
Learner Centered English Language Education The Selected Works Of David Nunan World Library Of Educationalists

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching

The Learner-Centred Curriculum

The Principles and Practices of Learner-Centered Classrooms

A Student-centered Language Arts Curriculum, Grades K-13

So Each May Soar

Teaching Adult English Language Learners

A Practical Introduction

Leading the Learner-Centered Campus

Proceedings of the First Symposium on Asia English for Specific Purposes, 2017

The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic

Motivation in the EFL

Handbook of Research in Second Language Teaching and Learning

Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners

Handbook of Research on Learner-Centered Pedagogy in Teacher Education and Professional Development

Teaching and Learning STEM

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The Intersection of Library Learning and Second-Language Learning

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A Reader
The Selected Works of David Nunan

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*The Cambridge Guide to Pedagogy and
Practice in Second Language Teaching*
Cambridge University Press
A learner-centred teaching orientation

begins with the premise that the learner is the central reference point in decision making because: - needs analysis and goal-setting can be more effective if students inform them with their own knowledge and experience; - learning is more successful if methodology and study mode take into account student preferences and characteristics. This book provides a framework of theory, discussion and practical guidelines to help teachers implement these principles in a sensitive and flexible manner in response to the specific features both of their students and of the wider context of learning. The book also examines the implications a learner-centred approach has in terms of the role and responsibilities of the teacher.

The Learner-Centred Curriculum

Routledge

This carefully crafted collection provides a snapshot of the evolution of David Nunan's theoretical and empirical contributions to the field of second language education over the last 40 years. The volume focuses on the development of his work on second language curricula, and in particular, the work for which he is best known: learner-centered education and task-based learning and teaching. David Nunan has been a language teacher, researcher and consultant for 40 years. He has lived and worked in many countries, principally in the Asia-Pacific region, but also in the Americas, Europe and the Middle-East. In addition to his research and scholarly work, he is the author of several major textbook series for the

teaching and learning of English as a foreign Language. These texts are based on his task-based language teaching approach, and are widely used in schools, school systems and universities around the world.

The Principles and Practices of Learner-Centered Classrooms Cambridge Scholars Publishing

Spanning the divide between the theory and praxis of competency-based teaching in tertiary language education, this volume contains invaluable practical guidance for the post-secondary sector on how to approach, teach, and assess competencies in Bologna-adapted systems of study. It presents the latest results of prominent European research projects, programs of pedagogical innovation, and thematically linked

academic networks. Responding to a profound need for a volume addressing the practical aspects of the newly designed language degrees now being rolled out across Europe, this essential contribution pools the insights of a prestigious set of scholars, practitioners, and policy makers from diverse parts of Europe and the US. It will inform crucial decisions about instituting and evaluating competencies in a new generation of language studies programmes.

A Student-centered Language Arts Curriculum, Grades K-13 Routledge

Learner-centered English Language Education The Selected Works of David Nunan Routledge

So Each May Soar John Wiley & Sons
Advances theories concerning the

development of oral and written expression and offers specific suggestions for developing control of language at all age levels

Teaching Adult English Language Learners IGI Global

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling

questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls

into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

A Practical Introduction Learner-centered English Language Education The Selected Works of David Nunan
Rethink traditional teaching methods to

improve student learning and retention in STEM Educational research has repeatedly shown that compared to traditional teacher-centered instruction, certain learner-centered methods lead to improved learning outcomes, greater development of critical high-level skills, and increased retention in science, technology, engineering, and mathematics (STEM) disciplines. Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching STEM courses at the university, community college, and high school levels. The book draws on the authors' extensive backgrounds and decades of experience in STEM education and faculty development. Its engaging and well-illustrated descriptions will equip

you to implement the strategies in your courses and to deal effectively with problems (including student resistance) that might occur in the implementation. The book will help you: Plan and conduct class sessions in which students are actively engaged, no matter how large the class is Make good use of technology in face-to-face, online, and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge, skills, and conceptual understanding the course is designed to teach Help students develop expert problem-solving skills and skills in communication, creative thinking, critical thinking, high-performance teamwork, and self-directed learning Meet the learning needs of STEM students with a broad diversity of

attributes and backgrounds The strategies presented in Teaching and Learning STEM don't require revolutionary time-intensive changes in your teaching, but rather a gradual integration of traditional and new methods. The result will be continual improvement in your teaching and your students' learning. More information about Teaching and Learning STEM can be found at <http://educationdesignsinc.com/book> including its preface, foreword, table of contents, first chapter, a reading guide, and reviews in 10 prominent STEM education journals.

