

Applied Linguistics and Primary School Teaching

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Sue Ellis and Elspeth McCartney



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Applied Linguistics And Primary School Teaching

Hassan Mohebbi, Christine Coombe



Applied Linguistics And Primary School Teaching:

Applied Linguistics and Primary School Teaching Sue Ellis, Elspeth McCartney, 2011-04-07 Modern primary teachers must adapt literacy programmes and ensure efficient learning for all. They must also support children with language and literacy difficulties, children learning English as an additional language and possibly teach a modern foreign language. To do this effectively they need to understand the applied linguistics research that underpins so many different areas of the language and literacy curriculum. This book illustrates the impact of applied linguistics on curriculum frameworks and pedagogy. It captures the range of applied linguistics knowledge that teachers need and illustrates how this is framed and is used by policy makers, researchers, teacher educators and the other professions who work with teachers in schools. It considers how to effect professional development that works. It is essential reading for primary teachers but also for speech and language therapists, educational psychologists, learning support teachers and all those doing language or literacy research in the primary classroom.

Applied Linguistics and Primary School Teaching Patricia Driscoll, 2015 [Learning Foreign Languages in Primary School](#) María del Pilar García Mayo, 2017-06-16 This book presents research on the learning of foreign languages by children aged 6-12 years old in primary school settings. The collection provides a significant and important contribution to this often overlooked domain and aims to provide research based evidence that might help to inform and develop pedagogical practice. Topics covered in the chapters include the influence of learner characteristics on word retrieval, explicit second language learning and language awareness, meaning construction, narrative oral development, conversational interaction and how it relates to individual variables, first language use, feedback on written production, intercultural awareness raising and feedback on diagnostic assessment. It will be of interest to undergraduate and graduate students, researchers, teachers and stakeholders who are interested in research on how children learn a second language at primary school.

Teaching and Learning English in the Primary School Gila A. Schauer, 2019-10-11 This book is the first comprehensive investigation of interlanguage pragmatic issues in a primary school context that is based on both primary school teachers' statements on their own teaching realities, views and preferences and a thorough investigation of materials used by teachers and recommended by teacher educators in the state. The primary schools are located in It offers a contrastive analysis of primary school learners acquiring English in a typical English as a foreign language school context and their age peers in the same state that are exposed to English in a school immersion context. This book will be of interest to scholars, researchers, educators in higher education that focus on English language teaching, second language acquisition and applied linguistics. It is also intended for students who are planning to become primary school teachers of English as a foreign language.

Language Planning in Primary Schools in Asia Richard Baldauf, Robert Kaplan, Kwonko Kamwangamalu, Pauline Bryant, 2013-09-13 In foreign language education decisions must be taken on what languages to teach, who will teach them, in which schools, i.e. all, only urban, only rural, in which grades, the number of hours a week and the

cost involved This book explores the answers to these questions across a number of Asian polities It illustrates why some of the efforts undertaken are successful and why some are not why despite significant investments of time and resources some students do not seem to acquire the languages being taught and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties It suggests some strategies various polities might attempt to achieve their stated language learning objectives This book was originally published as a special issue of Current Issues in Language Planning

Applied Linguistics and the Teaching of English Hugh Fraser, William Robert O'Donnell, 1973

Voices and Practices in Applied Linguistics Clare Wright, Lou Harvey, James Simpson, 2019-11-04

Voices and Practices in Applied Linguistics comprises a selection of original applied linguistics based research on the theme of the diversity of Applied Linguistics and in Applied Linguistics It is a unique collection of reflections and cutting edge research relating to academic policy and professional fields of Applied Linguistics featuring chapters written by founders of the field established researchers and rising stars This accessible eclectic and forward looking volume is significant both for research and practice It highlights current globalised perspectives on diversity in language use and communication across a variety of contexts and with a rich mix of frameworks methodologies and participants Compiled and edited by a team of academic experts in the field this edited collection will be of interest to established and emerging researchers in Applied Linguistics globally It will also be relevant to language professionals practitioners and policy makers The volume draws together papers from the 2017 British Association for Applied Linguistics BAAL conference marking the 50th anniversary of its inaugural meeting Founded in the mid 1960s this UK based professional association provides a forum for Applied Linguistics and its annual meeting brings together researchers and language professionals from across this field

