

The Good Language Learner Workshop Tesol

Understanding what constitutes expertise in language learning and teaching is important for theoretical reasons related to psycholinguistic, and applied linguistic, enquiry. It also has many significant applications in practice, particularly in relation to the training and practice of language teachers and improvements in students' strategies of learning. In this volume, methodologies for establishing what constitutes expert practice are discussed and the contributions address the fields of listening, reading, writing, speaking and communication strategies, looking at common characteristics of the 'expert teacher' and the 'expert learner'.

What makes a good language teacher? This up-to-date, practical book addresses that question from a 'human' perspective, recognising that teachers are not just machines, but have feelings, needs and identities of their own. As the twenty-two topics of the chapters in this volume clearly indicate, language teachers are complex individuals, who are expected to have a range of personal qualities, to be able to satisfy the needs of their students and to have the knowledge and skills to provide instruction in a range of language areas. Not only that, but all of these requirements are constantly changing. The authors present new insights from the real teaching environment that will be an invaluable help to language teachers at all stages of professional development.

During the last four decades, a corpus-based approach to language teaching has become very significant. Direct use of corpora in language pedagogy is limited by certain factors: time, the lecturer's knowledge and skills needed to analyze the corpus, access to sources such as computers and appropriate computer tools, or a combination of these factors. The key to a successful corpus-based approach is in the appropriate level of the lecturer's guidance or pedagogical mediation, which depends on student age, experience, and prior knowledge. It is therefore very important that lecturers be equipped with the necessary knowledge and education for using and analyzing corpora on a daily basis. Computer Corpora and Open Source Software for Language Learning: Emerging Research and Opportunities is a cutting-edge research publication that analyzes teacher experiences in implementing computer corpora into their language learning classrooms in order to formulate additional insights as to best strategies for integrating such tools that maximizes language learning efficiency in primary and secondary education. Highlighting topics such as ICT tools, language education, and linguistics, this book is ideal for academicians, educators, computer science teachers, IT professionals, researchers, and students.

The topic of this bibliography in its broadest sense is the subject of a wide range of academic disciplines. Given these circumstances, the particular associations and connotations of the terms 'transfer' and 'interference' in each of these areas are legion, with resultant differences in meaning in the disparate literature on these subjects. And yet it is, in one way or another, contact and interaction of languages in the speaker/hearer and learner, in language acquisition contexts, as well as in society in general, which is basic to these two concepts throughout the various disciplines. The discovery of this basic unitary notion is surely one of the reasons for the

new interest in these phenomena. In light of all this, a bibliography cannot at present avoid being highly/ selective in order to demarcate an interdisciplinary area of research in its own right and with its own status. The establishment of such an area is one of our main aims. The focus of interest in this bibliography, admittedly, is directed towards the psycholinguistics of language contact and interaction.

A Selected Bibliography

That Workshop Book

Teaching and Researching: Autonomy in Language Learning

Vocabulary Learning Strategies and Foreign Language Acquisition

Conference, Language Learning in Europe

From Compensatory To Quality Schooling

Introducing Learner Autonomy in Teacher Education

This book forms an invaluable reference work for all teachers of second languages and researchers in the field of L2 acquisition. It discusses the contribution that modern research into L2 acquisition makes to the curriculum development process. It also provides the reader with arguments for and against the various approaches to teaching.

Teachers Act Up! Creating Multicultural Learning Communities Through Theatre Teachers College Press

Learning Technology for Education in Cloud investigates how cloud computing can be used to design applications to support real time on demand learning using technologies. The workshop proceedings provide opportunities for delegates to discuss the latest research in TEL (Technology Enhanced Learning) and its impacts for learners and institutions, using cloud. The Workshop on Learning Technology for Education in Cloud (LTEC '12) is a forum where researchers, educators and practitioners came together to discuss ideas, projects and lessons learned related to the use of learning technology in cloud, on the 11th-13th July at Salamanca in Spain. This volume is the result of a British Council seminar on language and citizenship ...