Leading the Learner-Centered Campus Anaheim University

In this much needed resource, Maryellen Weimer-one of the nation's most highly

regarded authorities on effective college teaching-offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. Learner-Centered Teaching shows how to tie

teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

Proceedings of the First Symposium on Asia English for Specific Purposes, 2017 Springer Science & Business Media

Using core principles of educational psychology, this teacher-friendly guide features instructional strategies, assessment tools, and interactive training exercises that support student growth, development, and achievement. *The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic Motivation in the EFL* Vernon Press

English language teaching methods and language learning styles have changed dramatically over the past decade in

Asia and the surrounding regions. Huge efforts are being made by teachers from the K-12 system, as well as at the tertiary level, to move away from the traditional Grammar-Translation Method towards more communicative approaches to teaching and learning, including the use of project - and task-based learning and technology-enhanced language learning, just to name a few of the more frequently used methodologies. In this book, the authors shed light on the changes in ELT in Asia and the region over the past 10 years or so as seen in the wider context of language policy, which puts greater value on the acquisition of English and the new directions in learner-centered classrooms which encourage student autonomy and voice and place students

as active decision-makers in the learning process. With the title of “Departing from Tradition: Innovations in English Language Teaching and Learning”, this book showcases some of the innovations in ELT that are currently happening in this rapidly growing field. Given the growing importance of English and the enormous energy and enthusiasm in the region for learning the language in both formal and informal contexts, ELT will continue to flourish. This volume will offer insights into the tremendous changes that have been made in secondary and university English language classrooms across the region. [Handbook of Research in Second Language Teaching and Learning](#)
Impress, LP
Shows teachers how to foster positive

characteristics of engagement in their students Learner-Centered Instruction: Building Relationships for Student Success covers teaching methods, classroom management strategies, and ways to engage students and support their success. Authors Jeffrey H. D. Cornelius-White and Adam P. Harbaugh show K-12 teachers how to use the learner-centered instruction model to develop teacher-student relationships, as well as relationships with parents, administrators, other teachers, and professional organizations. Focusing on teaching as facilitation applied through warmth, trust, empathy, and realness, Learner-Centered Instruction shows teachers how to share control and choice in classroom management through a balance of influence and cooperation.

Well-grounded in research and theory, this book emphasizes encouragement, challenge, and adaptation for differentiated instruction through methods such as inquiry, cooperative small group learning, and authentic, relevant endeavors. Key Features and Benefits Includes chapter-opening "Reflect on Your Experiences" questions that invite readers to connect to prior knowledge, understanding, and experiences Incorporates "Case Studies" that connect readers to realistic classroom and teaching scenarios, followed by related "Reflection" questions that ask readers to consider practical applications of the cases discussed Helps readers develop their understanding through skill-building exercises, visual aids, discussion

questions, and suggested resources
*Handbook of Research on Pedagogies
 and Cultural Considerations for Young
 English Language Learners* National
 Academies Press

Pop Culture in Language Education provides comprehensive insight on how studies of pop culture can inform language teaching and learning. The volume offers a state-of-the-art overview of empirically informed, cutting-edge research that tackles both theoretical concerns and practical implications. The book focuses on how a diverse array of pop culture artifacts such as pop and rap music, movies and TV series, comics and cartoons, fan fiction, and video games can be exploited for the development of language skills. It establishes the study of pop culture and its language as a

serious subfield within language education and applied linguistics and explores how studies of pop culture, its language, and its non-linguistic affordances can inform language education at various levels of proficiency and with various learner populations. Presenting a broad range of quantitative and qualitative research approaches including case studies on how pop culture has been used successfully in language education in and beyond the classroom, this book will be of great interest for academics, researchers, and students in the field of language education, applied linguistics, psycholinguistics, and sociolinguistics, as well as for language teachers and materials developers.
Handbook of Research on Learner-

Centered Pedagogy in Teacher Education
and Professional Development

Cambridge University Press
English for Specific Purposes (ESP), addressing the communicative needs and practices of particular professional or occupational groups, has developed rapidly in the past fifty years and is now a major force in English language teaching and research. This critical volume helps innovate the theory, practice, and methodology for ESP teaching and research in Asian countries and areas. Promoting communication and enhancing cooperation on ESP research and pedagogy across cultures, it provides ESP scholars, educators and practitioners with an opportunity to benefit from each other's research and expertise in an age of globalization and

digitalization. The volume provides an in-depth analysis of the latest scholarship on English teaching and research for general and specific academic and occupational purposes; the intercultural communication in ESP contexts; corpus linguistics and data-driven instruction for ESP; computer-assisted language learning and mobile-assisted language learning; evaluation of English writing courses; and ESP translation strategies.

