

TRICIA HEDGE

Teaching and Learning in the Language Classroom

Teaching And Learning In The Language Classroom
Tricia Hedge

Brendan G. Carr



Teaching And Learning In The Language Classroom Tricia Hedge:

Teaching and Learning in the Language Classroom Tricia Hedge, 2000-01-13 Draws on research in a variety of fields and applies it to teaching practice Features topics of current concern including defining the roles of teachers and learners critical pedagogy interactive learning and using innovative teaching materials Includes criteria for and advice on evaluating classroom activities especially those provided in the published materials that most teachers typically use Can be used as a reference text or handbook by individual teachers or as a sourcebook or class text by teacher trainers Written mainly for practising teachers but can be used by new and inexperienced teachers to give a thorough introductory overview of ELT

Teaching and Learning in the Language Classroom Tricia Hedge, 2005 This book explains problematic areas of English grammar with an emphasis on meaning It provides a fresh approach to grammar which focuses on topics such as articles and direct and indirect speech which teachers often find difficult to explain to their students *From Experience to Knowledge in ELT - Oxford Handbooks for Language Teachers* Julian Edge, Sue Garton, 2013-01-10 Strategies and ideas to help you develop your personal teaching style A guide to help teachers of English to develop teaching skills through drawing on practical classroom experience *Putting CLIL into Practice: Oxford Handbooks for Language Teachers* Phil Ball, Keith Kelly, 2016-09-12 This book offers a new methodological framework for the CLIL classroom focusing on how to guide input and support output Full of real life examples and practical guidelines the book provides support to both novice and experienced CLIL teachers Areas covered include the language used in CLIL CLIL teacher training materials design for CLIL assessment in CLIL Extra resources are available on the website www.oup.com/elt/teacher/clil Phil Ball is a CLIL author and teacher trainer based in northern Spain Keith Kelly is a writer and speaker on CLIL worldwide and is based in Plovdiv Bulgaria John Clegg is a textbook author and CLIL consultant based in London *How Languages are Learned 4th edition - Oxford Handbooks for Language Teachers* Patsy M. Lightbown, Nina Spada, 2013-01-10 Teachers are often told that new teaching methods and materials are based on the latest research But what does this mean in practice This book introduces you to some of the language acquisition research that will help you not just to evaluate existing materials but also to adapt and use them in a way that fits what we currently understand about how languages are learned *How Languages Are Learned 5th Edition* Patsy M Lightbown, Nina Spada, 2021-07-05 Now in its fifth edition the award winning *How Languages are Learned* has established itself as an indispensable introduction to research in language acquisition and its relationship with classroom practice Patsy Lightbown and Nina Spada have worked for over four decades in second language research and education They are highly respected worldwide for making theory and research about language learning accessible and relevant to classroom teaching This widely acclaimed book remains essential reading for second language teachers Updated content highlights the latest research into second language learning and its relevance to classroom practice Activities and questions for reflection personalize content and support critical thinking Chapter summaries discussion questions weblinks

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English for Academic Purposes - Oxford Handbooks for Language Teachers Edward de Chazal, 2014-04-10 Gives an up to date overview of the research into English for Academic Purposes and discusses key concepts

Language Course Planning Brian North, Mila Angelova, Elzbieta Jarosz, Richard Rossner, 2018-04-30 This essential guide examines course planning as an end to end process from learners needs through to assessment taking into account both the broader issues and the practical details at every stage Areas covered include effective needs analysis using the CEFR as a resource for course planning writing scenarios for classroom teaching and assessment triangulating course objectives materials and learners goals key terminology Extra resources are available on the website www.oup.com/elt/teacher/lcp Brian North is a co author of the CEFR and of its companion volume and was Chair of Eaquals from 2005 to 2010 Mila Angelova is the Academic Vice Chair of Eaquals and Head Director of Studies at AVO Language and Examination Centre in Sofia Elzbieta Jarosz is a member of the Eaquals Certification Panel and is the Academic Director of Gama College in Krakow Richard Rossner is a co founder of Eaquals and a co author of the European Profiling Grid and the Eaquals Framework

Form-Focused Instruction and Teacher Education Sandra Fotos, Hossein Nassaji, 2013-12-02 An overview of form focused instruction as an option for second language grammar teaching It combines theoretical concerns classroom practices and teacher education

Genre and the Language Learning Classroom Brian Paltridge, 2001 An analysis of how a curriculum based on communicative events can enhance learning in the language classroom

Doing Second Language Research James Dean Brown, Theodore S. Rodgers, 2002-10-24 An accessible introduction to language learning research which provides a feel for what research activities are like by engaging the reader in several roles across a range of research design types both quantitative and qualitative Roles include research subject research organizer data collector data analyst and research reporter The book systematically explains the characteristics and purposes of various types of research including terminology the logic underlying selection and the steps typical of each type of research design It also offers an introduction to some classic research studies

How Languages are Learned Patsy Lightbown, Nina Spada, 2006-04-27 How Languages Are Learned provides a readable introduction to the main theories of first and second language acquisition relating them to approaches to classroom methodology and practice

English Language Teaching in China Jun Liu, 2007 This book examines the importance of English language teaching in China but also the need for this teaching to be modernised in order for China to better join the world economy The current trend within English teaching in China is for communicative competence that is being able to communicate with linguistic pragmatic discourse and strategic competence This volume argues that such a theoretical framework of communicative competence needs to be expanded to address both global needs and local contexts if English language teaching in China is to be successful The contributors to this volume examine every aspect of language teaching and suggest new ways in which communication and grammar can be balanced The chapters include coverage of the

importance of English in a global world the theoretical framework of communicative competence the role of grammar in learning English assessing and evaluating communicative competence the starting age of learning English teaching language skills in the post methods era using multimedia in teaching and testing online learning and self learning teacher training through empowerment With its balance of theory and practice and internationally renowned contributors this guide to new approaches perspectives and standards in language teaching will be essential reading for academics interested in applied linguistics and second language acquisition and English language teaching professionals *The British National Bibliography* Arthur James Wells,2007 **Book Review Index** ,2002 On the Matter of Words Lourdes Divasson Cilveti,2006 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures Modern Language Association of America,2008 Vols for 1969 include ACTFL annual bibliography of books and articles on pedagogy in foreign languages 1969 □□□□□□□□ ,2008 A Communicative Methodology Carol Goldfus,Raphael Gefen,1993 *Second Language Instruction/acquisition Abstracts* ,1997

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