

1. Record Nr.	UNINA9910777853803321
Titolo	Interpreting Communicative Language Teaching : Contexts and Concerns in Teacher Education // Sandra J. Savignon
Pubbl/distr/stampa	New Haven, CT : , : Yale University Press, , [2008] ©2008
ISBN	1-281-72940-X 9786611729400 0-300-12907-6
Descrizione fisica	1 online resource (254 p.)
Collana	Yale Language Series
Disciplina	418/.0071
Soggetti	Languages, Modern - Study and teaching Language teachers - Training of Communicative competence in children
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 213-231) and index.
Nota di contenuto	Frontmatter -- Contents -- Prologue -- 1 Communicative Language Teaching: Linguistic Theory and Classroom Practice -- 2 Teacher Education for Curricular Innovation in Japan -- 3 Practical Understandings of Communicative Language Teaching and Teacher Development -- 4 Zen and the Art of English Language Teaching -- 5 The Washback Effect on Classroom Teaching of Changes in Public Examinations -- 6 National Standards and the Diffusion of Innovation: Language Teaching in the United States -- 7 Innovative Teaching in Foreign Language Contexts: The Case of Taiwan -- 8 The Use of Technology in High-Enrollment Courses: Implications for Teacher Education and Communicative Language Teaching -- 9 Learner Autonomy and the Education of Language Teachers: How to Practice What Is Preached and Preach What Is Practiced -- 10 Genres of Power in Language Teacher Education: Interpreting the "Experts" -- Epilogue -- References -- Contributors -- Index
Sommario/riassunto	The emergence of English as a global language, along with technological innovations and the growing need for learner autonomy, is changing language teaching rapidly and profoundly. With these

changes come new demands and challenges for teaching education programs. This authoritative collection of writings highlights some of the best work being done today in the United States and abroad to make communicative competence an attainable goal. The contributors examine what has come to be known as communicative language teaching, or CLT, from the perspectives of teachers and teacher educators. The book documents current reform initiatives in Japan, the United States, Hong Kong, Taiwan, and continental Europe to provide a global perspective on language teaching for communicative competence. Four major themes recur throughout the volume: the multifaceted nature of language teaching; the highly contextualized nature of CLT; the futility of defining a "native speaker" in the postcolonial, postmodern world; and the overwhelming influence of high-stakes tests on language teaching. The book is a useful and valuable tool for language teachers, teacher educators, and policymakers.
