

# ON BECOMING A LANGUAGE EDUCATOR

Personal Essays  
on Professional Development



Edited by

Christine Pearson Casanave  
Sandra R. Schecter

# On Becoming A Language Educator Personal Essays On Professional Development

**Denise E. Murray,MaryAnn Christison**

## **On Becoming A Language Educator Personal Essays On Professional Development:**

On Becoming a Language Educator Christine Pearson Casanave,Sandra R. Schecter,1997 These personal essays by first and second language researchers and practitioners reflect on issues events and people in their lives that helped them carve out their career paths or clarify an important dimension of their missions as educators Their narratives depict the ways in which professionals from diverse backgrounds and work settings have grappled with issues in language education that concern all of us the sources and development of beliefs about language and education the constructing of a professional identity in the face of ethical and ideological dilemmas and the constraints and inspirations of teaching and learning environments They have come together as a collective to engage in a courageous new form of academic discourse one with the potential to change the field Many of the authors write their stories of having begun their work with voices positioned at the margins Now as established professionals they feel strong enough collectively to risk the telling and through their telling to encourage other voices This volume is intended to provide graduate students teachers and researchers in language education with insights into the struggles that characterize the professional development of language educators Both readers and contributors should use the stories to view their own professional lives from fresh perspectives and be inspired to reflect in new ways on the ideological ethical and philosophical underpinnings of their professional personae

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English The focus throughout is on outcomes that is student learning Volume I on understanding learning provides the background information that teachers need to know and be able to use in their classroom the characteristics of the context in which they work how English works and how it is learned their role in the larger professional sphere of English language education Volume II on facilitating learning covers the three main facets of teaching planning instructing assessing The texts work for teachers across different contexts countries where English is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general English workplace English English for academic purposes or English for specific purposes

**Writing Games** Christine Pears Casanave,2005-04-11 This work explores how writers from several different cultures learn to write in their academic settings and how their writing practices intersect with their evolving identities as students and professionals in academic environments

*TESOL: A Guide* Jun Liu,Cynthia Berger,2015-04-23 Outstanding

new reference resource for advanced students and academics working within TESOL

Making the Connection Carolyn

Temple Adger,Donna Christian,Orlando L. Taylor,Center for Applied Linguistics,1999 Papers from a conference on the role of language in the academic achievement of African Americans include Language Diversity and Academic Achievement in the Education of African American Students An Overview of the Issues John R Rickford The Language of African American Students in Classroom Discourse Courtney B Cazden Enhancing Bidialectalism in Urban African American Students Kelli Harris Wright Repercussions from the Oakland Ebonics Controversy The Critical Role of Dialect Awareness Programs Walt Wolfram Considerations in Preparing Teachers for Linguistic Diversity John Baugh The Case for Ebonics as Part of Exemplary Teacher Preparation Terry Meier Language Policy and Classroom Practices Geneva Smitherman Language Diversity and Assessment Ideology Professional Practice and the Achievement Gap Asa G Hilliard III and Lessons Learned from the Ebonics Controversy Implications for Language Assessment Anna F Vaughn Cooke The text of the testimony of Orlando L Taylor on the subject of Ebonics is appended MSE

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**Color, Race, and English Language Teaching** Andy Curtis,Mary Romney,2019-08-07 The unique

contribution of this book is to bring together Critical Race Theory and narrative inquiry and apply them specifically to a largely overlooked area of experience within the field of TESOL What does it mean to be a TESOL professional of color To address this question TESOL professionals of color from all over the world representing a wide range of racial ethnic and cultural backgrounds offer accounts of their own experiences responding to two related questions Can you identify critical events or conditions in your personal or professional life that are the result of you being a person of color that affect who you are now and what you do as a TESOL professional of color What have you learned from these events or conditions that have had a bearing on your life as a TESOL professional of color Color Race and English Language Teaching Shades of Meaning is

intended for researchers professionals and students in the field of English language teaching The book is designed as a text for MATESOL programs and courses that deal with issues of language culture and teaching The introduction presents a brief overview of relevant aspects of Critical Race Theory narrative inquiry and educational research Focus questions for each chapter are included to help readers apply aspects of the narratives to their own experience Educational Practice and Theory ,2001