Collaboration and Co-Teaching

Strategies for English Learners

Conference proceedings. ICT for language learning. 10th Edition

Supporting English Learners in the Reading Workshop

Emerging Research and Opportunities

Creating Multicultural Learning Communities Through Theatre

Autonomy has become a keyword of language policy in education systems around the world, as the importance of independent learning technologies has grown. Now in a fully revised and updated second edition, *Teaching and Researching Autonomy* provides an accessible comprehensive critical account of the theory and practice of autonomy. Examining the history of the concept, it addresses important questions: how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have to foster autonomy in learning. Topics new to this edition include: - Autonomy and new technologies - Teacher autonomy - The sociocultural implications of autonomy With over three hundred new references and five new case studies of research on autonomy providing practical research methods and topics in the field, *Teaching and Researching Autonomy* will be an essential introduction for teachers and students at the cutting edge of language teaching and research.

Help ELLs achieve success with an integrated, collaborative program! This resource provides a practical guide to collaboration and co-teaching between general education teachers and ESL specialists to better serve the needs of ELLs. Offering classroom vignettes, step-by-step ready-to-use resources, and in-depth case studies, the authors help educators: Understand the benefits and challenges of collaborative service content while helping students meet English language development goals Choose from a range of collaborative strategies and configurations from informal planning and collaboration to a co-teaching partnership Use templates, planning guides, and other practical tools to put collaborative practice

The Committee on Educational Excellence and Testing Equity was created under the auspices of the National Research Council (NRC), and specifically under the oversight of the Board on Testing and Assessment (BOTA). The committee's charge is to explore the challenges that schools as they work to achieve the related goals of academic excellence and equity for all students. This report provides not only the workshop held by the forum on the testing of English-language learners (students learning English as an additional language) in U.S. schools, a report on the committee's conclusions derived from that workshop and from subsequent deliberations.

2007 saw the publication of the European Portfolio for Student Teachers of Languages (EPOSTL) by the Council of Europe, the result of a project carried out under the auspices of the European Centre for Modern Languages. The central aim of this project was to produce a document that would contribute to the harmonisation of teacher education in Europe. The EPOSTL is a portfolio intended for students undergoing their initial teacher education which encourages them to reflect on the didactic knowledge and skills necessary to teach languages, helps them to self-assess their didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their education. At its heart are 195 "I can" descriptors of didactic competences, which teachers strive to attain. The EPOSTL has since been translated into 13 languages and is used widely across Europe and beyond. The main aim of *Insights into the European Portfolio for Student Teachers of Languages* (EPOSTL) is to explore important theoretical issues, an understanding of which is necessary to support the use of the EPOSTL in teacher education programmes. The first part of the book provides discussions of relevant theoretical areas: the role of reflection, learner autonomy and learner awareness. In the second part, the focus is on the relationship between the EPOSTL and other European publications, such as the Common European Framework of Reference and the European Profile for Language Teacher Education. Suggestions are made as to how they can be used in teacher education. The final section provides case studies on the use of the EPOSTL in three European countries. Whether users of the

not, both teacher educators and their students will find that the discussions of this book provide important insights into key aspects of education.

An Introduction to Foreign Language Learning and Teaching

Positive Strategies for Advanced Level Language Learning

Workshop on Learning Technology for Education in Cloud (LTEC'12)

Cross-cultural Perspectives

Citizenship and Language Learning

Studying in English at University

Handbook of Research on Individual Differences in Computer-Assisted Language Learning

Distance learning was associated for many years with the endeavour of a correspondence course. Based on a symposium, this book presents current research and practice in the field.

This book focuses on the ways in which English language arts (ELA) pre-service and in-service teachers have developed - or may develop - instructional effectiveness for working with English language learners (ELL) in the secondary English classroom. Chapter topics are grounded in both research and practice, addressing a range of timely topics including the current state of ELL education in the ELA classroom, and approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms. Chapters also offer advice on best practices in teaching ELA to multilingual students and ways to infuse the secondary English teacher preparation curriculum with ELL pedagogy. Comprehensive in scope and content and examining topics relevant to all teachers of ELLs, teacher educators and researchers, this book appeals to an audience beyond ELA teachers and teacher educators.

This timely and accessible book offers engaging guidance to teachers of second language students on teaching creative writing in their classrooms. Creative writing is a tool that can inspire second language learners to write more, play with language, and enjoy and improve not only their writing, but also their speaking, listening, and reading skills. Addressing the expectations and perceptions of writing in another language, Thorpe demonstrates how to foster successful creative writing environments and teach and assess creative writing in a way that is tailored to the distinct needs of non-native speakers. Covering key topics such as cultural storytelling, voice, genre, and digital composition, assessment, and more, Thorpe shares successful creative writing instructional practices informed by current research in creative writing and second language education. Each chapter includes insights, advice, and student examples that can help new teachers take their first steps in more reflective second language creative writing classroom. An invaluable resource for

instructors of non-native students and an ideal text for pre-service teachers in courses in TESOL, writing instruction, and applied linguistics, this book invites you to use creative writing not only as a successful method for teaching L2 writing, but also as a way to improve student motivation and output, for more effective language learning.

