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