

Language Coach Teachers Edition 110

Jon Roberts

On Being a Language Teacher Norma López-Burton, Denise Minor, 2014-03-11 *On Being a Language Teacher* provides an innovative, personal approach to second-language teaching. Through illustrative personal anecdotes, this text guides new and aspiring language teachers through key pedagogical strategies while encouraging productive reflection by classroom veterans. An ancillary website provides online videos to complement the text by showing an experienced teacher applying the book's lessons. In a market dominated by dense theoretical approaches to language pedagogy, this text provides an instantly accessible, practical set of teaching tools for educators at all levels. Its accessible style and affordability give it the flexibility to serve as either a primary or a supplemental text for teaching assistants, students in credential programs, or undergraduates in applied linguistics courses.

Language Teacher Education Jon Roberts, 2016-04-29 'Language Teacher Education' is an introduction to language teacher training and development for teachers and providers in pre-service and in-service programmes. The text outlines the main theories of human learning and applies them to teacher education. Based on a broadly social constructivist perspective, it suggests a framework for planning pre-service and in-service programmes, and is illustrated both with case studies from a range of training situations around the world and appendices containing teacher education materials. *Language Teacher Education* is intended to inform readers' practical decisions and to help them build their own theories of teacher learning.

Language in Language Teacher Education Hugh Trappes-Lomax, Gibson Ferguson, 2002-12-11 This volume explores the defining element in the work of language teacher educators: language itself. The book is in two parts. The first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under-examined. These include language as social institution, language as verbal practice, language as reflexive practice, language as school subject and language as medium of language learning. The chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses, both pre-service and in-service courses, and teacher education practice focusing variously on metalinguistic awareness for teachers, language improvement, and classroom communication. The unifying factor is that collectively they illuminate how language teacher educators research their practice and reflect on underlying principles.

Foreign Language Teacher's Guide to Active Learning Deborah Blaz, 1999 The easy-to-implement activities and strategies in this book will help middle and high school foreign language teachers enhance their students' success. It shows how to create a classroom in which students can actively experience, experiment and discover a foreign language. It applies brain research, multiple intelligences, alternative assessment, technology and other educational innovations to the foreign language classroom.

Experiences of Second Language Teacher Education T. Wright, M. Beaumont, 2014-12-03 This book brings together the voices of teacher educators working in different national and educational settings. It Covers themes such as change in teacher education practices, the influences of context on practice, and of interculturality, to provide rich insights into the processes and effects of second language teacher education.

Exploring Language Teacher Efficacy in Japan Gene Thompson, 2020-05-14 This book examines language teacher efficacy beliefs, focusing on the individual and collective beliefs of Japanese high school teachers. It discusses personal and collective dimensions of language teacher efficacy related to personal second language (L2) capability, instructional L2 efficacy and collective capability towards collaboration. The book provides a detailed discussion about the ways in which these beliefs develop and situates the

findings within the wider field of teacher efficacy research. It helps further understanding of factors that may influence teacher self-efficacy and suggests new directions for research to explore in future studies. It will appeal to postgraduates and researchers with an interest in language teacher cognition, the psychology of language teaching and those in the wider fields of self-efficacy, teacher efficacy and teacher agency. It is also of use to those with an interest in the high school English education system in Japan, as well as researchers investigating similar contexts.

English Language Teacher Preparation in Asia Subhan Zein, Richmond

Stroupe, 2018-08-06 Bringing together a comprehensive range of extended research-based chapters, *English Language Teacher Preparation in Asia* provides comprehensive insight into policy, research, and practical aspects of teacher preparation for English teachers at pre-service level across multiple contexts in Asia. Written by local and international scholars specialising in TESOL Teacher education, and acknowledging the increasingly complex demands made on teachers of English in view of globalisation, the book explores the multiple factors which are key to effective professional learning. Chapters consider how pre-service teachers are best prepared for the diverse contexts in which English is learnt and taught in settings throughout Asia and draw on in-depth research studies to provide rich, fully contextualised coverage of aspects of teacher preparation including curriculum design, programme development, policy, professional learning communities, assessment education, and teaching practicum. A timely contribution to the field of teacher preparation, this text will be an invaluable resource for teacher educators, pre-service teachers and academics involved in the preparation of English teachers in Asia.

Language in Language Teacher Education H. R. Trappes-Lomax, Gibson

Ferguson, 2002 This volume explores the defining element in the work of language teacher educators: language itself. The book is in two parts. The first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under-examined. These include language as social institution, language as verbal practice, language as reflexive practice, language as school subject and language as medium of language learning. The chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses, both pre-service and in-service courses, and teacher education practice focusing variously on metalinguistic awareness for teachers, language improvement, and classroom communication. The unifying factor is that collectively they illuminate how language teacher educators research their practice and reflect on underlying principles.

