TRICIA HEDGE

Teaching and Learning in the Language Classroom

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Tricia Hedge

Anna Mystkowska-Wiertelak,Mirosław Pawlak

Teaching And Learning In The Language Classroom Tricia Hedge:

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

   Teaching and Learning in the Language Classroom Tricia Hedge,2005 This book explains problematic areas of English grammar with an emphasis on meaing It provides a fresh approach to grammar which focuses on topics such as articles and direct and indirect speech which teachers often find difficult to explain to their students   **How Languages are Learned 4th edition - Oxford Handbooks for Language Teachers** Patsy M. Lightbown,Nina Spada,2013-01-10 Teachers are often told that new teaching methods and materials are based on the latest research But what does this mean in practice This book introduces you to some of the language acquisition research that will help you not just to evaluate existing materials but also to adapt and use them in a way that fits what we currently understand about how languages are learned   Supporting Learners with Dyslexia in the ELT Classroom Michele Daloiso,2017-03-21 This book provides specific support to teachers who need to accommodate learners with dyslexia in their ELT classrooms guiding them through the main steps of the process with clear explanations suggestions and practical tools Areas covered include the nature and causes of dyslexia emotional cognitive and linguistic factors connected to dyslexia and English as a foreign second or other language methodological guidelines for making English language teaching accessible for learners with dyslexia strategies for phonological and orthographic work developing communicative skills in oral and written language accessible language testing and assessment in classroom based and official contexts Extra resources are available on the website www oup com elt teacher supportingdyslexia   Exploring Psychology in Language Learning and Teaching Marion Williams,Sarah Mercer,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   Teaching English: A Practical Guide for Language Teachers Graeme Ching,2019-12-09 Designed as an all in one guide this practical concise and easy to use text is meant for courses offering instruction to students who are training to become language teachers in North America and abroad Using practical examples integrated tasks sample activities and lessons and review questions the text introduces readers to key topics including course design lesson planning and classroom management It also identifies how to teach speaking listening reading writing vocabulary grammar and pronunciation with special attention to language acquisition and intercultural communication This book was previously self published as Teaching English A Practical Guide which won the 2017 TESL Canada Innovation Award for Teaching Training Resource Materials This edition has been well updated and includes a new section on using technology in the classroom expanded coverage of assessment and new questions and suggested further readings in each chapter   *How Languages Are Learned 5th Edition* Patsy M Lightbown,Nina Spada,2021-07-05 Now in its fifth edition the award winning How Languages are Learned has established itself as an indispensable introduction to research in language acquisition and its relationship with classroom practice Patsy Lightbown and Nina Spada have worked for over four decades in second language research and education They are highly respected worldwide for making theory and research about language learning accessible and relevant to classroom teaching This widely acclaimed book remains essential reading for second language teachers Updated content highlights the latest research into second language learning and its relevance to classroom practice Activities and questions for reflection personalize content and support critical thinking Chapter summaries discussion questions weblinks and supplementary activities are available online at www oup com elt teacher hlal

Teaching Young Language Learners, Second Edition Annamaria Pinter,2017-01-26 This fully updated second edition provides a comprehensive and readable introduction to teaching young learners It gives an accessible overview of the issues including child development L1 and L2 learning L2 skills vocabulary and grammar learning to learn materials design and policy issues Integrating theory and practice in an accessible way it draws onup to date research and classroom practice that is internationally relevant New for this edition Systematic incorporation of ideas related to technology across all chapters Discussion of current trends in the field of teaching young learners including CLIL online learning issues of assessment 21st century skills and ways of giving children more agency in their language learning A new chapter on intercultural awareness for young learners Updates to research and practical examples and new tasks An extended final chapter on classroom research complete with innovative ideas for researching with children   **Language Assessment for Classroom Teachers** Lyle Bachman,Barbara Damböck,2018-01-25 This book provides teachers with an entirely new approach to developing and using classroom based language assessments This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers The following key questions are addressed Why do I need to assess What beneficial consequences do I want to help bring about How can my assessments