Spirituality, Social Justice, and Language Learning David I. Smith,Terry A. Osborn,2007-01-23 This book explores intersections between spirituality social justice and world language learning It highlights their relevance to teacher education classroom practices and theoretical discussions The essays aim to open fresh questions and show the importance of these intersections in academic and social contexts

### **Learning the Literacy Practices of Graduate School** Christine

Pearson Casanave,Xiaoming Li,2008 Attending graduate school presents a wide variety of challenges to both American and international students at U S universities Learning the Literacy Practices of Graduate School explores many of those challenges in depth addressing the textual features and conventions that characterize and underlie the advanced literacy practices at graduate school and examining the unwritten rules and expectations of participation and interpersonal relationships between advisors and advisees and among peers It also delves into the impact of enculturation and interaction on student and faculty identity Many disciplines are covered including those related to second and foreign language learners This volume brings to light the textual social and political dimensions of graduate study that tend not to be spoken or written about elsewhere Learning the Literacy Practices of Graduate School is an inspirational resource book for graduate students and those serving as mentors for graduate students It is indispensable for faculty members and advisors who are teaching classes that introduce students to graduate study

### **Reflections on Multiliterate Lives** Diane Dewhurst Belcher,Ulla

Connor,2001 Eighteen contributors from 14 countries of origin all of whom have succeeded in academic careers using a second language tell about their formative literacy experiences Many are professional language educators and others work in the physical mathematical and social sciences The point say the editors is to show both that an awareness of cultural difference can be a source of great strength and that no discipline should be seen as out of reach for second language users Distributed in the US by UTP Distribution c Book News Inc

### ***Re-mapping Narrative*** Gian S. Pagnucci,Nicholas

Mauriello,2008 This volume is an exploration of the future of narrative discourse The authors have identified six potential paths drawing patterns of narrative and visual pedagogy and possibility The volume begins with Tales of the Digital Self By telling stories we define ourselves This struggle to understand who and what we are is even more amplified on the Web where identity is almost liquid The authors in the second section picture how stories will be told in the future In Pixels of Heroes and Heroines we reconnect the future of narrative discourse to its literary roots Although it is important to consider the forms narratives will take in the future it is equally important to consider how these stories will be taught This is the issue authors take up in Stories from Wired Desktops Chapters move into the realm of the political in Views of Techno

Identity and Virtual Spaces The volume concludes with the chapters in Critical Reflections on Project UNLOC **Early Childhood Language Arts** Mary Renck Jalongo,2000 Early Childhood Language Arts Second Edition is a comprehensive look at early childhood literacy education Unlike most early literacy books it includes listening speaking reading and writing with a strong children s literature emphasis throughout This text provides instructors with a synthesis of the information on language arts gleaned from research on emergent literacy early childhood education and special education It underscores what is being emphasized in early childhood teacher accreditation programs namely responding to the increasingly diverse needs of young language learners in inclusive settings working with parents and families and collaborating with professionals in other fields Each chapter provides a discussion of the key concepts in the chapter followed by case material that demonstrates how teachers families and professionals in other fields can work together to promote the literacy growth and development of a young child The content and examples throughout every chapter enable students to see how children go through the process of acquiring literacy and how literacy learning occurs with diverse groups of learners The body of every chapter concludes with a section on teacher concerns and basic strategies developmentally appropriate activities teacher self assessment and information on standards as they relate to the content of each chapter

**Controversies in Second Language Writing** Christine Pearson Casanave,2004 Controversies in Second Language Writing is not a how to book but one that focuses on how teachers in L2 writing can be helped to make reasoned decisions by understanding some of the key issues and conflicting opinions about L2 writing research and pedagogy This book will assist teachers in making informed decisions about teaching writing in the ESL classroom To counteract some of the debates Casanave explores the different sides of the arguments and provides examples of how other teachers have dealt with these issues The book presents novice and seasoned teachers with thought provoking issues and questions to consider when determining and reflecting on their own teaching strategies and criteria Topics discussed include contrastive rhetoric product vs process fluency and accuracy assessment of student work audience plagiarism politics and ideology

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Print ,1991

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