

Psychology For Language Teachers A Social Constructivist Approach Marion Williams

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The Psychology of Language - Trevor A. Harley 2013-12-16

This thorough revision and update of the popular second edition contains everything the student needs to know about the psychology of language: how we understand, produce, and store language.

Motivation and Second Language

Acquisition - Zoltán Dörnyei 2001

This volume - the second in this series concerned with motivation and foreign language learning - includes papers presented at a colloquium on second language motivation at the American Association for Applied Linguistics as well as a number of specially commissioned surveys.

Language Teachers at Work - Zhan Li 2020-06-13

This book examines a ubiquitous, yet under-researched, area of language education, i.e., language teachers' use of curriculum materials. It particularly focuses on EFL teachers' use of prescribed curriculum materials in higher education in Mainland China and presents a qualitative, multi-case study involving four Chinese EFL teachers and eight students (two

students from each teacher's class) at one university in Mainland China. Drawing on data from pre-lesson and post-lesson interviews with the teachers, lesson observations, and documents in three consecutive semesters at the target university, the book delineates the processes of materials use in classroom settings. It also identifies four domains of factors that influenced the enactment of curriculum materials. Most importantly, by adopting Vygotsky's (1978) mediation theory and Remillard's (2005) participatory perspective, the book constructs a "curriculum enactment mediation model" to reveal the complex and mediated relations among teachers, learners, curriculum materials, and context. It also recommends practical implications for materials developers, teacher educators, administrators, and policymakers.

Teacher Development in Technology-Enhanced Language Teaching - Jeong-Bae Son 2018-05-25

This book explores language teacher development in computer-assisted language learning (CALL) environments and discusses approaches, tasks and

resources that can guide language teachers to develop their skills and strategies for technology-enhanced language teaching (TELT). It looks at key aspects of CALL in terms of pedagogy and technology and proposes a model of CALL teacher development, which incorporates essential elements of teacher learning in CALL. Further, the author presents practical tasks and tips on how to develop knowledge and skills for the use of digital technologies in language teaching and suggests ideas to improve language teacher training and development.

Language Teacher Psychology - Sarah Mercer 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.

Teaching General Music - Carlos R. Abril 2016-01-06

General music is informed by a variety of teaching approaches and methods. These pedagogical frameworks guide teachers in planning and implementing instruction. Established approaches to teaching general music must be understood, critically examined, and possibly re-imagined for their potential in school and community music education programs. Teaching General Music brings together the top scholars and

practitioners in general music education to create a panoramic view of general music pedagogy and to provide critical lenses through which to view these frameworks. The collection includes an examination of the most prevalent approaches to teaching general music, including Dalcroze, Informal Learning, Interdisciplinary, Kodály, Music Learning Theory, Orff Schulwerk, Social Constructivism, and World Music Pedagogy. In addition, it provides critical analyses of general music and teaching systems, in light of the ways children around the world experience music in their lives. Rather than promoting or advocating for any single approach to teaching music, this book presents the various approaches in conversation with one another. Highlighting the perceived and documented benefits, limits, challenges, and potentials of each, Teaching General Music offers myriad lenses through which to re-read, re-think, and re-practice these approaches.

Language Teacher Cognition - Li Li 2019-10-11

This book explores the topic of teacher cognition, making use of sociocultural theory as a framework to understand what teachers know, think, believe and do in their professional contexts through 'applied' conversation analysis. The author examines what teaching and learning mean to teachers by analyzing the interactional work they do with their students, considering when and why teachers make interactive decisions as well as how they utilize new technological tools to address their pedagogical objectives. After discussing how teachers construct identities and display emotions in the classroom, she presents suggestions for language teacher education and development, pedagogy improvement and teacher

knowledge. This book will be of interest to language teachers and teacher trainers, as well as students and scholars of applied linguistics and sociocultural theory.