This text is one of a series of six studies which present the work carried out at the European Centre for Modern Languages. The aim of the series is to highlight the results already achieved and provide a point of departure for the future work of the ECML.

New Perspectives on Older Language Learners

Effective Language Learning

Teaching English Language Arts to English Language Learners

New Systems and Structures for Classrooms that Read, Write, and Think

Report and Workshop Summary

Teaching for Academic Success in Secondary School

Lessons from Good Language Learners

The book discusses vocabulary learning strategies as an integral subgroup of language learning strategies. It defines language learning strategies in general and their features on the basis of cognitive theory and relevant models of second language acquisition as the basis for empirical research. Furthermore, the book gives a survey of research on vocabulary learning strategies and describes three original empirical studies. Thus, the book attempts at integrating the approaches of theories of second language acquisition, the theory and practice of instructed foreign language learning, and the findings of current empirical research.

This book critically refines and adds depth to current understandings and practices in EAP (English for Academic Purposes) and EMI (English-Medium Instruction), using empirical research examining the experiences of English language learning and use of undergraduate and postgraduate international students in the UK. The author illuminates the language learning that takes place in and around English-medium higher education settings, both formally and informally, with a specific focus on courses with a creative or professional practice orientation. Drawing on theoretical insights from socio-cultural Second Language

Acquisition, this volume capitalises on the synergies between applied linguistics and higher education research to paint a richer picture of the interactions facilitating student growth as confident and competent communicators in globalised academic and professional settings. Considering the broader implications of language development initiatives, this volume will be of interest to students and scholars of applied linguistics, English as a Second Language and second language acquisition.

Shows a new generation of teachers how the systems, structures, routines, and rituals that support successful workshops combine with thinking, planning, and conferring to drive students' growth, inform assessment and instruction, and increase teachers' professional satisfaction. And it shows those already using the workshop how to increase its instructional power by seeing its big ideas and its component parts in fresh, dynamic ways.

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.

International Perspectives

120 Content Strategies for English Language Learners

An Introduction to Exploratory Practice

Testing English-Language Learners in U.S. Schools

Resources in Education

Bilingual Education

Mobile Learning Design

The latest advances and trends in technology have enabled rapid development in the field of language education.

Students and teachers alike now benefit from the assistance of various technological innovations, thus increasing the overall effectiveness of the curriculum. The Handbook of Research on Individual Differences in Computer-Assisted Language Learning addresses the implementation of current research methodologies within EFL and ESL classroom settings and the variety of modifications employed by language experts. Focusing on quantitative, qualitative, and mixed methods studies, this book is an essential reference source for applied linguists, CALL researchers, language teachers, and upper-level students within the field of foreign language education.

This book-length treatment of Exploratory Practice introduces five propositions about learners as practitioners of learning who are capable of developing their expertise through conducting research in and on their own classroom learning lives.

If teachers want to create positive change in the lives of their students, then they must first be able to create positive change in their own lives. This book describes a powerful professional development approach that merges the scholarship of critical pedagogy with the Theatre of the Oppressed. Participants "act up" in order to explore real-life scenarios and rehearse difficult conversations they are likely to have with colleagues, students, administrators, and parents. The authors have practiced the theatrical strategies presented here with pre- and in-service teachers in numerous contexts, including college courses, professional development seminars, and PreK–12 classrooms. They include step-by-step instructions with vivid photographs to help readers use these revolutionary theatre strategies in their own contexts for a truly unique learning experience.

