical frameworks key findings and critical issues The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change The book will stimulate discussions on how to support language learners to construct quality autonomous technology

mediated out of class learning experience outside the classroom and raise greater awareness of and research interest in this field Out of class learning constitutes an important context for human development and active engagement in out of class activities is associated with successful language development With convenient access to expanded resources venues and learning spaces today's learners are not as dependent on in class learning as they used to be Thus a deeper understanding of the terrain of out of class learning is of increasing significance in the current educational era Technology is part and parcel of out of class language learning and has been a primary source that learners actively use to construct language learning experience beyond the classroom Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts Insights into learners out of class autonomous use of technology for language learning are essential to our understanding of out of class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out of class learning experience

Education for Victory, 1942

International

Teacher Judgement Practices Val Klenowski, 2017-10-02 Human judgements underlie all assessments regarding the quality of students' understandings and such judgements are conceptually complex and elusive The study of the complexity of the judgement process is in its infancy but clearly warrants further critical investigation However what is demonstrated from the wide variety of international teacher judgement practices presented in this volume is that teacher judgement requires a lot more than a set of standards criteria and annotated examples Understandings of assessment theory by pre-service teachers through to more experienced teachers and opportunities for all to critically reflect and consider their judgements of student work are vital Teachers are struggling to maintain their interpretive freedom at the local professional level in contexts where central policies promote standardisation or regulation of judgement practice for accountability purposes This book was originally published as a special issue of *Assessment in Education: principles, policy, practice*

Literacy in America Lawrence R. Samuel, 2024-05-07 *Literacy in America: A Cultural History of the Past Century* is a history of literacy in the United States over the last one hundred years Told chronologically and supported by hundreds of research studies done over the years as reported in scholarly journals the work sheds new light on the important role that literacy and reading in general have played in this country since the 1920s The subject is parsed through the voices of educators, intellectuals and journalists who have weighed in on its many different dimensions Literacy is a key site of race, gender and class offering insights related to the social and economic inequities that are embedded in our institutions The primary argument of *Literacy in America* is that literacy as a major part of education has functioned as a means of social control of children with authority figures dictating which reading material is acceptable and which is not Literacy has also operated as a vehicle of citizenship for Americans of all ages and as a symbol of the responsibilities of democracy With its ambitious scope the book strives to be a seminal guide to literacy in America and add to our understanding of everyday life in the United States Most interesting

perhaps is the twisting unpredictable journey of literacy since the end of World War I when I argue that the subject's modern era began. Rather than follow a straight line, both the perception and reality of reading swerved over the years, offering a trajectory that makes for a compelling narrative for anyone interested in American cultural and social history. Controversy of some kind has often surrounded literacy in the United States, this alone making it a fascinating source of interest to explore in detail.

Special and Gifted Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2016-04-25. Diverse learners with exceptional needs require a specialized curriculum that will help them to develop socially and intellectually in a way that traditional pedagogical practice is unable to fulfill. As educational technologies and theoretical approaches to learning continue to advance, so do the opportunities for exceptional children. *Special and Gifted Education: Concepts, Methodologies, Tools, and Applications* is an exhaustive compilation of emerging research, theoretical concepts, and real-world examples of the ways in which the education of special needs and exceptional children is evolving. Emphasizing pedagogical innovation and new ways of looking at contemporary educational practice, this multi-volume reference work is ideal for inclusion in academic libraries for use by pre-service and in-service teachers, graduate-level students, researchers, and educational software designers and developers.

Making the Journey Leila Christenbury, 1994. Readers will come away from this book encouraged to make their own journeys as English language arts teachers. Just as important, they'll be equipped with practical advice, strategies, and specific examples with which to do so.

