



Team Teaching and Team Learning in the Language Classroom: Collaboration for innovation in ELT (Routledge Research in Language Education)

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This book reignites discussion on the importance of collaboration and innovation in language education. The pivotal difference highlighted in this volume is the concept of team learning through collaborative relationships such as team teaching. It explores ways in which team learning happens in ELT environments and what emerges from these explorations is a more robust concept of team learning in language education. Coupled with this deeper understanding, the value of participant research is emphasised by defining the notion of ‘team’ to include all participants in the educational experience. Authors in this volume position practice ahead of theory as they struggle to make sense of the complex phenomena of language teaching and learning. The focus of this book is on the nexus between ELT theory and practice as viewed through the lens of collaboration. The volume aims to add to the current knowledge base in order to bridge the theory-practice gap regarding collaboration for innovation in language classrooms.

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Review

"*Team Teaching and Team Learning in the Language Classroom* not only provides a comprehensive review of team teaching over its initial decades and valuable classroom strategies and techniques, it also highlights innovations in content learning, the integration of new technologies, curriculum design and teacher training all in the context of furthering education as a collaborative social endeavor.

In the midst of top-down policy interventions in education, this volume confronts the trends toward standardization and personal competitiveness by embracing the social nature of education, collaboration and innovation, and provides a framework for quality learner outcomes in an array of language learning contexts throughout Asia and Europe." - **Larry Walker, Kyoto Prefectural University**

About the Author

Akira Tajino, Ph.D., is Professor of Educational Linguistics and a founding member of the International Academic Research and Resource Center for Language Education (i-ARRC), as well as the Graduate Course of Foreign Language Acquisition and Education at Kyoto University, Japan. His research interests include EAP, pedagogical grammar, and classroom research. He has served on the editorial panel of several journals including *ELT Journal*.

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