Bilingual Education: From Compensatory to Quality Schooling, Second Edition maintains its original purpose of synthesizing the research on successful bilingual education in order to demonstrate that quality bilingual education is possible and desirable. Findings from a wide range of studies are integrated to provide a clear picture of bilingual education in today's schools, and a professional understanding of the foundations and issues surrounding bilingual education programs. The recommendations offered provide a comprehensive basis for planning, developing, improving, and evaluating bilingual programs. For clarity, these recommendations are discussed with respect to the whole school, the curriculum, and the classroom, but it is stressed that they need to be applied in a holistic way because they depend on each other. All educators who work or will work with bilingual students--classroom teachers, administrators, and curricula developers--will find the information in this text essential and will appreciate the straightforward approach and easy reading style. New in the Second Edition: *A new Chapter 1, Pursuing Successful Schooling, includes the definition of success that frames the content of the book, and a review of how the research on bilingual education has changed. *Chapter 2, Bilingual Education Debate, is substantially revised to address major changes in demographics and

legislation. *Chapter 3, Contextual and Individual Factors: Supports and Challenges, is updated to include important new research on the external and internal factors affecting learners and a new section on peers. *Chapter 4, Creating a Good School, is reorganized and updated. *Chapter 5, Creating Quality Curriculum, is updated throughout, particularly the sections on teaching content areas and assessment. *Chapter 6, Creating Quality Instruction, includes extensive new material in the sections on "Teaching English and In English" and "Teaching Students with Limited Schooling." *Chapter 7, Beyond the Debate, has an extensive new section describing and analyzing how the framework for quality education can be used as a guide to help create a new program.

Expertise in Second Language Learning and Teaching
English Learners

AILA 81: Sections and workshops

Communication in the Modern Languages Classroom

Theories and Application

Final Report of the Project Group (1989-96)

Modelling and Assessing Second Language Acquisition

This book investigates some of the learning processes of students of French and German as they begin language learning at an advanced level, a stage which is frequently problematic. By looking at the learning strategies employed by both successful and less successful language students, the author elucidates some of the key cognitive and affective processes which facilitate advanced level language learning. The implications of this for the classroom are discussed in detail, leading to practical recommendations for learning and teaching strategies. A central theme is the need to teach explicitly the proficient use of learning strategies, and suggestions are made as to how this may be achieved in the language classroom. Provides 120 easy-to-follow strategies that examines different aspects of teaching ELL secondary students from building background knowledge to assessing learning. Explores methods of presenting basic information about types of tests, demonstrates test-taking skills, and discusses the use of accommodations. Each chapter contains a summary and discussion questions.

Population diversity is becoming more prevalent globally with increasing immigration, emigration, and refugee placement. These circumstances increase the likelihood that a child will be raised speaking a different language in the home than the common language used in each country. This necessitates the development of comprehensive strategies that promote second language learning through the adoption of new technological advancements. New Technological Applications for Foreign and Second Language Learning and Teaching is a scholarly publication that explores how the latest technologies have the potential to engage foreign and second language learners both within and outside the language classroom and to facilitate language learning and teaching in the target language. Highlighting a range of topics such as learning analytics,

digital games, and telecollaboration, this book is ideal for teachers, instructional designers, curriculum developers, IT consultants, educational software developers, language learning specialists, academicians, administrators, professionals, researchers, and students.

This edited collection provides a comprehensive overview of the area of successful language learning strategies and reviews the literature and research on this subject to date. The book provides a reference base, addresses theoretical issues and considers pedagogical implications. It identifies gaps in our current understanding and suggests useful research initiatives and it considers how all of this relates to successful language learning by unique individuals in a variety of situations. The book is divided into 2 sections: the first deals with learner variables and has chapters on such topics as age, culture, motivation, personality and aptitude. The second covers learning variables such as vocabulary, pronunciation, grammar, reading and listening. The writers include many well-established names such as Anna Chamot, Paul Nation and Andrew Cohen as well as some of the best representatives of the new generation of applied linguists.

A Mixed Methods Study on the Temporal Self of Young-Old EFL-Learners in Germany

New Technological Applications for Foreign and Second Language Learning and Teaching

Lessons from Good Language Teachers

The Routledge Handbook of Spanish Language Teaching

The Challenge of Diversity : Final Conference of the Modern Languages Project No. 12 : Strasbourg, 22-25 March 1988 : Report

A UK Perspective

The International Student's Guide

Provides teachers and school administrators a resource for meeting the complex literacy needs of the burgeoning English language learner (ELL) population. The collection examines three important ELL issues: English reading instruction in an immersion setting, English language development, and cultural issues as they pertain to English learners in and out of the classroom. Discover new ways of looking at practice in the context of current English literacy instruction for English learners. The book also includes suggestions for the need to examine current practice, and recommendations for change. Most importantly, English learners emphasizes the importance of cultural heritage and celebrates the variety of voices that English learners represent.

