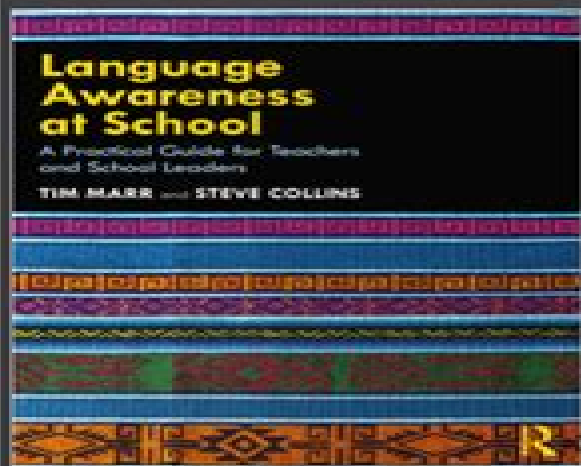


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A Practical Guide for Teachers and School Leaders

Tim Marr and Steve Collins

All too often, schools make decisions about language without a proper understanding of the issues involved. Written in collaboration by an academic linguist and an experienced teacher, *Language Awareness at School* combines professional experience and academic expertise to demonstrate how a language-aware approach to education has the potential to transform both whole-school policy and classroom practice. This is a crucial read for all teachers, trainee teachers or school leadership teams who want to make more informed decisions regarding language issues in schools.

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"It's refreshing to read such a coherent and informed vision of what language teaching can and should look like in our schools... Marr and Collins offer and exemplify a compelling argument for the kind of language-informed practice that will benefit students everywhere." - **Andrew McCallum**, *Director of the English and Media Centre, London*

"The book offers a very useful reference point for teachers interested in developing their own linguistic knowledge in order to make their classrooms more inclusive, and for middle and senior leaders looking to raise language awareness at whole-school level." - **Marcello Giovanelli**, *Reader in Literary Linguistics, Aston University, UK*

"A precise balance of linguistic principles and practical direction, this highly readable work convincingly shows that literacy must go hand-in-hand with language awareness." - **Mark Arnall**, *Headteacher, Q3 Academy Great Barr, West Midlands, UK*

Language Awareness For Teachers

William Henry Mittins



Language Awareness For Teachers:

Language Awareness in the Classroom Carl James, Peter Garrett, Christopher N. Candlin, 2014-06-06 Language Awareness in the Classroom addresses the central educational question of the impact that explicit language knowledge has on learning and language learning. A substantial Introduction defines the issues and key concepts and relates them to contemporary educational policy and practice in Europe and internationally. The papers are organised into four thematic sections: the extent and nature of language awareness in teacher education; school based language awareness programmes; tertiary education initiatives; and modes of evaluation of language awareness programmes. Alive to Language Valerie Arndt, Paul Harvey, John Nuttall, 2000-05-18 Areas examined in this book include the concepts of language in use and associated systems; language varieties; language change; and the interaction between language and power. *Language Awareness in Teaching* Timothy Chadwick, 2012-04-05 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education, International Education, Reform and Language Education. Produced with University of Cambridge International Examinations, the Toolkit helps teachers to develop language awareness to support their students with the academic language they need to be successful in subjects taught through English. With reflective questions and activities, it can be used either for self study or in training modules. Useful for both content and English language teachers, it is aimed primarily at those who teach students for whom English is not their first language, for example as part of a bilingual or CLIL programme or in an international English medium school. Teacher Language Awareness Stephen Andrews, 2007-08-09 Teacher Language Awareness (TLA) is an area of increasing interest to those involved in language teacher education. This book provides an introduction to the nature of TLA, assesses its impact upon teaching and its potential impact on learning. The book focuses specifically on grammar. It aims to encourage teachers and others involved in language education to think more deeply about the importance of TLA and to adopt a more principled approach to the planning of those parts of their programmes associated with it. Language Awareness in Teacher Education Stephan Breidbach, Daniela Elsner, Andrea Young, 2011 Teaching language and teaching with languages is what is called for in contemporary classrooms, be they language classrooms or otherwise. When the learners' plurilingualism and societies' multilingualism have social, cultural or political implications, becoming aware of language matters is a necessity both for non-specialist teachers and language teachers alike. This book thus presents a variety of research-based perspectives on the cultural, political and social educational domains of language awareness. Context, both historical, socio-economic, political and cultural, has an undeniable impact on language attitudes and awareness, and the variety of different contexts contained in this volume (the Basque Country, Catalonia, Spain, England, UK, Finland, Germany, Hong Kong, China, Japan, Portugal, Scotland, UK and Turkey) testifies to this. As each chapter outlines the specificities and the impact of context upon language policies, attitudes and beliefs, the authors in this book focus on language awareness as a multi-faceted concept fit to play a major role.