Teacher Education and Professional Development in TESOL - JoAnn Crandall 2016-01-29

At the forefront of research on English language teacher education and professional development, this volume presents new empirical research situated in different contexts around the world, including Canada, Denmark, Israel, Japan, Korea, Qatar, Sudan, and the U.S. It is framed by the volume editors' insightful overview and analyses of previous and ongoing work in a variety of related domains and an epilogue by David Nunan. The chapter studies are organized around three themes: teacher identity in ESL/EFL teacher education and professional development programs, second language teacher education programs for diverse contexts, and professional development for diverse contexts. All chapters focus on the applied nature of the research and include a section on implications. To provide balance and a range of views, the volume includes both chapters reporting on empirical research funded by TIRF grant recipients and several from invited authors who are senior scholars in the field. This is the third volume in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

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Multiple Perspectives on the Self in SLA - Sarah Mercer 2014-02-03

Instead of viewing different perspectives on the self as competing with each other and considering one perspective on the self as being inherently 'better' than another, this book takes the view that a

fuller, more comprehensive picture of the self in SLA can be gained by examining and combining insights from different perspectives. This original collection of papers thus attempts to provide a thorough overview of the ways in which the self can be conceptualised in SLA contexts. The editors have brought together a diverse range of theoretical perspectives on the self to allow the reader to appreciate the insights that each approach contributes to overall understandings of the self in the domain of second language acquisition and foreign language learning.

Handbook of Research on Computer-Enhanced Language Acquisition and Learning - Zhang, Felicia 2008-02-28

Provides comprehensive coverage of successful translation of language learning designs utilizing ICT in practical learning contexts. Offers the latest knowledge related to research on computer-enhanced language acquisition and learning.

Motivation and Foreign Language Learning - David Lasagabaster 2014-07-31

Motivation is a key aspect of second language learning. There is no doubt that abstract models are basic to gain theoretical insights into motivation; however, teachers and researchers demand comprehensible explanations for motivation that can help them to improve their everyday teaching and research. The aim of this book is to provide both theoretical insights and practical suggestions to improve motivation in the classroom. With this in mind, the book is divided into two sections: the first part includes innovative ideas regarding language learning motivation, whereas the second is focused on the relationship between different approaches to foreign language learning – such as EFL (English as a foreign language), CLIL

(Content and Language Integrated Learning) or immersion – and motivation. Both sections have an emphasis on pedagogical implications that are rooted in both theoretical and empirical work.

Language Learning Strategies and Individual Learner Characteristics -

Rebecca L. Oxford 2018-02-22

This innovative book focuses on the relationships among self-regulated language learning strategies, students' individual characteristics, and the diverse contexts in which learning occurs. It presents state-of-the-art, lively, readable chapters by well-known experts and new, promising scholars, who analyze learning strategy theory, research, assessment, and use. Written by a team of international contributors from Austria, Canada, Greece, Japan, New Zealand, Poland, Turkey, the UK and the USA, this volume provides theoretical insights on how strategic learning interacts with complex environments. It explores strategy choice and the fluidity and flexibility of learning strategies. Research-based but practical themes in the book include strategy-related teacher preparation; differentiated strategy instruction to meet the needs of diverse learners of different ages, cultures, and learning styles; and creative, visualization-based development of strategy awareness. Examining methodologies for strategy research and assessment, the volume explores narrative, decision-tree, scenario-based, and questionnaire-based research, as well as mixed-methods research and new assessment tools for young learners' strategies. It presents research on strategies used for foreign/second language pronunciation, pragmatics, listening, reading, speaking, writing, and test-taking. By providing a wide range of examples of strategies in research

and action in a number of countries, cultures, and educational settings, and by offering incisive section overviews and a detailed synthesis at the end, this book enables readers to develop a holistic understanding of language learning strategies. With additional online strategy materials available for downloading, *Language Learning Strategies and Individual Learner Characteristics* is invaluable to all those interested in helping language students learn more effectively.

