

Collaborative Action Research For English Language Teachers By Anne Burns

Jack C. Richards, Thomas S. C. Farrell

Collaborative Action Research for English Language Teachers Anne Burns, 1999-02-25 This book presents first-person accounts providing the basis for exploring the challenges and constraints of action research.

Doing Action Research in English Language Teaching Anne Burns, 2009-12-04 This hands-on, practical guide for ESL/EFL teachers and teacher educators outlines, for those who are new to doing action research, what it is and how it works. Straightforward and reader friendly, it introduces the concepts and offers a step-by-step guide to going through an action research process, including illustrations drawn widely from international contexts. Each chapter includes a variety of pedagogical activities. Bringing the how-to and the what together, this is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

Research Methods in Language Learning David Nunan, 1992-06-26 An introduction to research methods intended to help readers understand and evaluate research in language learning, this book presents a balanced, accessible view of a range of methods including: formal experiments introspective methods (including diaries, logs, journals, and stimulated recall interaction and transcript analysis case studies) It emphasises the value to language teachers of reading published research, as well as initiating their own research. After completing the tasks and exercises in each chapter, readers should acquire sufficient skills and knowledge to formulate research questions, collect relevant data, analyse and interpret it, and report the results to others.

Curriculum Action Research James McKernan, 2013-09-13 A handbook of research techniques for teachers, this book documents the historical development and changing nature of action research in the curriculum and aims to encourage teacher development through curriculum inquiry. It describes 57 action research tools, ten of which are new.

Action Research Jean McNiff, 2002-01-22 Since the first edition of this established text was published in 1988, action research has gained ground as a popular method amongst educational researchers, and in particular for practising teachers doing higher-level courses. In this new edition Jean McNiff provides updates on methodological discussions and includes new sections of case study material and information on supporting action research. The book raises issues about how action

research is theorised, whether it is seen as a spectator discipline or as a real life practice, and how practitioners position themselves within the debate. It discusses the importance for educators of understanding their own work and showing how their educative influence can lead to the development of good orders in formal and informal learning settings and in the wider community. This second edition comes at a time when, after years of debate over what counts as action research, it is now considered an acceptable and useful part of mainstream research practice.

Qualitative Research in Applied Linguistics J. Heigham, R. Croker, 2009-06-17 Written in a clear, informal style for graduate students and practicing teachers embarking on their first qualitative research study in applied linguistics, leading authors introduce the principal research approaches and data creation methods to offer novice researchers an easy-to-follow and straightforward guide to qualitative inquiry.

Second Language Acquisition and Task-Based Language Teaching Mike Long, 2014-07-31 This book offers an in-depth explanation of Task-Based Language Teaching (TBLT) and the methods necessary to implement it in the language classroom successfully. Combines a survey of theory and research in instructed second language acquisition (ISLA) with insights from language teaching and the philosophy of education Details best practice for TBLT programs, including discussion of learner needs and means analysis; syllabus design; materials writing; choice of methodological principles and pedagogic procedures; criterion-referenced, task-based performance assessment; and program evaluation Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning

Teachers' Voices Anne Burns, Helen De Silva Joyce, 2005 The eighth volume in the Teachers' Voices series that contains first person accounts by teachers of their involvement in collaborative action-based classroom research. The research project in this volume focuses on explicitly supporting reading and writing in the adult ESL classroom, including teacher accounts. Conducted by Macquarie Uni.

Sustaining Action Research Anne Burns, Emily Edwards, Neville John Ellis, 2022-03-30 This book is a practical guide for English language teachers and teacher educators seeking to carry out and promote teacher action research within their institutional context. Based on contemporary theory and a reflexive and social approach to teacher professional development and learning, it offers readers structured methodologies and concepts, wide-ranging hands-on activity sets, and focused suggestions for appropriate and sustainable ways to implement action research across an institution. Experts Anne Burns, Emily Edwards and Neville John Ellis close the book by presenting ideas for conducting teacher research through reflective practice, exploratory practice and action research.

Second Language Teacher Education Jack C. Richards, Jack Croft Richards, David Nunan, 1990-02 This text provides a detailed account of current approaches to the education of teachers of second languages. The paperback edition provides a

detailed account of current approaches to the education of teachers of second languages. It offers valuable ideas on the observation and supervision of classrooms, on self-evaluation by teachers, and on teaching itself. Its emphasis reflects the shift in orientation from teacher training to teacher education, in which teachers are involved in developing their own theories of teaching, understanding the nature of teacher decision making, and developing strategies for critical self-evaluation. The book is aimed at teachers, teacher educators, and workshop facilitators involved both in pre-service and in-service education of teachers of second and foreign languages.