help my students learn better and help me improve my teaching When and how often do I need to assess What decisions do I need to make to help bring about these beneficial consequences What do I need to assess How can I define the abilities that I want to assess How can I assess my students What kinds of assessment tasks should I create How can I score my students responses to these tasks The authors guide the reader step by step through the process of developing and using classroom based assessments with clear explanations and definitions of key terms illustrative examples and activities for applying the approach in practice Extra resources are available on the website www oup com elt teacher lact Lyle Bachman is Professor Emeritus of Applied Linguistics at the University of California Los Angeles He serves as a consultant in language testing research projects and in developing language assessments for universities and government agencies around the world and he conducts courses and training workshops in language assessment Barbara Damb ck was Director of Studies of the English Department at the Teacher Training Academy in Dillingen Germany from 2003 to 2011 From 2003 to 2017 she supervised the training of oral examiners for the certification examination for elementary school English teachers in Bavaria She has extensive experience as a classroom teacher teacher trainer and teacher of teacher trainers She conducts courses and workshops for teachers and teacher trainers around the world **Generation Alpha in the Classroom: new approaches to learning** Erika Galea,Olga Sayer,2025-01-04 Generation Alpha in the Classroom new approaches to learning explores the distinctiveness of Generation Alpha students considering the neuroscience behind their behaviour and using activities and questions for reflection *Doing Task-Based Teaching - Oxford Handbooks for Language Teachers* Jane Willis,David Willis,2013-04-02 Task based teaching has created enormous interest among teachers in recent years But how does the idea of designing tasks e g discussions problems games that encourage learners to use real language work in practice This book explains the basic principles behind task based learning and teaching and gives practical examples of how to make it work in different teaching situations **Technology Enhanced Language Learning: connecting theory and practice** Aisha Walker,Goodith White,2013-03-08 How can you use technology for pedagogic purposes in the language classroom Technology Enhanced Language Learning discusses how the use of technology opens up opportunities for learning how it enables different types of learning and how it affects language use *The TKT Course Modules 1, 2 and 3* Mary Spratt,Alan Pulverness,Melanie Williams,2011-01-13 This is the official preparation course for teachers and trainee teachers preparing for the Cambridge Teaching Knowledge Test TKT modules 1 2 and 3 **Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom** Anna Mystkowska-Wiertelak,Mirosław Pawlak,2012-03-02 The book addresses one of the key controversies in teaching foreign language grammar which is the utility of production oriented instruction as exemplified in the PPP sequence and comprehension based teaching as implemented in interpretation tasks and processing instruction It provides a thorough overview of issues related to learning and teaching grammar with a particular focus on input oriented approaches and reports the findings of four studies which sought to compare their effects

with instruction based on different forms of output practice The findings serve as a basis for guidelines on how the two options can be successfully combined in the classroom Transcending Boundaries Gisela Hermann-Brennecke,2007 This volume presents 16 essays by friends and colleagues celebrating Gisela Hermann Brennecke s 60th birthday Since the early 1970s when she emerged as one of the outstanding German specialists in language acquisition and language teaching she has been active in research and teaching at various German universities and abroad The wide range of Gisela Hermann Brennecke s research interests and publications transcending boundaries is mirrored in the diversity of the contributions in this volume language learning and language policy studies in English American and Postcolonial literatures and cultures creative writing *Current Issues in English Language Teaching and Learning* Mario Cal,Francisco Javier Fernández,Lidia Gómez,2010-02-19 This volume contains a selection of the papers seminars and workshops presented in the First International Conference on English Language Teaching and Learning ICELTL1 held at the University of Santiago Spain in September 2008 as well as a number of valuable original contributions by other specialists who were involved in the conference It aims to represent the views of teachers scholars researchers teacher trainers and curriculum developers from all over the world from the USA and Japan to Europe It is addressed to ELT teachers researchers and professionals who want to reflect upon and develop their knowledge and practice of current issues in English language teaching and learning Current problems in many of the areas of ELT are given different solutions depending on the context in which respective contributors conduct their work It is precisely this international perspective that makes this volume unique and illustrative of different realities with a similar objective in mind the implementation and improvement of English language teaching The various contributions have been organised in four main sections that correspond to the major focal topics of the conference teacher training and development classroom management and practice new technologies and language teaching and research on learner language **Explaining English Grammar** George Yule,1998-11-12 This book is intended for teachers of English **Cognitive Lexicography** Carolin Ostermann,2015-07-31 English lexicography and linguistics have always shared close ties yet the potential of cognitive linguistics for lexicography has only been hesitantly acknowledged in the literature This is what cognitive lexicography attempts to change by using insights gained in cognitive semantic research for the development of new dictionary features After a short survey of the history and practice of English monolingual learner lexicography as well as an outline of the relationship between linguistics and lexicography three new dictionary features are developed They cover three different cognitive semantic theories as well as three different parts of the monolingual dictionary entry each time for a new set of lexemes Frame semantics conceptual metaphor theory as well as cognitive conceptions of polysemy are used to create a new example section for agentive nouns a new defining structure for emotion terms and a new microstructural arrangement for particle entries Dictionary analyses on all as well as user studies on two of the features complement these suggestions The monograph thus presents a new approach to lexicography that incorporates

into its description of lexical items how humans perceive and conceptualise language **Teaching the Pronunciation of English as a Lingua Franca** Robin Walker,2021-07-05 English as a Lingua Franca ELF is one manifestation of the changing role of English in the world today This book and audio links explore how ELF may be relevant to teaching your students pronunciation It draws on the Lingua Franca core a set of pronunciation features that research has found to be essential to intelligibility in ELF communications and explores how adopting an ELF approach can benefit students It covers techniques and materials for teaching ELF pronunciation including planning and assessment and the influence of learners first language pronunciation The audio links feature dialogues between ELF speakers from fifteen different first language backgrounds

From Experience to Knowledge in ELT - Oxford Handbooks for Language Teachers Julian Edge,Sue Garton,2013-01-10 Strategies and ideas to help you develop your personal teaching style A guide to help teachers of English to develop teaching skills through drawing on practical classroom experience

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