



Teacher's Handbook: Contextualized Language Instruction

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Heinle, 2004. Book Condition: New. Brand New, Unread Copy in Perfect Condition. A+ Customer Service! Summary: Acknowledgments. Preface. PRELIMINARY: BECOMING FAMILIAR WITH THE PROFESSION AND EXPECTATIONS FOR LANGUAGE TEACHERS. Architecture of the Profession. Expectations for Language. Teachers: A Continuum of Teacher Standards. Investigate and Reflect: Learning About Your Language-Specific National Organization and Your State Language Association; Learning About Your Regional Language Conference; Familiarizing Yourself With Foreign Language Resources; Comparing Teacher Standards Across the Career Continuum. 1. UNDERSTANDING THE ROLE OF CONTEXTUALIZED INPUT, OUTPUT, AND INTERACTION IN LANGUAGE LEARNING. Conceptual Orientation. Observe and Reflect: Observing a Child Interacting in L1; Alternative Observation of a Child Interacting in L1; Observing a Beginning L2 Class. Discuss and Reflect: Creating Real Conversational Models; Using Songs to Engage Learners. 2. CONTEXTUALIZING LANGUAGE INSTRUCTION TO ADDRESS GOALS OF THE STANDARDS FOR FOREIGN LANGUAGE LEARNING. Conceptual Orientation. Teach and Reflect: A Roman Election; Contextualizing the Teaching of a Past Tense Grammar Point; Applying the Standards to the Post-Secondary Level. Discuss and Reflect: Textbook Evaluation: A Look at the Use of Context in Exercises; Developing a Top-down ESL Lesson. 3. ORGANIZING CONTENT AND PLANNING FOR INTEGRATED LANGUAGE INSTRUCTION. Conceptual Orientation. Teach and Reflect: Planning for Instruction; Writing Daily...



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A very amazing publication with perfect and lucid information. We have read through and that i am certain that i will planning to study once more yet again in the future. You will not really feel monotony at anytime of the time (that's what catalogues are for about should you question me).

-- **Matilda Hoeger V**