Second Language Assessment and Action Research Anne Burns, Hanan Khalifa, 2017-11-09 This volume brings together a collection of chapters outlining the principles and processes of action research and providing case studies of practitioner action research completed by teachers in the ELICOS (English Language Intensive Courses for Overseas Students) sector in Australia. The Action Research in ELICOS programme in which the teachers participated was an innovative collaboration between English Australia, the professional body for ELICOS, and Cambridge English Language Assessment commencing in 2010 and continuing to the present. An introductory chapter describes the initiation of the programme and the professional model adopted to support and facilitate the teachers' research, while a concluding chapter considers the impact of the programme on the teachers and on the ELICOS sector more generally. Case studies by the teachers present the action research processes they undertook to research receptive and productive skills and assessment of these skills in their classrooms.

Professional Encounters in TESOL K. Richards, 2016-01-23 An investigation of the developing discourses of English Language teachers in teaching and training. Showing how teachers are shaped by the discourses they participate in and how they shape these discourses. By analyzing professional development through professional discourse the book sheds light on what teachers do and why they do it.

Lessons from Good Language Learners Carol Griffiths, 2008-04-03 This book considers the strategies used by successful language learners, in the light of current thinking and research.

International Perspectives on Teaching the Four Skills in ELT Anne Burns, Joseph Siegel, 2017-11-10 This book offers a range of perspectives and insights from around the world on the teaching and learning of listening, speaking, reading and writing. It brings together contributors from across six continents, who analyse a wide range of teaching and learning contexts, including primary, secondary, tertiary, private, and adult ESL/EFL classes. In doing so, they provide locally relevant accounts that nonetheless resonate with other contexts and wider concerns. This informative and practical edited collection will appeal to students and scholars who are interested in the four building blocks of language learning, as well as language education and teacher education.

International Perspectives on Teacher Research S. Borg, H. Sanchez, 2015-03-04 Teacher research is recognized, in

ELT and education more generally, as a powerful transformative strategy for teacher development and school improvement. This volume provides original insights into this issue by focusing on the processes involved in becoming and being a teacher researcher.

Professional Development for Language Teachers Jack C. Richards, Thomas S. C. Farrell, 2005-04-04 This much-needed text provides a coherent and strategic approach to teacher development. *Teacher Development for Language Teachers* examines ten different approaches for facilitating professional development in language teaching: self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. The introductory chapter provides a conceptual framework. All chapters contain practical examples and reflection questions to help readers apply the approach in their own teaching context.

Cambridge Guide to Second Language Teacher Education Anne Burns, Jack C. Richards, 2009-03-23 This collection provides an overview of current issues, debates, and approaches in Second Language Teacher Education (SLTE) presented by internationally prominent researchers, educators, and emerging scholars. Chapters address such issues as distance education, non-native English-speaking educators, technology, assessment, standards, and the changing contexts of contemporary language teaching and teacher education.

The Sources of a Science of Education John Dewey, 2011-03-23 This fascinating antiquarian book contains a detailed treatise on education, being a comprehensive discussion of education as a science. This text endeavours to answer the questions: Is there a science in education? Can there be a science of Education? Are the procedures and aims of education such that it is possible to reduce them to anything properly called a Science? Written in clear, concise language and full of interesting explorations of education, this text will appeal to those with an interest in the role and modus operandi of education in modern society, and would make for a great addition to collections of allied literature. The chapters of this volume include: Education as Science, Education as Art, Experience and Abstraction, What Science Means, Illustrations from the Physical Sciences, Borrowed Techniques Insufficient, Laws Vs. Rules, Scientifically Developed Attitudes, Sources Vs. Content, etcetera. We are republishing this vintage book now in an affordable, modern edition complete with a new prefatory biography of the author.

Teaching Speaking Christine C. M. Goh, Anne Burns, 2012-01-31 Drawing on wide-ranging literature from a variety of relevant disciplines, as well as their own extensive experience in teaching spoken English, the authors give a fascinating, comprehensive, and insightful account of the nature of second language speaking skills. The research and theory they survey then serves as the basis for the principles, strategies, and procedures they propose for the teaching of spoken English. This book will, therefore, provide an invaluable resource for teachers, teachers in training, and researchers, providing both a state-of-the-art survey of the field as well as a source of practical ideas for those involved in planning, teaching, and

evaluating courses and materials for the teaching of spoken English--

Innovation and change in English language education Ken Hyland, Lillian L C Wong, 2013-06-19 Questions about what to teach and how best to teach it are what drive professional practice in the English language classroom. Innovation and change in English language education addresses these key questions so that teachers are able to understand and manage change to organise teaching and learning more effectively. The book provides an accessible introduction to current theory and research in innovation and change in ELT and shows how these understandings have been applied to the practical concerns of the curriculum and the classroom. In specially commissioned chapters written by experts in the field, the volume sets out the key issues in innovation and change and shows how these relate to actual practice offers a guide to innovation and change in key areas grounded in research relates theory to practice through the use of illustrative case studies and examples brings together the very best scholarship in TESOL and language education from around the world This book will be of interest to upper undergraduate and graduate students in applied linguistics, language education and TESOL as well as pre-service and in-service teachers, teacher educators, researchers and administrators keen to create and manage teaching and learning more effectively.

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