Ideology, Agency, and Intercultural Communicative Competence Jeremie Bouchard, 2017-03-30. Associated with an important epistemological shift from language proficiency to language criticality in applied linguistic research, this book provides a sociological perspective on foreign language education in Japan. By employing ethnographic methods to investigate the relationship between three core analytical elements—foreign language education geared towards the development of learners' intercultural communicative competence, *nihonjinron*, and native speakerism—as potentially constraining ideological forces, and EFL practices observed at four Japanese junior high schools, the author not only shares valuable insights into how English is taught and learned in a stratum of the Japanese EFL system, which has received limited attention from researchers over the years, but also clarifies the fundamental and complex changes currently taking place in the Japanese EFL landscape. This multi-faceted book also calls for greater consideration in postmodern ideology critique for the stratified nature of social processes, as well as the material conditions and underlying generative mechanisms involved in the production and consumption of, including resistance to, ideological discourse. Accordingly, it outlines several challenges shaping ideology research in educational settings and responds by developing a realist-oriented theoretical and methodological approach to address these challenges. This book serves as a unique point of reference for the study of parallel nationalist discourses embedded in foreign language education systems around the world.

Mobile Learning Design Daniel Churchill, Jie Lu, Thomas K.F. Chiu, Bob Fox, 2015-12-21. This book focuses on mobile learning design from both theoretical and

practical perspectives It introduces and discusses how mobile learning can be effectively integrated into curricula highlighting the design of four key components of learning centric pedagogy Resource Activity Support and Evaluation in the context of mobile learning It also investigates the learning theories underpinning mobile learning design and includes case studies in different contexts It provides practical insights that allow teachers to change and transform teaching practices using mobile technology Anyone involved in mobile technology enhanced learning and teaching will find this book both informative and useful

Teaching and Researching Interculturality in the Middle East and North Africa Hamza R'boul, 2025-02-18 Focusing on the emerging intercultural encounters in the Middle East and North Africa MENA this book brings together diverse perspectives from the region to explore understandings and practices of interculturality in different educational environments Teaching and researching interculturality has received increasing attention from scholars and educators alike in the Middle East and North Africa MENA region due to intensified cross cultural interactions resulting from recent economic and political changes In the face of these challenges and complexities this edited volume aims to develop an in depth understanding of how interculturality is processed and taught in different educational settings middle school high school and university by different actors students teachers and curriculum designers policy makers etc and to construct context sensitive critical and nuanced perspectives theories and practices for teaching and researching interculturality While interculturality is an overarching notion in this book the chapters use different labels to refer to interculturality in education communication and research with a particular focus on sociologies of knowledge in seven countries This title is essential read for educators researchers and policy makers interested in the intersection of language and sociology as well as intercultural education and communication in the region

Secondary Education in Ethiopia Rajendra Joshi, Adriaan Verspoor, 2012-11-01 This book discusses reforms that should be undertaken in secondary education to support Ethiopia's transition from a low to middle income economy The most critical reform identified is the introduction of a flexible curriculum that serves the needs of all students including those who may not pursue higher education

Sessional Papers
Great Britain. Parliament. House of Commons, 1909

Report of the Board of Education Great Britain. Board of Education, 1909

Shakespeare and Indian Nationalism Manojit Mandal, 2023-09-29 Shakespeare and Indian Nationalism aims to articulate the reception of Shakespeare by the 19th century Indian intelligentsia from Bengal and their ambivalent approach to the Indian Renaissance and consequent nationalist project Showcasing the cultural politics of British imperialism this volume focuses on six early nationalist writers and their engagement with Shakespeare Ishwarchandra Vidyasagar 1820 1891 Hemchandra Bandopadhyay 1838 1903 Girishchandra Ghosh 1844 1912 Purnachandra Basu 1844 unknown Iswarchandra Vidyasagar 1820 1891 Bankimchandra Chattopadhyaya 1838 1894 and Rabindranath Tagore 1861 1941 Drawing on Antonio Gramsci's theory of hegemony and a host of prominent writers of cultural politics nationalism and Indian history this interdisciplinary approach combines postcolonial studies and Shakespeare studies in an attempt to reconcile the

existence of an unbridled admiration for an English cultural icon in India alongside the rise of nationalism and a fierce resistance to British rule The book finally moves to re explore Shakespeare s position in academic political and popular nationalist discourses in postcolonial India **Intellect** ,1918 **School and Society** ,1918

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