Educational Psychology in Context -

Bruce A. Marlowe 2006

Educational Psychology in Context: Readings for Future Teachers takes an exciting new approach to educational psychology by addressing the questions that real teachers in real schools ask about real students. This book's purpose is to provide a stimulating alternative to traditional texts by helping teachers develop a strong theoretical and research-based understanding of how their students learn and develop. Unlike other texts, this book of major readings is an anthology of primary-source readings selected for students entering the teaching profession and for teachers interested in examining learning and development.

Professional Support Beyond Initial Teacher Education - Anna Elizabeth Du Plessis 2019-08-26

This book investigates the professional learning needs of teachers beyond initial teacher education, focusing on teachers in complex teaching positions, such as out-of-field teaching practices. The information presented here will help to improve professional learning strategies, while also offering an in-depth understanding of teachers' needs, leaders' perceptions, and what complex teaching situations mean for teachers' professional learning and

development. Further, Du Plessis shares the perceptions and lived experiences of teachers, parents, leaders and students as key stakeholders in quality teaching and learning environments. In light of new evidence-informed findings on the out-of-field phenomenon and continuing professional learning, Du Plessis puts forward strategies that will enhance the effectiveness of professional learning and development programs, while also fostering improved decision-making and policy development. In brief, Du Plessis focuses on the impact that complex teaching situations have on teachers' unique needs, the support that is provided, and the influence of the out-of-field phenomenon on teachers' responses to continuing professional learning and development programs.

English Language Teaching in Pakistan - Naziha Ali Raza 2022-02-05

This book presents empirical research on teaching, learning and assessment, and teacher development practices in Pakistan. Despite extensive academic research conducted in Pakistan over the last decade, there is a dearth of internationally published literature on English language teaching in the country. This book covers current research priorities and initiatives concerning English language teaching, learning and assessment, empirical developments, and major professional development initiatives, both in Pakistan and involving the work of Pakistani scholars based in abroad. It highlights the impacts that development efforts are having in the ELT world in Pakistan. The respective chapters cover a diverse range of topics, including: continuous professional development (CPD), identity construction, English language policy, curriculum development, and innovative ELT approaches and methodologies used in Pakistan. This volume provides

valuable insights for TESOL and applied linguistics scholars and practitioners working in the field of ELT, both in Pakistan and elsewhere in the globalized world.

The Cambridge Guide to Learning English as a Second Language - Anne Burns 2018-03-15

Through its up-to-date and comprehensive coverage of current perspectives, this volume aims to expand understanding of what it means to learn English as a second or additional language. The focus throughout the book is primarily on language learning, but each chapter also discusses the implications for teaching and assessment, thus informing both understanding and practice. The book is organised into nine sections, with 36 chapters presenting a wide and diverse range of accounts of the learning of English. Four major themes which permeate the chapters are: Learning and learners; learning and language; learning and language development; and learning and learning contexts-- back cover.

Teacher Beliefs as a Complex System: English Language Teachers in China - Hongying Zheng 2015-10-05

The volume is a practical introduction to the ways in which the teachers deal with classroom events in the context of change for researchers, teachers, administrators who wish to implement curriculum reform to EFL in schools. The author provides insights into the beliefs of Chinese teachers of English as a Foreign Language (EFL), and their pedagogical choices in the context of the National English Curriculum Reform. The complex nature of EFL teachers' beliefs about EFL teaching and learning are exposed, how their beliefs interact with mental and actionable processes triggered by classroom practice, and how their beliefs co-adapt with contexts to

maintain the stability of the teachers' belief systems. This is the first study to present complexity theory in a narrative context of education, exploring the non-linear and unpredictable features of the relationship between the teachers' beliefs and practices. Integrating complexity theory with interpretivist, ecological and sociocultural perspectives, this book contributes to the research agenda by providing a systematic framework for examining teacher beliefs as a whole, and examining the extent to which western theory may be applied to Chinese educational contexts.