in the reform processes of teacher education in the 21st century

Language Awareness for Teachers William Henry Mittens,1991 An introduction for English teachers trying to equip themselves for the teaching of language within the National Curriculum The book aims to help teachers develop an understanding of the areas of modern linguistics relevant to the classroom but absent from their own education

Language Awareness in Teaching: A Toolkit for Content and Language Teachers ,2013-09

Language Awareness at School Tim Marr,Steve Collins,2023-05-02 All too often schools make decisions about language without a proper understanding of the issues involved Language Awareness at School addresses this problem by exploring a range of topics related to language helping teachers to make informed choices about how to best support their students in becoming more confident aware speakers and writers Written in collaboration by an academic linguist and an experienced teacher this essential book combines professional experience and academic expertise to demonstrate how a language aware approach to education has the potential to transform both whole school policy and classroom practice Chapters explore such questions as the misconceptions surrounding the use of Standard English teachers and students local accents the development of cross curricular speaking and writing skills and how to reinvigorate Modern Foreign Languages This book also works to undo damaging prejudices about how students speak instead highlighting opportunities to encourage students to notice examine and debate language issues Language Awareness at School is a crucial read for all teachers trainee teachers and school leadership teams who want to make more informed decisions regarding language issues in schools

The Routledge Handbook of Language Awareness Peter Garrett,Josep M. Cots,2017-11-06 The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness It contains a collection of state of the art reviews of both established themes and new directions authored and edited by experts in the field The handbook is divided into three sections and reflects the engaging diversity of language awareness perspectives on language teaching and teachers language learning and learners and extending to additional areas of importance that are less directly concerned with language instruction In their introductory chapter the editors provide valuable background to the language awareness field along with their summary of the chapters and issues covered A helpful section giving further reading suggestions for each of the chapters is included at the end of the book This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics sociolinguistics and across the wider spectrum of language and communication

Language Awareness for Teachers William Henry Mittens,1991

Linguistics at School Kristin Denham,Anne Lobeck,2014-07-17 Linguistics is a subject that has remained largely confined to the academy rather than being integrated into school curricula This is unfortunate but not surprising as although some teacher education programs include courses on linguistics it is not comprehensively integrated into teacher education so it is largely absent from the curriculum This volume brings together a team of leaders in the field of linguistics and education to provide an overview of the current state of research and practice It

demonstrates changes which can be made to teaching such as revising teacher s preparation developing and implementing practical applications of linguistics in both primary and secondary classrooms partnering linguists with classroom teachers and working to improve state and national education standards The contributors emphasize the importance of collaboration between professional linguists and educators in order to meet a common goal to raise awareness of the workings of language

Language in Language Teacher Education H. R. Trappes-Lomax, Gibson Ferguson, 2002 This volume explores the defining element in the work of language teacher educators language itself The book is in two parts The first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under examined These include language as social institution language as verbal practice language as reflexive practice language as school subject and language as medium of language learning The chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses both pre service and in service courses and teacher education practice focusing variously on metalinguistic awareness for teachers language improvement and classroom communication The unifying factor is that collectively they illuminate how language teacher educators research their practice and reflect on underlying principles **Applied**