Linguistics at School Kristin Denham, Anne Lobeck, 2010-01-07

This volume shows how linguistics can be integrated into school curricula presenting research and practice in the field of language within education

Applied Linguistics and Language Teacher Education Nat Bartels, 2005

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 Furthermore valuable information for applied linguists interested in researching the learning in their own classrooms is provided by a chapter evaluating a variety of research methods Each author also provides

insider information on the advantages and disadvantages of the research tools they used for investigating questions they have

Applied Linguistics for Teachers of Culturally and Linguistically Diverse Learners Erdogan, Nabat, Wei, Michael, 2019-06-30 Irrespective of the language taught whether first second or foreign knowledge of linguistics and its application is a must for language teachers However most TESOL programs use general linguistics textbooks that deal with the science of linguistics as theory disregarding its implications practice for teaching English language learners Applied Linguistics for Teachers of Culturally and Linguistically Diverse Learners is an essential scholarly publication that seeks to contribute to TESOL and language teacher education programs in order to assist educators to apply their knowledge to help linguistically and culturally diverse learners succeed in school and life Highlighting an array of topics such as morphology syntax semantics and sociolinguistics this book is ideal for educators educational programs professionals academicians professors linguists and students

Introduction to Applied Linguistics Alan Davies, 2007-07-12 This second edition of the foundational textbook An Introduction to Applied Linguistics provides a state of the art account of contemporary applied linguistics The kinds of language problems of interest to applied linguists are discussed and a distinction drawn between the different research approach taken by theoretical linguists and by applied linguists to what seem to be the same problems Professor Davies describes a variety of projects which illustrate the interests of the field and highlight the marriage it offers between practical experience and theoretical understanding The increasing emphasis of applied linguistics on ethicality is linked to the growth of professionalism and to the concern for accountability manifested in the widening emphasis on critical stances This Davies argues is at its most acute in the tension between giving advice as the outcome of research and taking political action in order to change a situation which it is claimed needs ameliorisation This dilemma is not confined to applied linguistics and may now be endemic in the applied disciplines

Principle and Practice in Applied Linguistics H. G. Widdowson, 1995-07-20 This volume provides a wide ranging overview of the diverse issues in applied linguistics today The contributors consider the relation of their own areas of enquiry both to professional practice and to the discipline as a whole

Innovation in Language Teaching and Learning Hayo Reinders, Stephen Ryan, Sachiko Nakamura, 2019-03-30 This book examines a wide range of innovations in language learning and teaching in Japan Each of the chapters describes the impetus for a change or new development in a particular context from early childhood to adult learning details its implementation and provides an evaluation of its success In doing so they provide a comprehensive overview of best practice in innovating language education from teaching practice in formal classroom settings to self directed learning beyond the classroom and offer recommendations to enhance language education in Japan and beyond The book will be of interest to scholars of applied linguistics and language development and in particular to those involved in managing change in language education that attempts to mediate between global trends and local needs

Research Questions in Language Education and Applied Linguistics Hassan Mohebbi, Christine Coombe, 2022-01-13 This volume encompasses the range of research questions on

language related problems that arise in language teaching learning and assessment The 150 chapters are written by experts in the field who each offer their insights into current and future directions of research and who suggest several highly relevant research questions Topics include but are not limited to language skills teaching language skills assessment and testing measurement feedback discourse analysis pragmatics semantics language learning through technology CALL MALL ESP EAP ERPP TBLT materials development genre analysis needs analysis corpus content based language teaching language teaching and learning strategies individual differences research methods classroom research form focused instruction age effects literacy proficiency and teacher education and teacher development The book serves as a reference and offers inspiration to researchers and students in language education An important skill in reviewing the research literature is following a study's plan of attack Broadly this means that before accepting and acting upon the findings one considers a the research question Is it clear and focused Measurable b the subjects examined the methods deployed and the measures chosen Do they fit the study's goal and have the potential to yield useful results and c the analysis of the data Do the data lead to the discussion presented Has the author reasonably interpreted results to reach the conclusion Mohebbi and Coombe's book *Research Questions in Language Education and Applied Linguistics A Reference Guide* helps budding researchers take the first step and develop a solid research question As the field of language education evolves we need continual research to improve our instructional and assessment practices and our understanding of the learners language learning processes This book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base Deborah J Short Ph D Director Academic Language Research Training Past President TESOL International Association 2021-22 As a teacher in graduate programs in TESOL I frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field This frustration stems from the fact that our field is so vast and interrelated that it is often impossible to properly address all that interests them Hence I wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of TESOL and Applied Linguistics Coombe and Mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come Additionally the cutting edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world The 150 chapters are organized in a most powerful yet deceptively simple way offering a positioning within the topic suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research What is more the nine sections in which the chapters are organized leave no area of the field unexplored Dr Gabriel D az Maggioli Academic Advisor Institute of Education Universidad ORT del Uruguay President IATEFL Chapter Metacognition in Academic Writing Learning Dimensions is available open access under a Creative