Teaching and Learning STEM Morgan & Claypool Publishers

Is learner-centred education appropriate for all societies and classrooms? Learner-centred education (LCE) is a travelling policy, widely promoted by international agencies and national governments. Arguments in favour of this pedagogical tradition refer to theories and evidence

from cognitive psychology, claiming that all learners can benefit equally from its judicious use. Beyond the benefits to the individual however, lie a set of assumptions about learner-centred education as a foundation for the building of democratic citizens and societies, suitable for economies of the future. These promises have been questioned by critics who doubt that it is appropriate in all cultural and resource contexts, and there is considerable evidence in the global South of perennial problems of implementation. In the light of these debates, is LCE still a good development 'bet'? This book provides an authoritative and balanced investigation of these issues, exploring the contextual factors from global movements to local resourcing realities

which have fuelled it as a discourse and affected its practice. In the light of the theoretical underpinnings and research evidence, the book addresses pressing questions: to what extent is learner-centred education a sound choice for policy and practice in developing countries? And if it is a sound choice, under which conditions is it a viable one? The book is divided into three key parts: - Learner-centred Education as a Global Phenomenon - Learner-centred Education in Lower and Middle-income Countries - Lessons and Resolutions This book provides a much-needed fresh analysis of the concept and practice of LCE. It will be valuable reading for academics and post-graduates with a focus on comparative and international education, along with policy-makers in

developing countries and development agencies.

Learner-Centered Teaching Corwin Press
This collection provides a state-of-the-art survey of key issues and approaches in contemporary second language teaching.

The Intersection of Library Learning and Second-Language Learning

SAGE Publications

This book looks at the curriculum from a teacher's perspective and reports on what instructors focus on in planning, implementing, and evaluating language courses.

From Theory to Practice Routledge
Computing education is in enormous demand. Many students (both children and adult) are realizing that they will need programming in the future. This

book presents the argument that they are not all going to use programming in the same way and for the same purposes. What do we mean when we talk about teaching everyone to program? When we target a broad audience, should we have the same goals as computer science education for professional software developers? How do we design computing education that works for everyone? This book proposes use of a learner-centered design approach to create computing education for a broad audience. It considers several reasons for teaching computing to everyone and how the different reasons lead to different choices about learning goals and teaching methods. The book reviews the history of the idea that programming isn't just for the

professional software developer. It uses research studies on teaching computing in liberal arts programs, to graphic designers, to high school teachers, in order to explore the idea that computer science for everyone requires us to re-think how we teach and what we teach. The conclusion describes how we might create computing education for everyone.

Departing from Tradition John Wiley & Sons

English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today; the role of the ESP teacher; course design; syllabuses;

materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP. Those who are new to the field will find it a thorough, practical introduction while those with more extensive experience will find its approach both stimulating and innovative.

Learner-Centered Teaching Routledge

This book presents the research-based case that Learner Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many faculty are much closer to being learner centered teachers than they think, but don't have the full

conceptual understanding of the process to achieve its full impact. There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen. LCT keeps all of the good features of a teacher-centered approach and applies them in ways that are in better harmony with how our brains learn. It, for instance, embraces the teacher as expert as well as the appropriate use of lecture, while also offering new, effective ways to replace practices that don't optimizing student learning. Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished

student learning. To enable faculty to navigate this shift, Terry Doyle presents an LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning from "teller of knowledge" to a "facilitator of learning"; on the design of authentic assessment strategies – such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate; and on successful communication techniques. The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked; and on the response

from an equal number of regional, national and international conferences at which he has presented on topics related to LCT.

An Introduction to Multicultural Education Rowman & Littlefield

Publishers

Seminar paper from the year 2011 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 14, Justus-Liebig-University Giessen (Anglistik), course: Seminar: Diagnostic Competence, language: English, abstract: The approach to English foreign language acquisition in German schools has significantly changed in the last decade. Today, students no longer start to learn English in grade five, but begin with the very basics in primary school. In most states, English as a foreign

language is introduced in grade three – some states have gone even further and start teaching English in the first grade, e.g. North Rhine- Westphalia. Besides these changes, a major shift from a ‘teacher-’ to a ‘learner- centered’ classroom took place. Consequently, the individual learner and his or her language learning process have become more important in the English foreign language (EFL) classroom than before. New methodology such as strategic learning, reflection, and self-evaluation have moved to the center of attention in order to enhance students’ language learning efficiency. In order to approach these new competences in an appropriate way for children, the language portfolio was developed and introduced to foreign language learners.

By now, there are a number of different portfolio, such as the European Language Portfolio for language learners in secondary schools and adults, or Mein Sprachenportfolio, which is being used in primary schools in the state of Hesse. Those new methods of language learning are meant to offer students the chance to monitor their own language learning process and eventually allow them to see their own learning progress over the years. One of the major goals of the portfolio is to rise learners' motivation

and interest in language learning. Research over many years has shown that motivation plays a great role when it comes to foreign language learning and learning in general. Therefore, it is certain that motivation has significant influence on a person's success or failure in language learning. The portfolio might be the key to the problem of creating, fostering, and maintaining language learners' motivation over a period of time that exceeds childhood and adolescence.