



Teacher's Handbook: Contextualized Language Instruction

By Judith L. Shrum, Eileen W. Glisan

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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.

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Editorial Review

Review

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 Author

Judith 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).

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