

# CLASSROOM LANGUAGE



# The Language Of The Classroom

**Ian Tudor**



## **The Language Of The Classroom:**

*The Dynamics of the Language Classroom* Ian Tudor, 2001      **Focus on the Language Classroom** Dick Allwright, Kathleen M. Bailey, 1991-04-25 The authors set out to define the aims principles and objectives of recent research into what exactly happens in the language classroom to describe the findings of this work and to relate these to teaching practice      Process and Experience in the Language Classroom Michael Legutke, Howard Thomas, Christopher N. Candlin, 2014-06-06 Process and Experience in the Language Classroom argues the case for communicative language teaching as an experiential and task driven learning process The authors raise important questions regarding the theoretical discussion of communicative competence and current classroom practice They propose ways in which Communicative Language Teaching should develop within an educational model of theory and practice incorporating traditions of experimental and practical learning and illustrated from a wide range of international sources Building on a critical review of recent language teaching principles and practice they provide selection criteria for classroom activities based on a typology of communicative tasks drawn from classroom experience The authors also discuss practical attempts to utilise project tasks both as a means of realising task based language learning and of redefining the roles of teacher and learner within a jointly constructed curriculum      Understanding Language Classroom Contexts Martin Wedell, Angi Malderez, 2013-04-11 Arguably the whole point of education is to effect change in what people know and are able to do Globalization has contributed to a common perception worldwide of the need to introduce changes to the teaching and learning of languages The success of many attempts to do so has been limited by insufficient consideration of implementation contexts Understanding Language Classroom Contexts explores and illustrates how what happens in any language classroom is influenced by and can be an influence on the contexts in which it is situated A clear understanding of these influences is thus the starting point for planning effective change The book considers many visible and invisible features of the multiple layers of any context and provides a framework for understanding the types of factors that may influence whether changes planned by a teacher or externally initiated are likely to be successful The book will help teachers and educational managers or change planners outside the classroom to understand why their classrooms are as they are and so to make informed decisions about what can or cannot or not easily be changed and suggests how any changes might be appropriately managed      **The Language of the Classroom** Arno A. Bellack, Joel Robert Davitz, 1965      *Understanding the Language Classroom* S. Gieve, I. Miller, 2005-11-30 The starting point for this collection is a chapter by Dick Allwright on the language learning and teaching classroom experience entitled Six Promising Directions in Applied Linguistics The other distinguished contributors respond to this discussion with their own interpretations and from their own experience The collection problematizes prescription efficiency and technical solutions as orientations to classroom language learning Complexity and idiosyncrasy on the other hand are recognized as central concepts in a move towards centralizing teachers and learners own understanding of

classroom life in the contexts of language learning adult literacy education and language teacher education     *Academic Language in Diverse Classrooms: Definitions and Contexts* Margo Gottlieb, Gisela Ernst-Slavit, 2014-04-14 Ensure your school speaks the language of success Since the introduction of the Common Core schools realize the necessity for a deep understanding of academic language as a stepping stone to academic achievement The expectations for more robust curriculum instruction and assessment require administrators teachers and students to retool for academic success This companion volume to Margo Gottlieb and Gisela Ernst Slavits six book series on academic language provides a thorough overview of key concepts and effective practices Optimized for curricular planning and in classroom reference with particular attention to linguistically and culturally diverse students the book includes Definitions and examples of the dimensions of academic language A step by step template for teachers to incorporate academic language into their planning for student learning Graphic models that illustrate academic language use across the content areas     **Classroom Discourse** Courtney B. Cazden, 2001 When Courtney Cazden wrote *Classroom Discourse* she provided such a cogent picture of what the research tells us about classroom language that the book quickly became a classic and shaped an entire field of study Although other books since have addressed classroom language none has matched Cazdens scope and vision Now thirteen years later we ve witnessed such significant changes in social and intellectual life that the subject of classroom discourse is more important than ever So Cazden has revisited her classic text and integrated current perspectives and research New features include a new rationale for the importance of student teacher talk the importance of oral as well as written communication skills in today s occupations and current conceptions of knowledge and the way it is acquired rich new examples of talk in K 12 classrooms math as well as language arts with transcriptions and analyses new findings from teacher researchers as well as university researchers new emphasis on achieving greater equity in what students learn new material on the kind of interactions computers offer new section on learning new forms of discourse as a significant educational goal for all students Readers will emerge from the book with a better understanding of the significance of quality teacher student talk and some of the most important research and researchers     *Student Engagement in the Language Classroom* Phil Hiver, Ali H. Al-Hoorie, Sarah Mercer, 2020-12-02 Through a mix of conceptual and empirical chapters this book defines engagement for the field of language learning It serves as an authoritative guide for anyone wishing to understand the unique insights engagement can give into language learning and teaching or anyone conducting their own research on engagement within and beyond the classroom     *Using the Board in the Language Classroom* Jeannine Dobbs, 2001-02-05 This book provides more than 130 activities as well as tips and suggestions for using the classroom board more effectively and efficiently This book provides tips and suggestions to help language teachers use their classroom boards more effectively and efficiently More than 130 activities for the board to help teachers both teach and assess their students are included These activities will also provide opportunities for students whatever their age or level of competency to learn and practice specific lexical