Young-old learners are an underresearched group in foreign/second language research. The present mixed-methods study aims to provide a more differentiated view of this group in the context of lifelong learning and, more specifically, learning English as a foreign language. The author draws from concepts in gerontology, psychology, adult education, and foreign/second language research to investigate the L2-self-concepts of young-old language learners at Volkshochschulen in Germany.

Whether embarking on a pre-degree foundation course or a postgraduate programme, this book will help students manage all the challenging aspects of studying through the medium of another language, in a new and different environment.

An Introduction to Foreign Language Learning and Teaching provides an engaging, student-friendly guide to the field of foreign language learning and teaching. Aimed at students with no background in the area and taking a task-based approach, this book: introduces the theoretical and practical aspects of both learning and teaching; provides discussion and workshop activities throughout each chapter of the book, along with further reading and

*reflection tasks; deals with classroom- and task-based teaching, and covers lesson planning and testing, making the book suitable for use on practical training courses; analyses different learning styles and suggests strategies to improve language acquisition; includes examples from foreign language learning in Russian, French, and German, as well as English; is accompanied by a brand new companion website at www.routledge.com/cw/johnson, which contains additional material, exercises, and weblinks. Written by an experienced teacher and author, *An Introduction to Foreign Language Learning and Teaching* is essential reading for students beginning their study in the area, as well as teachers in training and those already working in the field.*

Teachers Act Up!

Reaching the Highest Level of English Literacy

Distance Education for Language Teachers

A Guidebook

Computer Corpora and Open Source Software for Language Learning: Emerging Research and Opportunities

Transfer and Interference in Language

Language Learning for European Citizenship

The Routledge Handbook of Spanish Language Teaching: metodologías, contextos y recursos para la enseñanza del español L2, provides a comprehensive, state-of-the-art account of the main methodologies, contexts and resources in Spanish Language Teaching (SLT), a field that has experienced significant growth world-wide in recent decades and has consolidated as an autonomous discipline within Applied Linguistics. Written entirely in Spanish, the volume is the first handbook on Spanish Language Teaching to connect theories on language teaching with methodological and practical aspects from an international perspective. It brings together the most recent research and offers a broad, multifaceted view of the discipline. Features include: Forty-four chapters offering an interdisciplinary overview of SLT written by over sixty renowned experts from around the world; Five broad sections that combine theoretical and practical components: Methodology; Language Skills; Formal and Grammatical Aspects; Sociocultural Aspects; and Tools and Resources; In-depth reflections on the practical aspects of Hispanic Linguistics and Spanish Language Teaching to further engage with new theoretical ideas and to understand how to tackle classroom-related matters; A consistent inner structure for each chapter with theoretical aspects, methodological guidelines, practical considerations, and valuable references for further reading; An array of teaching techniques, reflection questions, language samples, design of activities, and

methodological guidelines throughout the volume. The Routledge Handbook of Spanish Language Teaching contributes to enriching the field by being an essential reference work and study material for specialists, researchers, language practitioners, and current and future educators. The book will be equally useful for people interested in curriculum design and graduate students willing to acquire a complete and up-to-date view of the field with immediate applicability to the teaching of the language.

Practical instructional ideas, lessons, and differentiation strategies to support English learners in diverse classroom settings With classrooms that are more diverse than ever before, how can we support English learners in ways that help them reap the same benefits from reading workshop that our English speaking students do? Lindsey Moses draws on her years of experience in classrooms to provide answers to teachers' most common questions about getting started in a linguistically diverse workshop setting. She offers a wealth of practical ideas for supporting English learners through each component of the reading workshop. With research-based tips and guidance, Lindsey shares effective ways to modify your routines to meet the needs of every student in your classroom, including: Planning and implementing units of study that are supportive of English learners Providing guided learning experiences for English learners during independent workshop time Creating learning opportunities for English learners to engage in meaningful experiences with both literature and informational texts. Lindsey's instructional ideas, lesson examples, children's literature suggestions, and differentiation strategies give you all the tools you need to implement a reading workshop that is as effective for your English learners as it is for your English speakers.

Teaching Creative Writing to Second Language Learners

Language Learning and Use in English-Medium Higher Education

Insights into the European Portfolio for Student Teachers of Languages (EPOSTL)

Preparing Pre-service and In-service Teachers

The Developing Language Learner

Language Learning Strategies Around the World