Positive Psychology Perspectives on Foreign Language Learning and Teaching - Danuta Gabryś-Barker
2016-05-23

This book introduces readers to the principles of a fairly new branch of psychology – positive psychology – and demonstrates how they can be applied in the context of second language acquisition in a natural environment and in instructed foreign language (FL) learning. It focuses both on the well-being and success of the learner and the professional and personal well-being of the teacher. Further, the book stresses the importance of the positive emotions and character strengths of those involved in the process of language learning and teaching, as well as the significant role played by enabling institutions such as school and, at the micro-level, individual FL classes.

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, Discourse and Social Psychology - A. Weatherall 2007-03-28

Language and communication are central features of social behaviour. So, it is somewhat surprising that the social psychological study of this area has a relatively short history. In this book a leading group of scholars overview the history, theories and methods of the field, and showcase the latest developments in cutting-edge empirical work.

Constructivist Blended Learning Approach - Oleg Tarnopolsky
2012-11-30

Biographical note: Oleg Tarnopolsky (Doctor of Pedagogy, Fulbright Awards, 1994 and 2005) is Full Professor at Alfred Nobel University, Dnipropetrovsk (Ukraine) where he heads the Department of Applied Linguistics and Methods in Foreign Language Teaching. His research and publications focus on different aspects of language teaching. He is the author of more than 250 works (books, articles, textbooks) on teaching English as a foreign language published in his home country and across Europe, in Canada and in China. Contact: Managing Editor: Anna Borowska, PhD, aborowska@versita.com.

Language Teacher Education and Technology - Jeong-Bae Son 2017-06-29

Language teachers' competencies in computer-assisted language learning (CALL) are a crucial factor affecting their own implementation of CALL.

However, there is still a concern that many language teachers are not adequately prepared to make effective use of CALL or to identify and evaluate potential CALL solutions. This can be the result of many different factors and raises the question of how to train teachers to develop their CALL knowledge and skills to a greater degree. The discussion of approaches to training language teachers in the use of technology adopted in areas of Australia, the UK and the US provides valuable insights for those already involved in this area, and inspiration for those who have some interest in carrying out this kind of training, but as yet have little or no experience. This book explores the current status of CALL teacher education and discusses issues and challenges CALL teacher educators face in their own contexts. Specifically, it looks at postgraduate CALL courses offered at different universities to find ways of improving CALL teacher training. It represents the first overview of a topic that is relevant to most postgraduate courses in Applied Linguistics or TESOL across the globe. The use of technology for language learning and teaching is increasingly common but, as is so often the case, training for teachers in how to use that technology remains limited, to a large extent by lack of expertise among trainers.

Technology and the Psychology of Second Language Learners and Users - Mark R. Freiermuth 2020-03-25

This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as

well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology.

The Psychology of the Language Learner - Zoltán Dörnyei 2014-04-04
Research results over the past decades have consistently demonstrated that a key reason why many second language learners fail-- while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. In psychology, these attributes have traditionally been called "individual differences." The scope of individual learner differences is broad--ranging from creativity to learner styles and anxiety--yet there is no current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological research involving each topic. A key

concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain. A wide range of readers will benefit from this book--students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-service training courses; and researchers in second language acquisition and psychology.

Teaching Modern Foreign Languages - Carol Morgan 2014-07-10

Designed for all trainee and newly qualified teachers, teacher trainers and mentors, this volume provides a contemporary handbook for the teaching of modern foreign languages, covering Key Stages 2, 3 and 4 in line with current DfEE and TTA guidelines.

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching - Jack C. Richards 2012-01-31

This collection provides a state-of-the-art survey of key issues and approaches in contemporary second language teaching.

Cambridge Guide to Second Language Teacher Education - Anne Burns 2009-03-23

This collection provides an overview of current issues, debates, and approaches in Second Language Teacher Education (SLTE) presented by internationally prominent researchers, educators, and emerging scholars. Chapters address such issues as distance education, non-native English-speaking educators, technology, assessment, standards, and the changing contexts of contemporary language teaching and teacher education.

