

Reflective language teaching - from research to practice

Continuum - Thomas Farrell: Reflective Language Teaching: From Research to Practice.

Description: -

- German ballads and songs
Connecticut River Watershed.
Freshwater biology -- New Hampshire -- Connecticut River
Watershed.
Liu, Dabai, -- 1881-1932
Genetics
Heredity
Sermons, English -- Scotland.
Dominican Republic -- Church history -- 20th century.
Jesuits -- Dominican Republic -- History -- 20th century.
Fuel -- Congresses
Ssǔ shu
Lü, Liu-liang, -- 1629-1683
German language -- Dictionaries -- Bulgarian
Nationalism -- China
China -- History -- 1900- -- Sources
China -- Politics and government -- 1900- -- Sources
Science in literature.
Science -- England -- History -- 16th century.
Shakespeare, William, 1564-1616 -- Knowledge -- Science.
Watercolor painting
South America -- Foreign relations -- 1948- -- Congresses.
Geopolitics -- South America -- Congresses.
National security -- South America -- Congresses.
Language and languages -- Study and teaching
Reflective language teaching - from research to practice
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Notes: Includes bibliographical references.
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Tags: #Thomas #Farrell: #Reflective
#Language #Teaching: #From #Research
#to #Practice.

Reflective Language Teaching: From Research to Practice by Thomas S.C. Farrell

Farrell Continuum 2007, 202 pp. Not everything a language teacher needs to know can be provided at the pre-service

level, and the knowledge base of teaching is constantly changing. The author is based in Canada, but also draws on his experience as a teacher and trainer in other contexts.

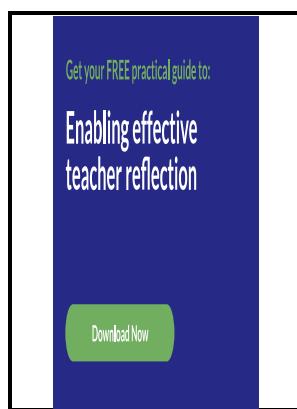
Reflective Language Teaching

Farr Clean, clear text and a no-nonsense straight-forward approach makes the theory and practice of reflective language teaching seem normal and natural in this lucid introduction to the topic. Not everything a language teacher needs to know can be provided at the pre-service level, and the knowledge base of teaching is constantly changing. Accessible and comprehensive, the book presupposes no prior knowledge of linguistics or language teaching, and each chapter includes reflective discussion questions to help the reader apply the strategies and procedures discussed.

Thomas Farrell: Reflective Language Teaching: From Research to Practice.

Based on cutting-edge research illustrated through case studies, this book outlines strategies for professional development. The need for ongoing teacher development has been a recurring theme in the field of TESOL in recent years. The author is based in Canada, but also draws on his experience as a teacher and trainer in other contexts.

Reflective Language Teaching



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This is a book that I wish I had written! He has been consultant to many overseas projects, most recently in Austria, Croatia, Romania, and Uzbekistan. The need for ongoing teacher development has been a recurring theme in the field of TESOL in recent years. It is possible to be reflective without collaborating, although I would argue that collaboration can greatly increase the quality of reflection.

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