Critical Humanist Perspectives

The Integrational Turn in Philosophy of Language and Communication

Edited by
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Routledge

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Humanism In Language Learning A Critical Perspective:

   Humanism in Language Teaching Earl W. Stevick,1990 This volume explores humanistic approaches unconventional methodologies in relation to language teaching and invites readers to radically reassess their understanding of unconventional teaching methods   **The Routledge Handbook of the Psychology of Language Learning and Teaching** Tammy Gregersen,Sarah Mercer,2021-11-10 This state of the art volume is the first to capture a hybrid discipline that studies the role and linguistic implications of the human mind in language learning and teaching This Handbook considers individual as well as collective factors in language learners and teachers from an array of new empirical constructs and theoretical perspectives including implications for practice and myths debates and disagreements in the field and points to future directions for research This collection of stellar contributions is an essential resource for researchers advanced students and teachers working in applied linguistics second language acquisition psychology and education   What English Language Teachers Need to Know Volume III MaryAnn Christison,Denise E. Murray,2014-03-05 What English Teachers Need to Know a set of companion texts designed for pre service teachers and teachers new to the field of ELT addresses the key question What do English language teachers need to know and be able to do in order for their students to learn English These texts work for teachers across different contexts countries where English is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general English workplace English English for academic purposes or English for specific purposes Volume I on understanding learning provides the background information that teachers need to know and be able to use in their classroom Volume II on facilitating learning covers the three main facets of teaching planning instructing and assessing Volume III on designing curriculum covers the contexts for processes in and types of ELT curricula linguistic based content based learner centered and learning centered Throughout the three volumes the focus is on outcomes that is student learning Features Situated in current research in the field of English language teaching and other disciplines that inform it Sample data including classroom vignettes Three kinds of activities tasks Reflect Explore and Expand   **Christian Faith and English Language Teaching and Learning** Mary Shepard Wong,Carolyn Kristjansson,Zoltán Dörnyei,2013 Ideological and educational political aspects of the link between language and faith especially between Global English and Christianity is a topic of growing interest in the field of English language teaching This book explores the possible role and impact of teachers and students faith in the English language classroom Bringing together studies representing a diversity of experiences and perspectives on the philosophies purposes practices and theories of the interrelationship of Christianity and language learning and teaching it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning teaching experience By adding a data based dimension the volume contributes to the cultivation of valid research methods and innovative ways to

analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language   Georgetown University Round Table on Languages and Linguistics (GURT) 1993: Strategic Interaction and Language Acquisition James E. Alatis,1994-06-01 The papers in this volume examine strategies for language acquisition and language teaching focusing on applications of the strategic interaction method   **International Perspectives on the Role of Technology in Humanizing Higher Education** Enakshi Sengupta,Patrick Blessinger,Mandla Makhanya,2020-11-12 By highlighting the use of emerging technologies in pedagogy and drawing on real life case studies the authors in this volume address the ongoing debate that technology brings a positive effect on education and beyond They demonstrate how technology continues to fulfil the challenges of creating a more democratic educational environment   **Developing Materials for Language Teaching** Brian Tomlinson,2023-07-27 Viewing current developments in materials development through the eyes of developers users and researchers from all over the world this book applies principles to practice It provides a comprehensive coverage of the main aspects and issues in the field as well as critical overviews of recent developments in materials development and acts as a stimulus for innovation Now revised and updated to take account of developments over the last decade this 3rd edition features 8 new chapters covering materials use blended learning multimodality intercultural competence communicative competence the practical realisation of theoretical principles in the development of digital materials the teaching of right to left languages and the commodification of grammar Fully updated chapters with contemporary examples and considering teaching second and foreign languages other than English New pedagogical resources with the addition of tasks and further readings for each chapter New online resources 2 new chapters on producing videos on teacher development courses and materials development on teacher training courses and 2 updated chapters on development courses for teachers and simulations in teacher development alongside a range of additional tasks and further reading suggestions   **Spirituality, Social Justice and Language Learning** David I. Smith,Terry Osborn,2007-02-01 This book sets out to explore the intersections between matters not frequently yoked in academic discussions spirituality social justice and the learning of world languages The contributing authors contend not only that these intersections exist but that they are the site of issues and realities that require the attention of language educators and point to avenues of growth for the language teaching profession The essays included seek to indicate the possibilities of a neglected area of inquiry not only in terms of theory but also in terms of the practices of language education Given this aim of opening up fresh questions the book is arranged so as to show the relevance of the nexus of spirituality and social justice to teacher education chapters 3 and 4 language classroom practices chapters 5 and 6 and the theoretical sources that inform scholarly discussion of language education chapters 7 and 8 The opening chapters place these explorations in a larger context by showing how they fit into existing social contexts and academic discussions   **The Handbook of Plurilingual and Intercultural Language Learning** Christiane Fäcke,Xuesong (Andy) Gao,Paula Garrett-Rucks,2024-11-08 The most up