Constructivism and Education - Marie Larochelle 1998-08-13

An international collection dealing with the constructivist approach to

education.

The Models of Engaged Learning and Teaching - John Willison 2020-04-23

This book provides a practical philosophy for promoting students' sophisticated thinking from Early Childhood to PhD in ways that explicitly interconnect across the years of education. It will help teachers, academics and the broader learning and teaching community to understand and implement these connections by introducing a conceptual framework, the Models of Engaged Learning and Teaching (MELT). By covering the nature, philosophy, practice and implications of MELT for teachers and students alike, the book will help teachers to facilitate students' awareness of, and increasing responsibility for, the thinking demanded by subject and discipline-specific learning as well as interdisciplinary learning, whether face to face, online or in blended modes. The book will also provide educators with ways to effectively engage with complex, and sometimes conflicting, contemporary educational concepts, and with a diverse variety of colleagues involved in the learning and teaching enterprise. The book provides guidance that allows curriculum improvement, teacher action research and larger-scale research to be reported on from a common perspective, bridging the gap between those readers focused on research and those focused on teaching. The book shares valuable insights and ways of addressing the contemporary issue of discipline-based learning versus transdisciplinary learning, reducing the dichotomy and enabling the two approaches to complement each other. This is an Open Access book.

Constructivism and Autonomous Learning - 2014-01-01

2014-01-01

Exploring Psychology in Language Learning and Teaching - Marion Williams 2016-06-28

This book explores key areas of educational and social psychology and considers their relevance to language learning and teaching, using activities and questions for reflection. The topics discussed in the book include:

- learners' and teachers' beliefs about how a language should be learned and taught
- learning and working in groups
- relationships with others
- the role of the self in teaching and learning
- motivation to start and persist with tasks
- the role of emotions in learning.

The authors provide useful insights for the understanding of language learning and discuss the important implications for language teaching pedagogy. Extra resources are available on the website: www.oup.com/elt/teacher/exploringpsychology

Marion Williams was formerly Reader in Applied Linguistics at the University of Exeter and is a past president of IATEFL. Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Stephen Ryan is Professor in the School of Economics at Senshu University, Tokyo.

Curriculum Development, Materials Design and Methodologies: Trends and Issues (Penerbit USM) - Ambigapathy Pandian 2016-11-14

This book reflects an exceptional collection of articles, literature reviews and research finding primarily linked to curriculum and material development activities. The book covers various aspects from the theoretical frameworks and research findings that govern curriculum and material development processes to actual classroom practices that

incorporated learners' needs and contexts. Articles and research findings selected and presented in this book are primarily based on practicing school teachers' interest. In addition to its wide coverage in terms of topics and contents, the book authors and contributors are from both local and abroad. This is intended for university students, curriculum planners, teachers, school administrators and teacher trainers that serve as guide for courses in language material design and curriculum and instruction.

ICT-Based Assessment, Methods, and Programs in Tertiary Education - Meri Yilan, Serpil 2020-04-17

The use of information and communication technologies (ICTs) in education has revolutionized learning. Shifting beyond traditional mode of education, the integration of ICTs has become an advantage for students at tertiary education when used for the right purpose to enhance learning. The use of technology brings forth a flexible and accessible mode of education and bridges the gap of learning across borders. This enables students at tertiary level to have access to other universities and academic resource materials globally, thereby expanding their knowledge. Thus, it is crucial to consider the development of technology in education as part of a comprehensive pedagogical framework and take into account new developments in ICTs. **ICT-Based Assessment, Methods, and Programs in Tertiary Education** is an essential research publication that provides relevant theoretical frameworks and recent empirical research findings on integrating ICTs in tertiary education to enhance learning and allow students to take more control of their learning. Highlighting topics such as assessment, language learning, and e-

learning, this book is ideal for teachers, professionals, academicians, researchers, administrators, curriculum designers, instructional designers, and students.

