

Applied Linguistics and Primary School Teaching

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Sue Ellis and Elspeth McCartney



CAMBRIDGE

Applied Linguistics And Primary School Teaching

**Richard Baldauf, Robert Kaplan, Knonko
Kamwangamalu, Pauline Bryant**

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

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.

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.

Language Planning in Primary Schools in Asia Richard Baldauf, Robert Kaplan, Knokko 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

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

Contemporary Task-Based Language Teaching in Asia Michael Thomas, Hayo Reinders, 2015-02-26 Over the last decade task based approaches to language learning and teaching TBLT have become a global focus of increased levels of research Governments around the world have turned to TBLT as a potential solution for curricula that lack authentic and meaningful engagement with language learning and are failing to motivate students as a result This book focuses on Asia where this shift has been particularly in evidence TBLT has often been implemented in top down approaches to curriculum development which presents a huge range of challenges at the cultural as well as the pedagogic level Contemporary Task Based Language Teaching in Asia looks at the drivers stakeholders and obstacles across the region Some countries have adapted TBLT to deal with the local constraints others have found it hard to apply and many are still in the process of investigating its implementation in their specific contexts This collection is important to all involved in language development from curriculum reform to materials development It assists from programme evaluation to the setting of assessment standards The chapters cover all aspects of language education across Asia from primary to tertiary private and public education as well as innovations at local regional and national levels

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 *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 **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 *Corpus Linguistics and Cross-Disciplinary Action Research* Joanna Baumgart, 2021-11-29 In this book Joanna

Baumgart offers a detailed and innovative account of how a mixed methods approach combining corpus linguistics and discourse analysis can shed light on educational practice Corpus Linguistics and Cross Disciplinary Action Research is based on a 22 000 word corpus of mathematics lessons in a multicultural secondary school in Ireland with the analysis of classroom data supported by insights from reflective meetings with the participating teacher It demonstrates how examination of video recordings of lessons and reflective conversations facilitate discursive changes in the classroom and increase teacher awareness of classroom interaction Throughout the role of teacher talk is used as a model in the subject specific discourse

into which students are socialized Baumgart also relates the story of a successful interdisciplinary approach to action research thereby providing an example of how talk and interaction can be examined within wider educational contexts Building on the premise of the key role which language and talk in particular plays in teaching and learning processes this book will be of keen interest to teacher educators as well as researchers in the fields of corpus linguistics discourse analysis and educational linguistics

Cutting-edge Topics and Approaches in Education and Applied Linguistics Cihat Atar, 2018 In recent decades learning another language and educating people with appropriate skills that address the requirements of the modern world have become significant issues Today around two billion people learn and use English to some extent and this number is expected to rise In the same vein recent rapid technological advancements have made it mandatory to adjust the education system to fit the requirements of this era Currently in the field of education and applied linguistics various new approaches are applied This book will provide the reader with the chance to read learn and understand the recent topics approaches and methodologies in education and applied linguistics in various fields In this sense it will serve as a reference book for undergraduate graduate and PhD students and researchers who would like to learn about the recent developments in education and applied linguistics

Resources in Education , 2001-10 **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) **Navigating**

English Policy and Practice in Japan's Primary Schools Peter Ferguson, 2025-09-10 This book investigates recent changes in language education policy and the implementation of English as a foreign language EFL in Japan's public elementary schools Through interviews with policymakers school principals and elementary school teachers it examines the challenges in creating transmitting and applying this new language policy It reveals not only the contents of language policy documents but the political and socioeconomic rationale for introducing EFL into Japan's national curriculum This book will aid understanding of various macro level discourses such as progressive and conservative views of schooling in Japan and how globalization has affected attitudes toward English education It will be of interest to researchers in language policy and planning second language acquisition second language teacher education and Japanese studies *International Journal of*

Applied Linguistics and English Literature (IJALEL: Vol. 3, No.1), 2014 Editor, 2013-12-30 International Journal of Applied Linguistics and English Literature IJALEL is a peer reviewed journal established in Australia Authors are encouraged to submit complete unpublished and original works which are not under review in any other journal The scopes of the journal include but not limited to the following topic areas Applied Linguistics Linguistics and English Literature The journal is published in both printed and online versions The online version is free access and downloadable *Language Planning in*

Primary Schools in Asia Richard Baldauf, Robert Kaplan, Knonko 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

Collaborative Research in Language Education Gudrun Erickson, Camilla Bardel, David Little, 2023-07-24 Language education at all levels benefits from research in a multitude of ways Conversely educational practices and experiences offer fertile ground for research into language learning teaching and assessment This book views research in language education as a reciprocal venture that should benefit all participants equally Practice is shaped by theory which in turn is illuminated and refined by practice The book brings together studies from different fields of language education in nine countries on four continents Cameroon Canada Finland India Ireland Israel Italy Japan and Sweden The authors report on research that depends on the active involvement of teachers teacher educators and learners of different ages and various backgrounds The book focuses on projects designed to address challenges in the classroom and on the role of learners as collaborative agents in the research process as well as collaborative research in professional development and the role of collaborative research in the development of national policy

APAIS 1994: Australian public affairs information service ,

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