

# Beyond Training

*JACK C. RICHARDS*



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# Beyond Training Perspectives On Language Teacher Education Cambridge Language Teaching Library

**William Littlewood**



## **Beyond Training Perspectives On Language Teacher Education Cambridge Language Teaching Library:**

*Beyond Training* Jack C. Richards, 1998-02-13 *Beyond Training* examines the nature of second language teacher development and how teachers practices are influenced by their beliefs and principles It seeks to move discussion of language teacher development beyond the level of training which reflects a technical view of specific teaching practices Instead it takes a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker The argument pursued throughout is that teacher education needs to engage teachers not merely in the mastery of techniques but in an exploration of the knowledge beliefs and attitudes that underly their teaching practices *The Experience of Language Teaching* Rose Senior, 2006-02-23 Through the words of more than 100 practising language teachers *The Experience of Language Teaching* provides a detailed picture of teaching and learning in communicative classrooms Using a teacher generated framework it covers a range of aspects of classroom life how teachers create environments suitable for language practice how they get students on side how they manage tricky students how they enhance the learning experience how they develop and maintain a spirit of community The book demonstrates how paying attention to both the learning and social needs of their class groups enables language teachers to behave in flexible ways that promote learning This book will be of interest to teachers teacher educators researchers and to anyone interested in finding out what it is like to be a language teacher at the present time *The Experience of Language Teaching* was winner of the Ben Warren International Trust House Prize in 2005 **Researching Language Teacher Cognition and Practice** Roger Barnard, Anne Burns, 2012-09-03 This book presents a wide range of methodological perspectives on researching what teachers think and do in language teaching It contains chapters by the editors and a leading teacher cognition researcher that highlight key themes as well as eight case studies by new researchers recounting their experience of designing and using data collection tools **Interactive Language Teaching** Wilga M. Rivers, 1987-02-27 Teachers and writers describe the approaches and techniques they have incorporated into their own teaching The paperback edition is designed to help classroom teachers make language classes more participatory and communication oriented A distinguished group of innovative teachers and writers describe in a collection of essays the approaches and techniques they have incorporated into their own teaching *Materials Development in Language Teaching* Brian Tomlinson, 1998-03-05 This book engages with current issues in developing materials for language teaching *Approaches and Methods in Language Teaching* Jack C. Richards, Theodore S. Rodgers, 2001-04-09 In addition to the approaches and methods covered in the first edition this edition includes new chapters such as whole language multiple intelligences neurolinguistic programming competency based language teaching co operative language learning content based instruction task based language teaching and The Post Methods Era *Language Test Construction and Evaluation* J. Charles Alderson, Caroline Clapham, Dianne Wall, 1995-05-26 This book describes the process of language test construction and reviews current practice **The Language Teaching**

**Matrix** Jack C. Richards, 1990-02-23 For use in courses on language teaching methodology and teacher preparation this book also serves as an invaluable source for courses in language curriculum development materials development and teaching practice The author views effective language teaching as a network of interactions involving the curriculum methodology the teacher the learner and instructional materials hence the metaphor of a matrix Each chapter discusses and examines the theoretical and practical dimensions of a central issue in language teaching Among the topics covered are curriculum development designing instructional materials teaching listening speaking reading and writing the nature of effective teaching self monitoring in teacher development and language and content Richards presents key issues in an accessible and highly readable style and shows how teachers and teachers in training can be involved in the investigation of classroom teaching and learning The emphasis is not on prescriptions but rather on developing effective teaching through understanding the various factors that interact in second language learning and in the second language classroom

**Task-Based Language Teaching** David Nunan, 2004-12-09 The field of task based language teaching has developed considerably since the publication of *Designing Tasks for the Communicative Classroom* Nunan 1989 a book which helped to set the research agenda in teaching methodology for the following decade While *Designing Tasks* underpins this new title the material has been thoroughly updated and includes four completely new chapters *Task Based Language Teaching* offers a comprehensive and up to date appraisal of the field

*Testing for Language Teachers* Arthur Hughes, 2003 This second edition remains the most practical guide to testing language It has a new chapter on testing young learners

Developing Reading Skills Francoise Grellet, 1981-09-30 *Developing Reading Skills* is a handbook for language teachers who would like to develop their own reading materials or enrich a reading course

*Taylor's 7th Teaching and Learning Conference 2014 Proceedings* Siew Fun Tang, Loshinikarasi Logonnathan, 2015-06-01 These conference proceedings showcase a rich and practical exchange of approaches and vital evidence based practices taking place around the world They clarify the complex challenges involved in bringing about a holistic educational environment in schools and institutes of higher learning that fosters greater understanding and offer valuable insights on how to avoid the pitfalls that come with rolling out holistic approaches to education To do so the proceedings focus on the subthemes Support and Development Mobility and Diversity and Networking and Collaboration in Holistic Education

**Research Methods in Language Learning** David Nunan, 1992-06-26 An introduction to research methods intended to help readers understand and evaluate research in language learning this book presents a balanced accessible view of a range of methods including formal experiments introspective methods including diaries logs journals and stimulated recall interaction and transcript analysis case studies It emphasises the value to language teachers of reading published research as well as initiating their own research After completing the tasks and exercises in each chapter readers should acquire sufficient skills and knowledge to formulate research questions collect relevant data analyse and interpret it and report the results to others

*Course Design* Fraida

Dubin, Elite Olshtain, 1986-09-26 Course planning and development in the context of current theories of language learning

*Establishing Self-Access* David Gardner, Lindsay Miller, 1999-03-11 Establishing Self Access examines establishing maintaining and developing self access language learning SALL While much of it presents practical ideas dealing with issues related to SALL they are supported by references to relevant literature and research This link between theory and practice makes the debate about SALL accessible and makes this a useful resource for establishing and running self access learning facilities Its unique features include a typology of self access facilities a discussion about how to manage self access a step by step guide on evaluating self access a wide variety of practical suggestions for implementing self access in different contexts It is suitable for anyone concerned with self access from pre service teacher trainees to experienced teachers and from managers of dedicated self access centres to administrators concerned with financing self access facilities

**Developments in English for Specific Purposes** Tony Dudley-Evans, Maggie Jo St John, 1998-09-10 An introductory text on the substantive criminal law of England for use in degree courses and post graduate law courses *Understanding Research in Second Language Learning* James Dean Brown, 1988-09-30 What is research Variables Data organization Controlling extraneous variables Critiquing statistical studies The group and the individuals Patterns in human behavior Statistics for testing Statistical logic Correlation Comparing means Comparing frequencies Hands on critique and posttest

Lessons from Good Language Learners Carol Griffiths, 2008-04-03 This book considers the strategies used by successful language learners in the light of current thinking and research Foreign and Second Language Learning William Littlewood, 1984-04-26 The relevance of language acquisition to the day to day concerns of teaching and learning languages

**Using Surveys in Language Programs** James Dean Brown, 2001-06-18 This book presents a comprehensive but practical overview of the different phases and activities involved in the development and implementation of effective survey projects by language teaching professionals The text which includes chapters on planning designing gathering analyzing and reporting survey research would be accessible to graduate students language teachers administrators and researchers The theoretical and practical issues involved in survey design are defined and discussed in digestible chunks All concepts are explained in an easy to follow step by step manner with ample examples and checklists provided Each chapter also includes a list of key terms a set of review questions and a collection of exercises for practical application In this text language teaching professionals will find all of the crucial information needed to survey students and teachers about their beliefs and practices The results can then be used for developing curriculum evaluating the success of language programs or doing other relevant research

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