to date reference text on the latest science in plurilingual and intercultural language education covering both new research and current practice The Handbook of Plurilingual and Intercultural Language Learning reveals the nuances and complexities of teaching and learning languages while providing a timely account of the most recent developments and research in the field The first reference work to examine plurilingual and intercultural language teaching and learning trends across five continents this innovative volume examines the various ways learners acquire language Divided into four sections this Handbook explains the conceptual basis of intercultural and plurilingual learning describes core pedagogical concepts in different contexts discusses various learning and teaching approaches and surveys the historical development of foreign language instruction methods and theories In depth chapters address code switching and translanguaging equity in foreign language learning intercultural sensitivity technology enhanced learning world Englishes the role of language policy in nation building the situations of migrants in language classrooms and more A field defining overview of the latest research on the science of language education and acquisition The Handbook of Plurilingual and Intercultural Language Learning Explores how policy and pedagogy can adapt to the shifting demographics of local student populations as the world becomes increasingly mobile Addresses new trends and evolving themes that are currently determining the future of language education and policy around the world Discusses future trends in language education policy assessment and teacher training in light of new attitudes about language community and statehood Features contributions from a wide range of scholars reflecting different cultural linguistic regional and ideological perspectives Introduces European research discourses on intercomprehension into the English speaking world Part of the Wiley Blackwell Handbooks in Linguistics series The Handbook of Plurilingual and Intercultural Language Learning is an essential resource for students educators and researchers in Applied Linguistics language teaching and learning English as a Lingua Franca plurilingualism multilingualism TESOL cognitive linguistics language policy language acquisition and intercultural communication   *A Theoretical Framework for Language Education and Teaching* Paolo E. Balboni,2018-07-26 Educational linguistics is transcultural with research in the field adopting an international scope Educational systems on the contrary are culture bound As a consequence actual teaching differs across countries and sometimes even among provinces local educational authorities and schools However a globalized world needs to share the various meanings of knowing a language and teaching a language as language is the main factor of both cultural identity and national and international interaction The framework offered here is built on eight hypotheses logical models that provide the potential common core of a non culture bound theory of language education and of language teaching The book thus suggests a common terminology some common principles and a basic paradigm to be shared in both theoretical and practical research in edu linguistics consequently going beyond the borders implied by such titles as European framework American standards and Chinese guidelines   Teaching and Researching: Autonomy in Language Learning Phil Benson,2013-11-04 Autonomy has become a keyword of language policy