phonetic or grammatical items attain increased fluency in their writing reading listening and speaking skills teach and learn from their peers practice self assessment get to know each other and other cultures better and have fun during the learning process *Higher Order Thinking Skills in the Language Classroom: A Concise Guide* Afsaneh Ghanizadeh, Ali H.

Al-Hoorie, Safoura Jahedizadeh, 2020-09-11 In this book we try to provide a practical down to earth guide for those who are involved in language learning and teaching We hope that this book will be a useful reading for those who would like to incorporate higher order thinking skills HOTS enhancing techniques in their teaching practice We set out from the position that although it is hardly doubtful that it is at the heart of education critical thinking is in reality often not given its due attention in pedagogy particularly in language education This book offers readers some practical advice on how to implement HOTS in their own practice It has been written to take the reader through each technique with the ultimate goal of promoting HOTS step by step In the introductory chapter we present an overview of the theory behind HOTS its definition its relation to Bloom's Taxonomy its two dimensions critical thinking and reflective thinking and the ideas of some influential thinkers in this area The subsequent chapters present six HOTS enhancing techniques that classroom teachers can draw from namely graphic organizers critical discourse analysis argumentation emotion regulation and emotional intelligence enhancing techniques reflective journals and mindfulness based strategies As the book draws on a wide ranging review of literature with exercises for direct use with language learners we hope that this provides both theoretical and practical support for the teaching process to help language learners become effective critical thinkers The compilation of the ideas in this book took us a long time over a decade Something that takes such a long time requires much engagement and life experience so did this book

**Code Choice in the Language Classroom** Glenn S. Levine, 2011 *Code Choice in the Language Classroom* argues that the foreign language classroom is and should be regarded as a multilingual community of practice rather than as a perpetually deficient imitator of an exclusive second language environment From a sociocultural and ecological perspective Levine guides the reader through a theoretical empirical and pedagogical treatment of the important roles of the first language and of code switching practices in the language classroom Intended for SLA researchers language teachers language program directors and graduate students of foreign languages and literatures the book develops a framework for thinking about all aspects of code choice in the language classroom and offers concrete proposals for designing and carrying out instruction in a multilingual classroom community of practice An extremely timely book on one of the most vexing issues in foreign language teaching how much codeswitching is acceptable or even desirable in the 21st century 12 classroom Through a sound theoretical framework and concrete pedagogical examples Glenn Levine develops an exciting innovative multilingual approach to curriculum design teaching and articulation that engages the students in the co construction of code choice conventions Claire Kramsch University of California at Berkeley USA *Beyond Grammar* Mary R. Harmon, Marilyn J. Wilson, 2006 *Beyond Grammar Language Power and the Classroom* asks readers to think about the

