

## Language Awareness 11th Edition

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When you are aware of the language needs of your students, you can use this awareness to help reduce obstacles that learning through an additional language might present. Science teachers do not need to know the names of grammatical structures or to be able to use the appropriate linguistic labels.

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language awareness is that learners learn best when affectively engaged and willingly investing energy and attention. 2. A language awareness approach 2. 1 Defining language awareness Language awareness refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language (Carter, 2003).

A Language Awareness Approach to English Language Teaching ...  
"Language Awareness" was the first composition reader to use the theme of language to heighten students awareness of the power of words -- and to help them use language more effectively themselves. Thirty years later, language readers are still the most successful kind of single-theme reader, and "Language Awareness" remains a best-seller in its market.

Immediately and universally relevant, language is the ideal theme to explore in a composition course. Language Awareness collects contemporary and classic readings about language that not only make students more aware of its uses and more capable of analyzing its effects, but also help them to deploy language more effectively in their own writing. New coverage in the eleventh edition provides even more advice on critical reading and working with sources, while a new organization focuses each short chapter on a single, cohesive theme. In addition, insightful "Language in Action" activities help students connect what they learn about language to what they observe in their daily lives.

The proliferation of language awareness has now led to a need for a reassessment of the nature and functions of language awareness. This accessible collection of essays addresses that need in developing a more rigorous and critical theoretical underpinning for what language awareness is and should do. In particular, it argues that there needs to be a greater awareness of the social and political issues, and the context within which language awareness work is set.

Language Awareness in the Classroom addresses the central educational question of the impact that explicit language knowledge has on learning and language learning. A substantial Introduction defines the issues and key concepts and relates them to contemporary educational policy and practice in Europe and internationally. The papers are organised into four thematic sections: the extent and nature of language awareness in teacher education; school-based language awareness programmes; tertiary education initiatives and modes of evaluation of language awareness programmes.

The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness. It contains a collection of state-of-the-art reviews of both established themes and new directions, authored and edited by experts in the field. The handbook is divided into three sections and reflects the engaging diversity of language awareness perspectives on language teaching and teachers, language learning and learners, and extending to additional areas of importance that are less directly concerned with language instruction. In their introductory chapter, the editors provide valuable background to the language awareness field along with their summary of the chapters and issues covered. A helpful section giving further reading suggestions for each of the chapters is included at the end of the book. This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics, sociolinguistics and across the wider spectrum of language and communication.

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This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view. Produced with University of Cambridge International Examinations, the Toolkit helps teachers to develop language awareness to support their students with the academic language they need to be successful in subjects taught through English. With reflective questions and activities, it can be used either for self-study or in training modules. Useful for both content and English language teachers, it is aimed primarily at those who teach students for whom English is not their first language - for example as part of a bilingual or CLIL programme or in an international English-medium school.

This book, addressed to experienced and novice language educators, provides an up-to-date overview of sociolinguistics, reflecting changes in the global situation and the continuing evolution of the field and its relevance to language education around the world. Topics covered include nationalism and popular culture, style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies, classroom discourse, and ideologies and power. Whether considering the role of English as an international language or innovative initiatives in Indigenous language revitalization, in every context of the world sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms, and the importance of teacher practices that open up spaces of awareness and acceptance of --and access to--the widest possible communicative repertoire for students.

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