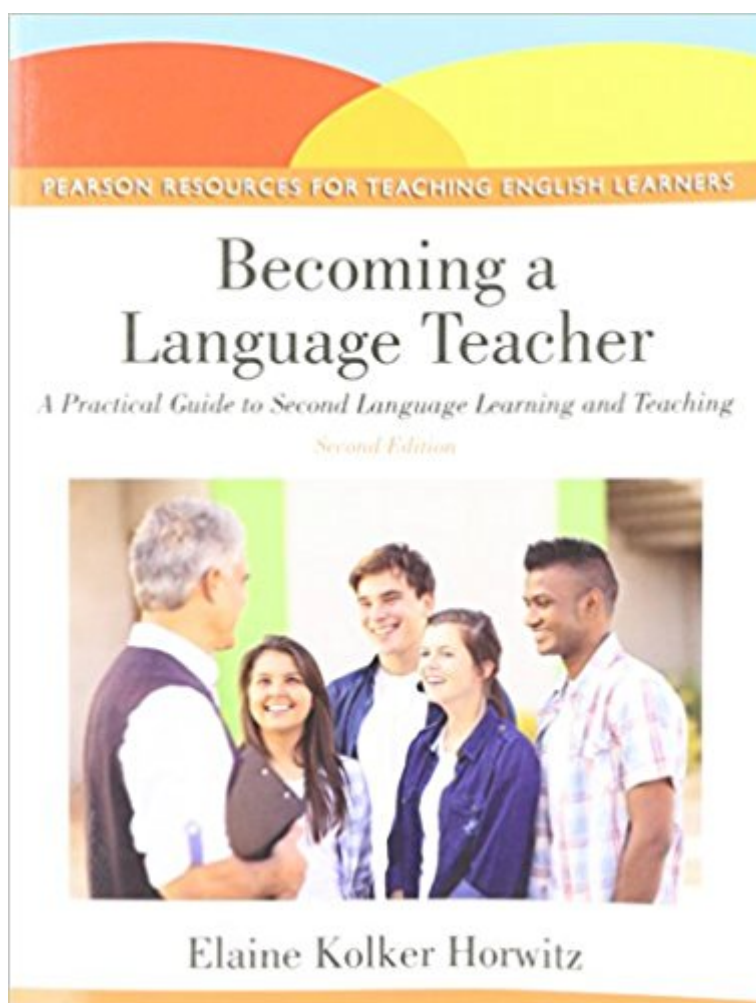


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Becoming A Language Teacher: A Practical Guide To Second Language Learning And Teaching (2nd Edition)



Synopsis

Becoming a Language Teacher, by respected author and experienced language teacher Elaine K. Horwitz, gives pre- and in-service teachers the skills they need to meet the needs of all language learners in today's diverse classrooms while encouraging them to develop a personal approach to language teaching. Using a warm, supportive tone, the author clearly explains the fundamental concepts of second language acquisition and language teaching. A much-needed resource at a time when it is critical for all mainstream teachers to focus on language, this guide describes how to develop language for academic needs as well as for communication purpose and addresses the latest trends in language teaching. [View more details](#)

Book Information

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teaching, using actual classroom situations that help students learn to make instructional decisions in their own future teaching settings. Unique among other methods texts that emphasize language for communication purposes only, *Becoming a Language Teacher* also focuses on language for academic needs, while addressing the latest trends in language teaching as well as effective approaches for teaching language in content classes. The perfect choice for ESL and Foreign Language methods courses, this guide helps teachers develop a personal approach to language teaching, suited to their own unique teaching situations. • • Major additions to the text are related to socio-cultural approaches to second language acquisition and teaching. The Second Edition also includes: • • Expanded coverage of language development and content teaching • Coverage of The Output Hypothesis, Sociocultural Theories of SLA, the SIOP Method and the CALLA Approach • Publication of the long-awaited revision of the Beliefs about Language Learning Inventory, BALLI • An Assessment for Learning approach to student testing added to Chapter 8 • Suggestions for using new technologies and digital media incorporated throughout • Added explanations of Emergent Bilingual, Heritage Learners, Dual Language programs, World Languages, Sheltered English, Newcomer Centers, Self-Access Language Learning Centers, Willingness to Communicate, and Language Learner Autonomy • •

Elaine Horwitz is Professor of Curriculum and Instruction and Director of the Graduate Program in Foreign Language Education at the University of Texas at Austin. She was born in Washington, DC, and attended the Montgomery County, MD, public schools where she studied French and Spanish. She began her language teaching career in seventh grade when other students would ask her to explain what her teacher was saying. • • Professor Horwitz earned her BA at the University of Maryland at College Park and her MA and PhD in Second Language Learning and Teaching at the University of Illinois at Urbana-Champaign. While there, she was a Title VII Bilingual Education Fellow and supervised foreign language, ESL, and bilingual student teachers. • • She first taught French, Spanish, and English in the Prince George's County, MD, public schools and later went on to teach at University High School in Urbana, IL, and as a Graduate Assistant at the University of Illinois. Before moving to the University of Texas, she taught courses in French, language teaching methodology, and bilingual education at the State University College of New York at Buffalo. • • At the University of Texas, Professor Horwitz is Director of the Graduate Program in Foreign Language Education and teaches courses in language teaching methodology, second language acquisition, language testing, and second language research methods. She is well known for her research on language anxiety and student and teacher beliefs about language

learning. In addition to numerous scholarly articles and chapters, she is the co-editor with Dolly Young of *Language Anxiety: From Theory and Practice to Classroom Implications*. Her assessment tools, the Foreign Language Classroom Anxiety Scale and the Beliefs about Language Learning Inventory, are widely used to help teachers and researchers better understand the needs of second language learners. She has been an invited lecturer and consultant on improving language teaching throughout the world. ã ã

Ordered this book for a class however, this book quickly became one of my favorite books. It's a very helpful book for all teachers and one book I plan on keeping, I'm certain this book will definitely improve anyones teaching techniques. Awesome read and it was delivered on time.

This is a must have book for all language teachers. I am a bilingual elementary teacher for the 5th grade in Puerto Rico. I just recently rekindled my post graduate degree in ESL. This book is full of easy understanding terms and explanations that I used in my proposal. Elaine Horwitz her famous (FLCAS) 5-point questionnaire in the appendix of this book along with the (TFLAS). I am really happy I chose to buy this book. I believe that after reading this book I have a better perspective in my area of work. Thank Elaine!

I have changed my review after further use and consideration. Once you get the hang of the layout this is a great reference source to find what you want fast.

This was one of my text books for my TESOL class at Southeastern University. This was excellent and helped me get the responses I needed for my quizzes. Excellent information on helping me to get answers for becoming a language teacher.

I ordered this book for a graduate course in teaching ESL. It is perfect for the class.

My rental arrived with several edges of the pages in shreds.

Love that it was available in an e-book!

This was selected by an instructor for a course in which I'm enrolled and it was exactly the kind of book I was looking for! It combines theories and very practical lesson plan examples.

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