

Cross-cultural perspectives on teaching and learning in Korean classes for foreign EFL teachers.

- - Classroom Interactions as Cross

TABLE 6-ELLIN ELEVEN PRINCIPLES FOR TEACHER TRAINING
1. The overall goal of an SLA course for teachers should be to contribute to teacher demand for training teachers to develop quality language classes of their own design.
2. The topics covered in an SLA course should be theoretically relevant to teaching.
3. The topics covered in an SLA course should focus on what is relevant to teaching.
4. The texts selected for an SLA course should be representative of the best of current knowledge about SLA.
5. Specific research articles used in a course should be selected based on the basis of criteria proposed by Cook (1997). Ideally, these articles should be open to discussion and other than laboratory studies.
6. Any proposals emerging from the SLA class, examined in the context of the pedagogical implications of research articles should be viewed as "practical" to be evaluated in light of teachers' own classroom and experiences of teaching and learning and SLA. The process of evaluation needs to be conducted explicitly.
7. Teachers can benefit from reflecting on their own experience of learning a second language as part of the SLA course.
8. Assessment strategy needs based on SLA data in an SLA class can be used to encourage teachers to evaluate the relevance of specific "class" data into any given course effective in making the link between research and practical knowledge thus cause traditional transmission mode of teacher education.
9. Teacher self-reflection on teacher education in their own classroom is well in keeping with SLA research. This can be achieved as a result of very-longitudinal research into SLA research or through research and reflection papers.
10. To inform the teacher who should determine the relevance of SLA research and findings for teaching and the SLA research (suggested by Freeman 2001).
11. Teacher education involving SLA courses for teachers (or teaching SLA content in methods courses) need to engage in evaluation of these courses in order to establish which "class" teacher found useful and which teacher education methods were most successful in helping teachers develop quality language classes for foreign EFL teachers. Examples of such evaluation can be found in the studies by Balguy, McDonald and Topley (2001), Angert (2001) and McDonald (2001).

Description: -

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Promoting Cross

Reflection on metaphor and affects. The teachers acknowledged that the students could not take full advantage of the services rendered by NESTs while EFL classes taught by NESTs were deemed apposite, necessary, and beneficial. This will lead to a more extensive individual materials development project for an organization or publisher, under the guidance of the professor or a mentor.

Language teachers: Research and studies in language(s) education, teaching, and learning in Teaching and Teacher Education, 1985

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A Study on the Roles of Teachers in CLT Classrooms by Metaphor Analysis

The twelve articles, divided into three sections, include narrative inquiry and identity, teacher education topics, and contexts. Distance Education, 32 3, 421-439.

THE IMPORTANCE OF CROSS

The high school years, especially, are a time when students have little chance to do much except study.

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