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Nota di contenuto	Front Matter -- Copyright page -- Contents -- Preface -- List of Figures and Tables -- Theories -- Behaviorism / Hamid Reza Kargozari and Akram Faravani -- Cognitive Approaches to Second Language Acquisition / Parviz Maftoon and Nima Shakouri -- Constructivism / Hossein Nassaji and Jun Tian -- Connectionism / Michael R. W. Dawson -- Interactionism / Shawn Loewen and Jennifer Majorana -- Critical Theories of SLA and Their Applications to Reflective and Effective Teaching / Graham V. Crookes -- Skills/Subskills -- Reflective and Effective Teaching of Pronunciation / John M. Levis and Shannon McCrocklin -- Reflective and Effective Teaching of Grammar / Constance Weaver and Dorothy Gillmeister -- Reflective and Effective Teaching of Vocabulary / Ulugbek Nurmukhamedov and Luke Plonsky -- Reflective and Effective Teaching of Idioms through a Pragmatic Perspective / John I. Lontas -- Reflective Teaching of Speaking / Anne Burns -- Reflective and Effective Teaching of Writing / Mitra Zeraatpishe and Maryam Azarnoosh -- Reflective and Effective Teaching of Listening / Christine C. M. Goh and Larry Vandergrift -- Reflective and Effective Teaching of Reading / Richard R. Day -- Back Matter -- About the Contributors -- Index.
Sommario/riassunto	A reflective teacher as a growth-minded person seeks opportunities to continue professional development. Reflection not only ignites a teacher's desire for improvement, but also inspires continuous learning. Through an accurate grasp of self-assessment, confidence, self-appraisal, a reflective practitioner can plant the seeds of effective

teaching. This book aims to guide EFL teachers to teach language reflectively and effectively. It includes two parts, the first focuses on the SLA theories and their impact on language teaching and the second centers on the reflective and effective teaching of language components and skills. The editors hope this book will be helpful to those wishing to become effective teachers since this results in nurturing learners' cravings to learn in a safe and supportive environment. Contributors are: Maryam Azarnoosh, Anne Burns, Graham V. Crookes, Michael R.W. Dawson, Richard R. Day, Akram Faravani, Dorothy Gillmeister, Christine C. M. Goh, Hamid Reza Kargozari, John M. Levis, John I. Lontas, Shawn Loewen, Parviz Maftoon, Jennifer Majorana, Shannon McCrocklin, Hossein Nassaji, Ulugbek Nurmukhamedov, Luke Plonsky, Nima Shakouri, Jun Tian, Laurens Vandergrift, Constance Weaver, and Mitra Zeraatpishe.
