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Language Awareness in Teacher Education

Cultural-Political and Social-Educational Perspectives

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Book synopsis

Teaching language and teaching *with* languages is what is called for in contemporary classrooms, be they language classrooms or otherwise. When the learners' plurilingualism and societies' multilingualism have social, cultural or political implications, becoming aware of language matters is a necessity both for non-specialist teachers and language teachers alike. This book thus presents a variety of research-based perspectives on the cultural-political and social-educational domains of language awareness. Context, both historical, socio-economic, political and cultural has an undeniable impact on language attitudes and awareness, and the variety of different contexts contained in this volume - the Basque Country, Catalonia (Spain), England (UK), Finland, Germany, Hong Kong (China), Japan, Portugal, Scotland (UK), and Turkey - testifies to this. As each chapter outlines the specificities and the impact of context upon language policies, attitudes and beliefs, the authors in this book focus on language awareness as a multi-faceted concept fit to play a major role in the reform processes of teacher education in the 21st century.

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Interestingly in this scheme of Language Awareness development, we treat "the teaching of linguistics" in a similar way to the way in which we treat "the teaching of grammar" in a task-based communicative approach. We do not teach linguistics "because it is there", but because it helps us to solve language problems in real-life tasks. A key factor driving the increase in research in teacher cognition, not just in language education, but in education more generally, has been the recognition that teachers are active, thinking decision-makers who play a central role in shaping classroom events. Bilingual teachers Bilingualism Critical multilingual language awareness Descriptive review Dynamic Bilingualism Ethnography Foreign language teachers Language awareness Multilingualism Second language teachers Teacher education Teachers as social activists Translanguaging. Download reference work entry PDF. Introduction. In the twenty-first century, we have developed a substantial, although incomplete, body of knowledge about what teachers need to know and be able to do, to recognize, build, and/or develop the many language and literacy practices in twenty-first century classrooms and communities. The study investigated a second language teacher educator and teacher learners' awareness of classroom interactional competence (CIC) to communicate pedagogical content knowledge (PCK) on a teacher education course in Iran. Therefore, the more. The study investigated a second language teacher educator and teacher learners' awareness of classroom interactional competence (CIC) to communicate pedagogical content knowledge (PCK) on a teacher education course in Iran. Therefore, the teacher educator's classroom discourse was scrutinized using classroom observation triangulated with Key words: foreign language education, teaching, foreign languages, sociocultural approach, culture, civilization, cross-cultural communication. "The most important means of human communication is a natural human language, as it is the language, the most complex and enigmatic system that made us the species we are" homo sapiens. A new strategic task of the FLT in Russia is to "develop cross-cultural awareness and thus focus on teaching communicative, social and cultural competences". This implies that in the current FLT climate we have to go beyond teaching just the verbal code and developing the skills of using it. We have to create in our FLT students the mind scope similar to that of the native speaker of the foreign language in question.