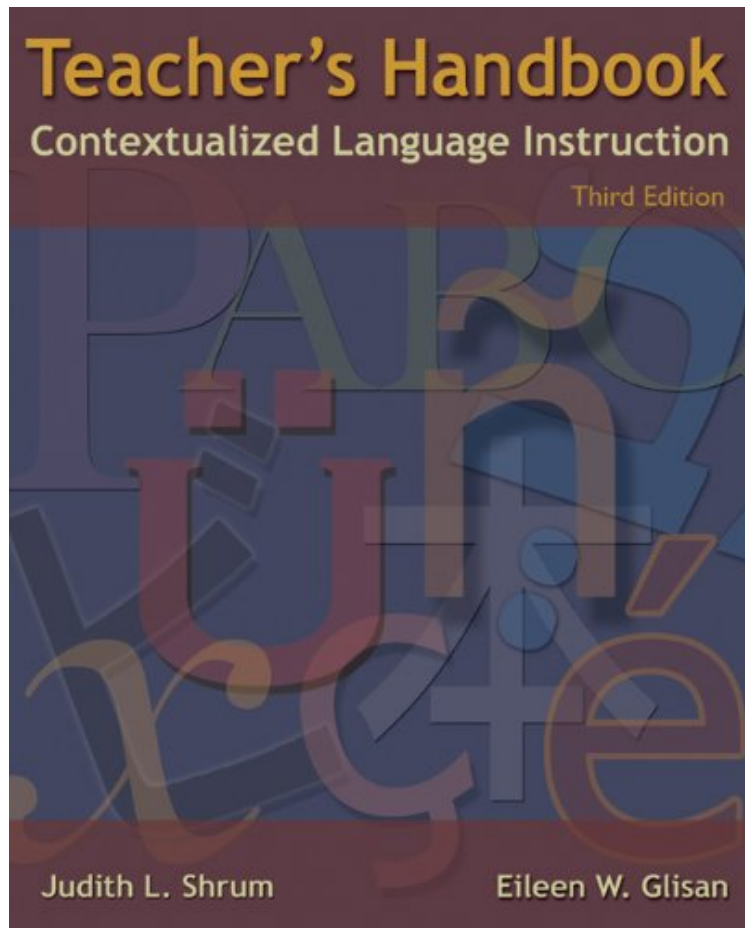


Teachers Handbook: Contextualized Language Instruction

Judith L. Shrum, Eileen W. Glisan

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Judith L. Shrum, Eileen W. Glisan : Teachers Handbook: Contextualized Language Instruction before purchasing it in order to gage whether or not it would be worth my time, and all praised Teachers Handbook: Contextualized Language Instruction:

0 of 1 people found the following review helpful. From a current student studying to teach SpanishBy Raymond McCueI've seen a good bit of teaching now--with all the observation, assisting, and tutoring that my college has had me doing--and I have to say when I see something going wrong now, I'm able to come back to the theories from this textbook and pinpoint exactly what's lacking in that classroom.Being recently graduated from high school, I had a number of ideas about language instruction and where it was lacking. The theorists from this book take small ideas that I had and stretch them miles further than I ever would have on my own. Chapter 1 is enough to take all the preconceptions you've ever had about language teaching and turn them upside-down.In short, I'm so glad that my methods of teaching language class uses this textbook!0 of 0 people found the following review helpful. Arrived on time and the book looks new!By A. JimenezThe product arrived on time. Even though there are some differences

between this edition and the newer one, I am glad I bought this one and saved like \$100 !!!0 of 0 people found the following review helpful. Two of my graduate class use it!By Xing NanIt is recommended by two of my teaching graduate class! It is a powerful book to impact foreign language teachers!

TEACHER'S HANDBOOK is geared toward teacher training courses in college foreign language departments, since many TA's/GSI's teaching lower-division language courses are required to take a methods course or are education majors or students pursuing a teaching credential.

The major strength of Teacher's Handbook is that it provides an appropriate balance between theory and practice. Foreign language teachers need to understand the theoretical foundations of language acquisition, AND see how theories associated with language teaching and learning translate into practice in realworld settings. The text presents important concepts, principles, standards, appraoches etc. in a format that can be easily understood and internalized. There are numerous concrete examples (e.g. Teach and Reflect; Chapter Case Studies; Chapter Figures and Tables) that illustrate practical applications. Additionally, the text covers the four skills (speaking, writing, listening comprehension, and reading) and culture in an integrated way. I consider Teacher's Handbook to be a foundational text for students; a text that provides a theoretical and practical foundation upon which language teachers (present and future) will continue to build through research, teaching experience, and self-reflection and analysis. The text is particularly beneficial for pre-service foreign language teachers.

About the AuthorJudith L. Shrum earned her Ph. D. from The Ohio State University and an M.A. in Latin American Studies from Indiana University in Bloomington, IN. She is professor emerita at Virginia Polytechnic Institute and State University, where she directed the Second Language Teacher Education program for 31 years until her retirement in 2012. She was awarded the ACTFL-NYSAFLT Anthony Papalia Award for Excellence in Teacher Education in 2008. Currently, she is the coordinator for ACTFL to the Council for the Accreditation of Educator Preparation (CAEP).

Eileen W. Glisan earned her Ph.D. in Applied Spanish Linguistics and Teaching Methodology from the University of Pittsburgh. She is Distinguished University Professor of Spanish and Foreign Language Education at Indiana University of Pennsylvania, where she is coordinator of the Spanish Education K-12 Program. She is the recipient of various awards, including the 2008 Nelson H. Brooks Award for Outstanding Leadership in the Profession by the Northeast Conference on the Teaching of Foreign Languages. She is past president of the American Council on the Teaching of Foreign Languages (ACTFL).