in education systems around the world as the importance of independent learning and new technologies has grown Now in a fully revised and updated second edition Teaching and Researching Autonomy provides an accessible and comprehensive critical account of the theory and practice of autonomy Examining the history of the concept it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning Topics new to this edition include Autonomy and new technologies Teacher autonomy The sociocultural implications of autonomy With over three hundred new references and five new case studies of research on autonomy providing practical advice on research methods and topics in the field Teaching and Researching Autonomy will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research   *Spirituality and English Language Teaching* Mary Shepard Wong,Ahmar Mahboob,2018-08-09 This collection of 16 reflective accounts and data driven studies explores the interrelationship of religious identity and English Language Teaching ELT The chapters broaden a topic which has traditionally focused on Christianity by including Buddhist Hindu Muslim and non religious perspectives They address the ways in which faith and ELT intersect in the realms of teacher identity pedagogy and the context and content of ELT and explore a diverse range of geographical contexts making use of a number of different research methodologies The book will be of particular interest to researchers in TESOL and EFL as well as teachers and teacher trainers   *Drama-based foreign language learning* Helga Tschurtschenthaler,2013 What does another language do to the individual who learns and uses it How is the individual s idea of self affected by the other language This case study deals with these two overarching questions within the context of learning English as a foreign language through drama at a German upper secondary school in South Tyrol It investigates how the students see themselves in their roles how they perceive themselves as users of the foreign language and how they experience themselves in role in another language The results show how powerful drama based activities can be and what educational impact they have   *Methods and Methodologies for Language Teaching* Andy Curtis,2017-05-31 An essential guide for pre service and in service English language teachers There are countless theories and approaches to language teaching and with so many different methodologies available it can be difficult for teachers to weigh up the pros and cons of each or even to know where to start Written by an experienced teacher and researcher Methods and Methodologies for Language Teaching takes a fresh look at ten approaches to classroom language teaching and learning Each chapter includes suggested activities and further reading presenting the origins and key features of each methodology before discussing its relation to assessment and learning outcomes This is a clear concise and context driven introduction to teaching methods which reasserts the significance of methodology as a central pillar of language learning   *Comparative Patriarchy and American Institutions* Francis Feeley,2010-02-19 As Claude L vi Strauss wrote in his book La pens e sauvage Paris 1960 biographical and anecdotal history is low powered history which is not intelligible in itself and only becomes so when it is

transferred en bloc to a form of history of a higher power than itself The historian s relative choice is always confined to the choice between history which teaches more and explains less and history which explains more and teaches less This book oscillates between analysis which tries to explain what man is and anecdote which tries to teach what he is capable of becoming What better approach to understanding patriarchy beyond learning the formal dictionary definitions of this term than by examining the richly diverse descriptions of gender relationships found in the following chapters It is the hope of these authors that the recognition of national differences and gender differences will provide new vantage points from which we may gain wider perspectives on our own prejudices and thereby find fulfillment of our aspirations to become more fully human **Debating in Teaching and Learning English** Ben WIlson,2024-04-18 This book offers the first full length treatment of the topic of debating as a method of developing English Foreign Language EFL speaking inviting scholars and practitioners to reflect on the demands of the current age for moving forward educational practice While debating is a well known method of dialogic speaking and is widely practiced the extent to which it is integrated in adult TEFL has not been established and an understanding of its affordances for developing foreign language speaking is also limited This book fills the gap in the field of TESOL and applied linguistics on the affordances of debating as a form of dialogic speaking that can promote a holistic understanding and improvement of experience of education and indeed academic outcomes The two main themes that situate the work are those of dialogic speaking and affect at times referred to as humanistic positive psychology and social and emotional learning The book details the experiences of an adult EFL debate group in a private language school in the North of Italy It reports how the participants experience the pedagogy so as to offer insights into it as a form of teaching speaking in adult EFL as well as providing a practical framework with lesson plans and curriculum The affordances of debating emerge as being social cognitive educational and communicative and are discussed alongside the work of language teaching scholars Curran and Freire and more broadly within a Social Constructivist approach to education As such debating is discussed as being a holistic and dialogic form of pedagogy Particular attention to experience often affective is also found to be fundamental in planning and assessing educational outcomes for both teachers and learners *Conference Proceedings. The Future of Education. 8th Edition* Pixel,2018 **Forum** ,2005 **Content-Based Instruction in Foreign Language Education** Stephen B. Stryker,Betty Lou Leaver,1997-09-01 This book offers concrete and practical ideas for implementing content based instruction using subject matter rather than grammar through eleven case studies of cutting edge models in a broad variety of languages academic settings and levels of proficiency The highly innovative models illustrate content based instruction programs for both commonly and less commonly taught languages Arabic Croatian French German Indonesian Italian Russian Serbian and Spanish and for proficiency levels ranging from beginners to fluent speakers They include single teacher and multi teacher contexts and such settings as typical language department classrooms specialty schools intensive language programs and university programs in foreign languages across the

curriculum All of the contributors are pioneers and practitioners of content based instruction and the methods they present are based on actual classroom experiences Each describes the rationale curriculum design materials and evaluation procedures used in an actual curriculum and discusses the implications of the approach for adult language acquisition

   Teacher/student Responsibility in Foreign Language Learning Beverly-Anne Carter,2006 Original Scholarly Monograph

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