FOREIGN LANGUAGE TEACHING ASSISTANT (FLTA) PROGRAM

Funded by the Bureau of Educational and Cultural Affairs (ECA) at the U.S. Department of State, the FLTA Program is a full scholarship program for early career (not more than seven years of teaching experience) English-language teachers to work Filipino-language teaching assistants at a U.S. university for one academic year (nine months). FLTA aims at strengthening foreign language instruction at U.S. colleges and universities while providing foreign teachers the opportunity to increase the English language proficiency, refine their teaching skills, and extend their knowledge of the culture and customs of the Unite States.

Development And Supervision Of Teaching Assistants In Foreign Languages

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Development and Supervision of Teaching Assistants in Foreign Languages Joel Chandler Walz,1992 Development and Supervision of Teaching Assistants in Foreign Languages is the third book of the Issues in Language Program Direction AAUSC Annual Volumes This series strives to further scholarship in second language acquisition and teaching with regard to undergraduate programs with multisection courses The impact of demographic changes on foreign language programs and the role of faculty and administrators in postsecondary institutions are some of the topics addressed in other volumes This 1992 volume presents a broad spectrum of articles that demonstrates how complex the development of successful teachers can be **Georgetown University Round Table on Languages and Linguistics (GURT) 1994: Educational Linguistics, Cross-Cultural Communication, and Global Interdependence** James E. Alatis,1995-03-03 The essays in this volume explore communication across cultures using an interdisciplinary approach to language teaching and learning mediated by the growing field of educational linguistics Topics include the use of English as a medium of wider communication and the growth of national varieties of English throughout the world An international array of distinguished contributors includes scholars from China Great Britain Hong Kong India Israel Nigeria Singapore Taiwan Ukraine and the United States This collection suggests that language diversity is a unifying force in a globally interdependent world

Transforming Postsecondary Foreign Language Teaching in the United States Janet Swaffar,Per Urlaub,2014-07-25 This volume addresses critical challenges and issues facing foreign language departments in colleges and universities across the U S It presents the insights of individuals who have built or are in the process of building foreign language curricula during a major transition period in postsecondary institutions The authors of this volume come from various language departments and institutional experience from across the U S including private and public postsecondary foreign language teachers researchers and administrators The chapters address issues and provide templates for curricular change at all learning levels The five sections of this book explore Changing Perceptions about Foreign Language Learning The Case for a Multi literacy FL Curriculum in Concept and Assessment Praxis Curricular Transformations Historical Hurdles and Faculty Heuristics Rethinking the Graduate Curriculum Foreign Languages Integration into the Interdisciplinary University This thought provoking and timely volume addresses the question of how historic and current disciplinary institutional and political conditions affect curricular transformation in collegiate foreign language programs Responding to the issues raised in the 2007 MLA Report this collection of nine essays presents a diversity of curricular models and approaches from different theoretical perspectives focusing on the integration of language and content The book will undoubtedly be of great interest to a broad audience such as foreign language educators curriculum designers administrators graduate students and researchers Nelleke Van Deusen Scholl Yale College CT USA *ADFL Bulletin* Association of Departments of Foreign Languages (U.S.),2000 **Resources in Education** ,1990 Serves as an index to Eric

reports microform **The Dynamics of Language Program Direction** David P. Benseler,1993 This collection papers begins with Introduction The Dynamics of Successful Leadership in Foreign Language Programs then features the following The Undergraduate Program Autonomy and Empowerment Wilga M Rivers ta Supervision Are We Preparing a Future Professoriate Cathy Pons Applied Scholarship in Foreign Languages a Program of Study in Professional Development Katherine Arens The Dynamics and Visibility of Foreign Language Programs a Five Year Survey of the Chronicle of Higher Education Francis Lide ta Programs The Fit between Foreign Language Teacher Preparation and Institutional Needs Lynn Carbon Gorell and Jorge Cubillos The Culture and Commerce of the Foreign Language Textbook a Preliminary Investigation L Kathy Heilenman and Erwin Tschirner The Dynamics of Placement Testing Implications for Articulation and Program Revision Diane W Birckbichler Kathryn A Corl and Craig Deville Identifying and Instructing At Risk Foreign Language Learners in College Richard L Sparks and Leonore Ganschow After the Classroom Visit a Model for the Preparation of Peer Supervisors Robert L Davis and Joan F Turner Papers contain references Sm **Learner Resistance in the University Foreign Language Classroom** Robin A. Worth,2006 *Mentoring Foreign Language Teaching Assistants, Lecturers, and Adjunct Faculty* Benjamin Rifkin,2001 This book includes the following chapters Historical Theoretical and Pragmatic Perspectives on Mentoring H Jay Siskin with Jim Davis New Paradigms Old Practices Disciplinary Tensions in TA Training Elizabeth Guthrie The Professional Development of Highly Experienced and Less Experienced Teachers Meeting Diverse Needs Elizabeth B Bernhardt Mentoring in Style Using Style Information to Enhance Mentoring of Foreign Language Teachers Betty Lou Leaver and Rebecca Oxford Getting to Know the Face in the Mirror Reflection in Practice for Teachers and Teacher Educators Sangeeta Dhawan Meeting the Needs of International TAs in the Foreign Language Classroom A Model for Extended Training Cynthia Chalupa and Anne Lair Training Graduate Teachers and Foreign Language Assistants in UK Universities A Reflective Approach John Klapper Working with Lecturers and Part Time Faculty A Case Study of Russian in the National Capital Area Richard Robin and Language Teaching Raising Expectations for Instructor Preparation Patricia R Chaput VWL **Technology-enhanced Language Learning** Michael D. Bush,Robert Meredith Terry,1997 **University Students' Beliefs about Foreign Language Learning, with a Focus on Arabic and Swahili at U.S. HEA Title VI African Studies Centers** Patricia S. Kuntz,1996 **Redefining the Boundaries of Language Study** Claire J. Kramsch,1995 The papers in this volume fall into five categories After Introduction Making the Invisible Visible Claire Kramsch Part 1 Theoretical Boundaries includes The Metamorphosis of the Foreign Language Director or Waking Up to Theory Mark Webber and Subjects in Process Revisioning TA Development through Psychoanalytic Feminist and Postcolonial Theory Linda M von Hoene Part 2 Educational Boundaries includes Redefining the Boundaries of Language Use The Foreign Language Classroom as a Multilingual Speech Community Carl Blyth Poetics to Pedagogy The Imagistic Power of Language Hung nin Samuel Cheung and A Framework for Investigating the Effectiveness of Study Abroad Programs Thom Huebner

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