Commons Attribution 4.0 International License via link [springer.com](https://www.springer.com) Classroom-Oriented Research Mirosław Pawlak, 2016-04-30 This collection gathers contributions from scholars from Poland and abroad addressing different facets of research into the processes of foreign language and second language learning and teaching as they transpire in a typical language classroom. The book is divided into three parts which address in turn research directions and methodology, the findings of empirical research and links between theoretical considerations and classroom practice. Accordingly, the first part includes papers that examine the role of different research paradigms, put forward concrete research proposals, present innovative data gathering tools or assess the role of such instruments in language teaching. The second part includes reports on original research studies focusing e.g. on teachers' beliefs, the role of lexis and pragmatics, the application of modern technologies, the teaching and assessment of primary school children and the development of social skills from a cross-cultural perspective. Finally, the third part of the book demonstrates how theory-driven approaches can enhance the effectiveness of instructed second language acquisition.

Liberating Language Education Vally Lytra, Cristina Ros i Solé, Jim Anderson, Vicky MacLeroy, 2022-02-04 This book responds to a growing body of work in sociolinguistics and applied linguistics that places an emphasis on situated descriptions of language education practices and illuminates how these descriptions are enmeshed with local institutional and wider social forces. It engages with new ways of understanding language that expand its meaning by including other semiotic resources and meaning-making practices and bring to the fore its messiness and unpredictability. The chapters illustrate how a translingual and transcultural orientation to language and language pedagogy can provide a point of entry to reimagining what language education might look like under conditions of heightened linguistic and cultural diversity and increased linguistic and social inequalities. The book unites an international group of contributors presenting state-of-the-art empirical studies drawing on a wide range of local contexts and spaces from linguistically and culturally heterogeneous mainstream and HE classrooms to complementary community school and informal language learning contexts.

Teaching and Learning Chinese in Schools Robyn Moloney, Hui Ling Xu, 2018-05-29 This book presents the principles of quality teaching in Chinese as exemplified in case studies of primary and secondary school classrooms. Drawing on data from five Australian schools, the authors identify the key practices necessary to produce a quality learning experience for students. The book offers a thorough grounding in the issues involved in teaching different age groups and many practical strategies, including a comprehensive overview of digital technologies for teaching and learning Chinese. It will provide a valuable resource for students and scholars of applied linguistics in addition to supporting teacher training and professional development.

The Routledge Handbook of Teaching English to Young Learners Sue Garton, Fiona Copland, 2018-10-10 The Routledge Handbook of Teaching English to Young Learners celebrates the coming of age for the field of research in primary level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on

areas such as second language acquisition discourse analysis pedagogy and technology to provide An overview of the current state of the field identifying key areas of TEYL Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning CLIL to gaming Suggestions of ways forward with the aim of shaping the future research agenda of TEYL in multiple international contexts Background research and practical advice for students teachers and researchers With extensive guidance on further reading throughout The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area

Nonnative Speaker English Teachers George Braine, 2010-04-05 This book traces the origins and growth of the nonnative speaker teacher movement in TESOL since its birth a decade ago summarizes the research that has been conducted highlights the challenges faced by NNS teachers and promotes NNS teachers professional growth **Integrating Assessment into Early Language Learning and Teaching** Danijela Prošić-Santovac, Shelagh Rixon, 2019-08-07 The volume unites research and practice on integrating language learning teaching and assessment at preschool and early school age It includes chapters written by experts in the field who have studied some of the very youngest pre primary children through to those up to the age of 12 in a variety of private and state contexts across Europe The collection makes a much needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom based assessment particularly formative assessment or the case for developing assessment skills in relation to even the youngest children As a whole the book provides useful case study insights for policymakers teacher educators researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning It also provides practical ideas for practitioners who wish to implement greater integration of assessment and learning in their own contexts

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