power of words the power of language attitudes and the power of language policies as they play out in communities in educational institutions and in their own lives as individuals teachers and participants in the larger community Each chapter provides extended discussion of a set of critical language issues that directly affect students in classrooms the political nature of language the power of words hate language and bullying gender and language dialects and language policies Written for pre service and practicing teachers this text addresses how teachers can alert students to the realities of language and power removing language study from a neutral corner to situate it within the context of political social and cultural issues Developing a critical pedagogy about language instruction can help educators understand that classrooms can either maintain existing inequity or address and diminish inequity through critical language study A common framework structures the chapters of the text Each chapter begins with an overview of the language issue in question and includes references for further research and for classroom use and provides applications for classroom teachers Numerous references to the popular press and the breadth of language issues found therein foreground current thought on socio cultural language issues attitudes standards and policies found in the culture s at large References to current and recent events illustrate the language issue s importance cartoons address the issue and brief For Thought activities illustrate the point being discussed and extend the reader s knowledge and awareness Personal Explorations ask readers to go beyond the text to develop further understanding Teaching Explorations ask teachers to apply chapter content to teaching situations Beyond Grammar

**Language Power and the Classroom** is intended for undergraduate and master s level courses that address literacy education linguistics and issues of language and culture     Teaching Without Textbooks Edward John Wade,1992 Guide for teachers of English as a foreign language giving a range of methods to arouse and maintain student concentration and heighten motivation Techniques used include the use of physical exercise such as yoga to raise students energy levels as well as music and games     *The Internet and the Language Classroom* Gavin Dudeney,2000-09-21 Covers finding and classifying resources guidance on using the Internet as a classroom tool and resource practical activities to use with students creating simple web pages and how to set up and run global email and cultural exchanges     **Society and the Language Classroom** Hywel Coleman,1997 Society and the Language Classroom examines the ways that learners and teachers behave in English language classrooms in different parts of the world at primary secondary and tertiary level     Observation in the Language Classroom Dick Allwright,1988 This book provides an account of classroom observation in a historical and educational perspective Drawing on extracts from classic studies in this field Dick Allwright reviews the development of research and experiment since the 1970 s The book thus not only provides a background to recent research but also identifies areas for future development Stress is laid on the link to be made between practice and research and it is argued that policy making either at classroom or institutional level is heavily dependent on descriptive accounts of classroom reality     **Drama in the Language Classroom** Carmela Romano Gillette,Deric McNish,2023-06-15 Drama in the Language Classroom weaves

together cutting edge research and practices from the fields of theater and TESOL After providing an overview of how drama can be used in the language classroom Carmela Romano Gillette a TESOL expert and Deric McNish an expert in actor training present a collection of resources teachers need to begin using drama including practical classroom tested and evidence based techniques They show how theater performance and improvisation can help students build confidence develop a deeper context for speaking and create authentic opportunities for language use In addition they outline the para and extra linguistic techniques that can improve expression and meaningful communication Each section includes sample activities such as script analysis for improving fluency and assessment suggestions Readers do not need to have experience with performance or drama to learn how to incorporate these practices into the ESL classroom

**New case studies of openness in and beyond the language classroom** Anna Comas-Quinn, Ana Beaven, Barbara Sawhill, 2019-07-26 A follow up to the successful 2013 publication about OER and language teaching this book celebrates the many ways in which language teachers and learners around the globe are embracing the concept of openness in and beyond the language classroom Divided into three sections creating and using OERs working in open spaces and openness and teacher development these short practical case studies provide first hand information on how openness can facilitate language teaching and learning The editors hope it will inspire teachers to explore open tools practices and teacher development as part of their language teaching practice

*Team Teaching and Team Learning in the Language Classroom* Akira Tajino, Tim Stewart, David Dalsky, 2015-12-14 This book reignites discussion on the importance of collaboration and innovation in language education The pivotal difference highlighted in this volume is the concept of team learning through collaborative relationships such as team teaching It explores ways in which team learning happens in ELT environments and what emerges from these explorations is a more robust concept of team learning in language education Coupled with this deeper understanding the value of participant research is emphasised by defining the notion of team to include all participants in the educational experience Authors in this volume position practice ahead of theory as they struggle to make sense of the complex phenomena of language teaching and learning The focus of this book is on the nexus between ELT theory and practice as viewed through the lens of collaboration The volume aims to add to the current knowledge base in order to bridge the theory practice gap regarding collaboration for innovation in language classrooms

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