Constructivism Reconsidered in the Age of Social Media - Chris Stabile
2016-01-05

No longer relegated to just the classroom, learning has become universal through the use of social media. Social media embodies constructivism itself as the users engage in the development of their own meaning. And, constructivism is relevant to education, and learning theory and technological advance can be better understood in the light of one another. This volume explores: particular areas influenced by constructivist thinking and social media, such as student learning, faculty development, and pedagogical practices, practical and useful ways to engage in social media, and dialogue and discussions regarding the nature of learning in relation to the technology that has changed how both faculty and students experience their educational landscape. This is the 144th volume of this Jossey-Bass higher education series. It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

Language in Focus - Kasia Papaja
2016-12-14

Applied Linguistics is a field of academic enquiry that deals with the theoretical and empirical investigation of real issues which focus on language. These issues include aspects of linguistics, first or second language acquisition, literacy, language disorders, foreign language learning and teaching, bilingual education, linguistic

discrimination, and language policy, among others. New approaches, new theoretical concepts and new methods are a prerequisite for dealing with particular educational issues, and, as such, this book focuses on the challenges and opportunities that emerge from this. It brings together selected presentations given at the LIF2014 conference, which took place in Antalya, Turkey. The main focus of this event was to reflect the internationality of the English language by drawing academicians, researchers, teachers and educational authorities from all over the world and providing them with the opportunity to exchange an interdisciplinary dialogue on the theoretical as well as purely practical implications of Applied Linguistics and ELT.

The Strategy Factor in Successful Language Learning - Carol Griffiths
2018-03-28

This book addresses fundamental questions regarding the relationships between successful language learning and strategy use and development, according to learner, situational or target variables. It considers strategy effectiveness from an individual point of view and discusses pedagogical issues, especially relating to teacher perceptions and training, classroom and learner factors, methodology and content. This new edition has been reworked and revised to include an extensive review, analysis and re-interpretation of the existing literature and an update on the theoretical debate surrounding language learning strategies. The research methodology section has been considerably extended and detailed explanations are now given for how to analyse data from research studies. Rather than focusing on strategies divorced from the 'real world' of the classroom, this book explores the

issues from the teaching/learning point of view and will be of interest to students, teachers, trainee teachers, teacher educators and researchers alike.

Challenging Boundaries in Language Education - Achilleas Kostoulas

2019-06-08

This edited collection challenges the perceptions of disciplinary, linguistic, geographical and ideological borders that run across language education. By highlighting commonalities and tracing connections between diverse sub-fields that have traditionally been studied separately, the book shows how the perspectives of practitioners and researchers working in diverse areas of language education can mutually inform each other. It consists of three thematic parts: Part I outlines the field of language education and challenges its definition by highlighting additional theoretical constructs that have tended to be viewed as separate from language education. Part II investigates curricular boundaries, showing how the language-learning curriculum can be enriched by connections with other curricular areas. Lastly, Part III looks into the challenges and opportunities associated with language education against the backdrop of globalisation.

Approaches and Methods in Language Teaching - Jack C. Richards

2014-04-16

This third edition of Approaches and

Methods in Language Teaching is an extensive revision of the popular and accessible text. Like previous editions, this book surveys the major approaches and methods in language teaching such as Grammar Translation, Audiolingualism, Communicative Language Teaching, and the Natural Approach. It examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques. In addition, this third edition includes content on the teaching and learning environment, with chapters on learners and methods, teachers and methods, plus approaches, methods and the curriculum. Teachers and teachers-in-training will discover that this third edition is a comprehensive survey and analysis of teaching methods used around the world. The book seeks not only to clarify the assumptions behind these methods and their similarities and differences, but also to help teachers explore their own beliefs and practices in language teaching.

Psychology for the Classroom: the Social Context - Alan Pritchard

2013-05-13

Psychology for the Classroom: Constructivism and Social Learning provides a lively introduction to the much debated topics of talk and group collaboration in classrooms, and the development of interactive approaches to teaching.