Linguistics and Language Teacher Education Nat Bartels, 2006-07-02 Applied Linguistics and Language Teacher Education is aimed at applied linguists who are interested in understanding more about the learning of novice teachers in their classes The 21 studies in this volume provide information on the complexity of novice teachers learning and use of knowledge in a variety of applied linguistics classes such as SLA Syntax Pragmatics Sociolinguistics Phonetics and Phonology L2 Reading and Writing Testing and Content Based Instruction These studies were conducted in a variety of contexts from North and South America to Europe Asia and Australia and look at the preparation of teachers of English Spanish and Chinese The book also includes a state of the art summary of research on knowledge acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students learning and use of the knowledge presented in their classes *Non-Native Language Teachers* Enric Llurda, 2006-06-09 As non natives are increasingly found

teaching languages particularly English both in ESL and EFL contexts the identification of their specific contributions and their main strengths has become more relevant than ever This volume provides different approaches to the study of non native teachers NNS teachers as seen by students teachers graduate supervisors and by themselves It contributes seldom explored perspectives like classroom discourse analysis and social psychological framework to discuss conceptions of NNS teachers **Assessing Language Teachers' Professional Skills and Knowledge** Rosemary Wilson, Monica

Poulter, 2015-01-31 The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not

always sit easily with the development process while transparency of assessment procedures is also increasingly demanded by the candidates themselves This edited volume discusses key issues in assessing language teachers professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre service and in service levels within the framework of the Cambridge English Teaching Qualifications The volume provides discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment examples of specific assessment procedures for both teaching knowledge and practical classroom skills accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students

Language Teacher Cognition

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

International Handbook on Education Development in the Asia-Pacific

Wing On Lee,Phillip Brown,A. Lin Goodwin,Andy Green,2023-11-20 The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality language education learning and human development workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world

Content Knowledge in English Language Teacher Education

Darío Luis Banegas,2020-02-20 Content Knowledge in English Language Teacher Education provides original professional experiences and research accounts of teaching language in the specific context of English language teacher education programmes in diverse international settings with contributions from Argentina Australia Chile China Ecuador Japan Mexico the USA and Turkey The volume focuses on how teacher educators plan and deliver modules which help future teachers understand

English as a system and develop English language proficiency The contributors describe and analyse their professional practices in designing delivering and evaluating modules or courses on understanding the English language as a system i e content knowledge exploring the teaching of elements such as phonetics phonology grammar pragmatics philology and discourse analysis In addition they draw on their vast professional experience to explore how to successfully develop competence and language skills in English so that teachers can become models and proficient users of the language for their students The contributions range from more historical and functionally linguistic focused chapters to more sociocultural explorations of teaching English to future teachers including interculturality multilingualism World Englishes critical thinking skills academic writing and literacy through literature The accounts shed light on the diverse practices of educators from many different countries contexts and cultural and linguistic backgrounds drawing links between policy and practice to locate much of English language teacher education and curriculum development outside the so called inner circle of native English language speaking contexts practitioners and researchers

Teacher Cognition and Language Education

Simon Borg, 2015-03-12 The study of teacher cognition what teachers think know and believe and of its relationship to teachers classroom practices has become a key theme in the field of language teaching and teacher education This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition The first part of the book considers what is known about the cognitions of pre service and practicing teachers and focuses specifically on teachers cognitions in teaching grammar reader and writing The second part of the book evaluates a range of research methods which have been used in the study of language teacher cognition and provides a framework for continuing research in this fascinating field This comprehensive yet accessible account will be relevant to researchers teacher educators and curriculum managers working in language education contexts

Native and Non-Native Teachers in English Language Classrooms Juan de Dios Martinez Agudo, 2017-05-08 Despite being highly debated in applied linguistics and L2 teaching literature the controversial issue of non nativeness still remains unresolved Contemporary critical research has questioned the theoretical foundations of the nativeness paradigm which still exerts a strong influence in the language teaching profession Written by well known researchers and teacher educators from all over the world both NSs and NNSs the selected contributions of this volume cover a great variety of aspects related to the professional role and status of both NS and NNS teachers in terms of both perceived differences and professional concerns and challenges The strongest aspects of this volume are the global perspectives and the implications for future research and teacher education It is precisely this international perspective which makes this volume illustrative of different realities with a similar objective in mind the improvement of second language teaching and teacher education In today s world being a NS or NNS should not really matter but rather teachers professional competences This publication thus provides a forum of reflection and discussion for all L2 educators who need to be aware of how much they might offer to their future students

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