

Topics in Language and Linguistics

Contexts of Competence

Social and Cultural
Considerations in
Communicative
Language Teaching

Margie Berns

Contexts Of Competence Social And Cultural Considerations In Communicative Language Teaching

**Kathleen Bardovi-Harlig, Beverly
Hartford, Bill VanPatten**



Contexts Of Competence Social And Cultural Considerations In Communicative Language Teaching:

Contexts of Competence Margie Berns, 2013-06-29 The introduction of communicative competence as the goal of second and for eign language teaching has led to recognition of the role of context in language learning and use As communicative competence is defined by the social and cultural contexts in which it is used no single communicative competence can serve as the goal and model for all learners This recognition has had an impact on program design and materials development One significant change is that the choice of a teaching method is no longer the primary concern Instead the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught This includes a consideration of the uses speakers make of the language their reasons for using it and their attitudes toward it Contexts of Competence Social and Cultural Considerations in Commu nicative Language Teaching explores the relationship between context and com petence from a theoretical and practical perspective Its audience is applied linguists in general and language teaching practitioners in particular The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context specific needs of learners **English Teaching**

Forum ,2003 **Forum** ,2005 *Second Language Instruction/acquisition Abstracts* ,1997 **Text and Context** Claire J. Kramsch, Sally McConnell-Ginet, 1992 The papers in this volume stemming from the Fourth Annual conference of the Consortium for Language Teaching and Learning explore the relationships between form and meaning in language use

State of the Art TESOL Essays James E. Alatis, Teachers of English to Speakers of Other Languages, 1993 A collection of essays for the 25th anniversary of the Teachers of English to Speakers of Other Languages TESOL addresses both theory and practice in the field of English as a Second Language teaching Articles include Internationalism and Our Strenuous Family TESOL at Twenty Five What Are the Issues Communicative Language Teaching State of the Art Communicative Tasks and the Language Curriculum Whole Language in TESOL From Kindergarten to High School Teaching and Learning English as a Second Language in the U S English for Specific Purposes International in Scope Specific in Purpose Second Language Acquisition Research Staking Out the Territory What Does Language Testing Have To Offer Current Developments in Second Language Reading Research Out of the Woods Emerging Traditions in the Teaching of Writing Listening in the Second Foreign Language Toward an Integration of Research and Practice Grammar Pedagogy in Second and Foreign Language Teaching The Pronunciation Component in Teaching English to Speakers of Other Languages Twenty Five Years of Contrastive Rhetoric Text Analysis and Writing Pedagogies TESOL and Applied Linguistics in North America and Building an Association TESOL s First Quarter Century MSE **A Global Education Approach to Language Teaching** Naoko Sugano McHale, 1994 **Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators** ,2008 Published by Taylor Francis Group for the American Association of Colleges for Teacher Education This Handbook addresses the

concept and implementation of technological pedagogical content knowledge the knowledge and skills that teachers need in order to integrate technology meaningfully into instruction in specific content areas Recognizing for example that effective uses of technology in mathematics are quite different from effective uses of technology in social studies teachers need specific preparation in using technology in each content area they will be teaching Offering a series of chapters by scholars in different content areas who apply the technological pedagogical content knowledge framework to their individual content areas the volume is structured around three themes What is Technological Pedagogical Content Knowledge Integrating Technological Pedagogical Content Knowledge into Specific Subject Areas Integrating Technological Pedagogical Content Knowledge into Teacher Education and Professional Development The Handbook of Technological Pedagogical Content Knowledge for Educators is simultaneously a mandate and a manifesto on the engagement of technology in classrooms based on consensus standards and rubrics for effectiveness As the title of the concluding chapter declares It s about time The American Association of Colleges for Teacher Education AACTE is a national voluntary association of higher education institutions and related organizations Our mission is to promote the learning of all PK 12 students through high quality evidence based preparation and continuing education for all school personnel For more information on our publications visit our website at www.aacte.org *Invited speakers, symposia, special symposia, special interest groups, round tables* ,1990

Principles of Language Learning and Teaching H. Douglas Brown,1994 **BEYOND METHODS: COMPONENTS OF LANGUAGE TEACHER EDUCATION** Kathleen Bardovi-Harlig,Beverly Hartford,Bill VanPatten,1997-03 In ten chapters Beyond Methods introduces language teachers teacher educators and curriculum developers to the latest research findings in linguistics and second language acquisition while offering a theoretical basis for making decisions about such things as methods syllabus design and assessment Written for novice and experienced teachers alike Beyond Methods is intended for courses on the teaching of any language as well as for courses in applied linguistics Thought provoking questions and suggested readings guide readers in their exploration of the topics International Journal of Communication ,2006

Readings ,1986 WLG ,1998 **A New Decade of Language Testing Research** Carol Chapelle,1993 Papers from the conference on language testing include Foundations and Directions for a New Decade of Language Testing Carol Chapelle Dan Douglas A Comparison of the Abilities Measured by the Cambridge and Educational Testing Service EFL Test Batteries Lyle F Bachman Fred Davidson John Foulkes Judgments in Language Testing J Charles Alderson Testing the Specificity of ESP Reading Skills Thom Hudson A Comparison of Indices for the Identification of Misfitting Items Kyle Perkins Sheila Brutten The Effect of Prompt in Essay Examination Mary Spaan Computer Assisted Testing of Reading Comprehension Comparisons Among Multiple Choice and Open Ended Scoring Methods Grant Henning Michael Anbar Carl E Helm J D Arcy The Role of Instructions in Testing Summarizing Ability Andrew Cohen A Comprehensive Criterion Referenced Language Testing Project James Dean Brown A Collaborative Diagnostic Feedback Model for Testing Foreign Languages Elana

Shohamy The Relationship Between Grammar and Reading in an English for Academic Purposes Test Battery J Charles Alderson Assessing Speaking Proficiency in the International English Language Testing System D E Ingram Elaine Wylie Performance on a General versus a Field Specific Test of Speaking Proficiency by International Teaching Assistants Dan Douglas Larry Selinker and Is ESP Testing Justified Caroline Clapham MSE **Bradford Occasional Papers** ,1994

Pro-active Language Teacher Education in a Multicultural Society Riana Roos Paola,2001 This book explores some issues relating to the sociolinguistic situation in South Africa attending especially to language variety and language attitudes The focus is on the teaching of language specifically English and on the relevant education of language teachers in a multicultural country such as South Africa In school systems such as the South African education system which has for many years provided real access to education and power for a limited group of students only the demands of modern society for greater language and cultural knowledge imply radical adjustments to literacy teaching and the training of language teachers The central section of the book focuses on assessing the attitudes of several groups of English teacher trainees towards the use of four varieties of South African English in education The effect of group discussions and lectures aimed at raising awareness of language varieties and of questions of standard and evaluation is measured by a subsequent language attitude assessment The book makes some suggestions as to how language awareness and critical language studies that extend to a critical awareness of genre could contribute to the effective preparation of language teachers **Canadian Slavonic Papers** ,2004 □□□□□□□□□□ ,2000 Language George Melville Bolling,Bernard Bloch,1991 Proceedings of the annual meeting of the Society in v 1 11 1925 34 After 1934 they appear in Its Bulletin

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