Language Teacher Recognition Alison Stewart, 2020-03-02 This book presents the career narratives of an under-researched group of teachers: immigrant Filipino teachers of English working mainly with young and very young learners in Japan. It provides a nuanced and revealing critique of poststructuralist views of identity and proposes recognition theories as an alternative perspective. It explores the role of the community found in language teacher associations in the formation and strengthening of language teacher identity and reveals new insights into morality and social justice in language teacher identity. The narratives of the teachers and the communities of which they are part demonstrate how prejudice affects these teachers' lives, and how speaking about and celebrating success can affirm individual and group identity.

Language Teacher Psychology Sarah Mercer, Achilleas Kostoulas, 2018-01-05 To date, the majority of work in language learning psychology has focused on the learner. In contrast, relatively little attention has been paid to teacher psychology. This volume seeks to redress the imbalance by bringing together various strands of research into the psychology of language teachers. It consists of 19 contributions on well-established areas of teacher psychology, as well as areas that have only recently begun to be explored. This

original collection, which covers a multitude of theoretical and methodological perspectives, makes a significant contribution to the emerging field of language teacher psychology as a domain of inquiry within language education.

How to Coach Teachers Who Don't Think Like You Bonnie M. Davis, 2007-11-14 This how-to resource encourages teachers to write and reflect upon their practices in a unique approach to coaching that bridges content areas and honors distinctive learning styles.

English Language Teacher Education Minh Hue Nguyen, 2019-07-16 This book examines a range of complex issues concerning the professional experience (i.e., practicum) in English language teacher education with regard to curriculum design and implementation, as well as professional learning. Drawing on a sociocultural perspective, it explores the context of the professional experience, preservice teachers as learners of English language teaching, and the activity of learning to teach English language in connection with interrelated contextual and personal issues: contextual issues such as policies, curricula, university-school partnerships, and mentoring relations are investigated in relation to personal issues such as the beliefs, expectations, prior educational experiences, previous teaching experiences, and cultural-linguistic backgrounds of preservice teachers. In turn, the book addresses professional learning issues, including professional identity development, emotional experiences, and pedagogical learning, in depth. The book delves into the qualitative “fine-grained” aspects of the professional experience while also making valuable conceptual contributions through a sociocultural analysis of the professional learning experience, which can also be applied to research in other teacher education contexts. The findings presented here hold practical implications for English language teacher education in terms of developing a knowledge base for English language teaching and an effective model of professional experience to prepare English language teachers for working in today’s expanded, diverse and dynamic neoliberal contexts.

Second Language Teacher Education Karen E. Johnson, 2009-06-02 '... A beautifully written, articulate and compelling argument for a sociocultural perspective on second language teacher education . . . Essential reading for all who wish to understand this perspective.' – David Nunan, University of Hong Kong '...Significant and timely. Johnson is masterful at writing in an engaging, transparent prose about complex concepts. It's a rare scholar who can write prose like this. Throughout my reading I wanted to engage in dialogue with her – this is a sure sign of a great book. – Diane Tedick, University of Minnesota, USA This book presents a comprehensive overview of the epistemological underpinnings of a sociocultural perspective on human learning and addresses in detail what this perspective has to offer the field of second language teacher education. Captured through five changing points of view, it argues that a sociocultural perspective on human learning changes the way we think about how teachers learn to teach, how teachers think about language, how teachers teach second languages, the broader social, cultural, and historical macro-structures that are ever present and ever changing in the second language teaching profession, and what constitutes second language teacher professional development. Overall, it clearly and accessibly makes the case that a sociocultural perspective on human learning reorients how the field understands and supports the professional development of second language teachers.

Second Language Teacher Education Diane J. Tedick, 2013-06-17 The education of second language teachers takes place across diverse contexts, levels, settings, and geographic regions. By bringing together research, theory, and best practices from a variety of contexts (ESL/EFL, foreign language, bilingual and immersion education), this book contributes to building meaningful professional dialogue among second-language teacher educators. Featuring an international roster of authors, the volume is comprised of 18 chapters organized in four thematic sections: the knowledge base of second

language teacher education; second language teacher education contexts; collaborations in second language teacher education; and second language teacher education in practice. *Second Language Teacher Education: International Perspectives* is an essential professional resource for practicing and prospective second language teacher educators around the world.

Models of Mentoring in Language Teacher Education Hoa Thi Mai

Nguyen, 2016-10-17 This volume examines the theoretical and practical issues related to mentoring/peer mentoring as a support and development strategy for both pre-service and in-service language teachers, and thereby offers a practical and empirical introduction to the field. A stimulating and thorough examination of mentoring and peer mentoring, integrating theory and practice as applied in language teacher education in an Asian specific context. The author discusses findings from a variety of qualitative and quantitative research studies in the light of previous research and in the context of teacher learning theories. Teachers, teacher educators, teacher trainers, supervisory coordinators and administrators will find practical advice, while the volume will be a valuable source of research information for researchers in teacher education and EFL teacher education, in particular for those who wish to employ mentoring or peer mentoring as an approach to teachers' professional development.

A Sociopolitical Agenda for TESOL Teacher Education Peter De Costa, Özgehan

Ustuk, 2023-10-05 Teaching English to Speakers of Other Languages (TESOL) sits at the nexus of constant change, which makes it vitally important for language teachers to engage in continuous development and keep abreast of the sociopolitical milieu in which they are embedded. However, most teacher education activities are often associated with what is perceived as best practices that are expected to be adopted (often uncritically) for classroom application and practice, with the intention of training teachers to become technicians in their respective classrooms. In reality, TESOL practitioners often find themselves in situations that require them to be reflexive practitioners and to negotiate sites of political struggles and social injustice. Given that a socially situated understanding of TESOL teacher education is often overlooked, this volume highlights the sociopolitical dimensions of TESOL teacher education. In Part 1, the authors introduce the theoretical underpinnings of the sociopolitical agenda proposed by this volume. Building on these theories, Part 2 realizes the proposed agenda by situating it within actual TESOL teacher education contexts that are characterized by power imbalances and neoliberally inflected educational injustices.

Social Interaction and English Language Teacher Identity Tom Morton, 2018-05-15

Analyses how different English language teacher identities and power relationships are oriented to and made relevant in social interaction.

Handbook of Research on Language Teacher Identity Karpava,

Sviatlana, 2023-03-13 In today's educational world, it is crucial for language teachers to continuously evolve in order to best serve language learners. Further study on the best practices and challenges in the language classroom is crucial to ensure instructors continue to grow as educators. The *Handbook of Research on Language Teacher Identity* addresses new developments in the field of language education affected by evolving learning environments and the shift from traditional teaching and assessment practices to the digital-age teaching, learning, and assessment. Ideal for industry professionals, administrators, researchers, academicians, scholars, practitioners, instructors, and students, this book aims to raise awareness regarding reflective practice and continuous professional development of educators, collaborative teaching and learning, innovative ways to foster critical (digital) literacy, student-centered instruction and assessment, development of authentic teaching materials and engaging classroom activities, teaching and assessment tools and strategies, cultivation of digital citizenship, and inclusive

learning environments.

An Introduction to Coaching for Language Learning Emmanuelle Betham, 2018-12
THIS BOOK COMES WITH FREE, READY-TO-USE, DOWNLOADABLE, INTERACTIVE PROJECTABLE CLASSES (IPCs). Coaching For Language Learning (CFL) offers solutions to many problems encountered by language teachers and learners, such as where students are not progressing. A new energy and atmosphere are made available through CFL, where language teachers do not have to teach at all, but exclusively listen and respond. It is extremely rewarding. CFL is a new way of teaching and learning based on solid action research in the domain of ESL (English as a Second Language), particularly English for Business. It is also applicable to other contexts in ELT (English Language Teaching) or the teaching of other second languages, and will be useful to anyone working in International Communication, or to improve Spoken Performance and Public Speaking. This book contributes to developing teachers' coaching skills, which is the next step forward in our dedicated efforts to innovating and improving language teaching and learning. You will find here everything you need to know about the coaching approach to language learning, and numerous practical steps you can take to embody this approach - A MUST FOR THE MODERN TEACHER.

Foreign Language Teacher Education Zena Moore, 1996 This is a collection of essays dealing with ESL/EFL/FL teacher education by experienced ESL/EFL/FL teacher educators and student teachers of different cultural backgrounds, and from different countries. The essays cover topics that focus both on the teacher as learner and the learner as teacher. This book recognizes that the language classroom has a particular culture of its own while being part of a broader school culture. As a result, the multi-foci nature of the chapters serve to present the varied and diverse language education needs, programs, and approaches. Contents: The National Foreign Languages: Can we Get from Here to There?, Sophie Jeffries; FLES Teacher Preparation: Competencies, Content and Complexities, Gladys C. Lipton; Journaling: A Path to Reflective Teacher Development, Aleiline J. Moeller; Alternative Assessment in Foreign Second Language: What do we in Foreign Language Know?, Charles R. Hancock; Where are the African American Foreign Language Teachers?, Mark English; Foreign Language Teacher Education in a Professional Development School, Alan Garfinkel and Carol Sosa; Portfolio Design and the Decision Making Process and in Teacher Education, JoAnn Hammadou; Peer Evaluation in In-Service Teacher Education, Jeannette Morris; Professional Development for Japanese Teachers, Yoshiko Saito; Successful Listening Comprehension Strategies: Implications for Foreign Language Teaching and Teacher Training, Rhonda Chipman-Johnson; Emergent L2 Writing in the French Immersion Classroom: Implications for Teacher Education of Where are the Holes in Whole Language?, Stephen Carey and Rishma Dunlop; Multimedia and Foreign Language Teacher: A Humanistic Perspective, Josef Hellebrandt; Culture: How do Teachers Teach it?, Zena Moore.

The Enigmatic Realm of **Language Coach Teachers Edition 110**: Unleashing the Language is Inner Magic

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delve into its lasting effect on the hearts and minds of those who partake in its reading experience.

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