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LANGUAGE TEACHER NOTICING IN TASKS

Daniel O. Jackson

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Jackson's approach to teacher noticing is at once ecological, interdisciplinary, and evidence-based. He theorizes the dynamic act of thinking-for-teaching and empirically illuminates how teachers come to notice students' use of embodied and verbal resources, and how task complexity and perspectival memory, among other factors, shape what teachers notice. A deeply original book that opens up new ground for the study of novice language teacher cognition!

Lourdes Ortega, Georgetown University, USA

Grounded in Jackson's experience and knowledge as a teacher-trainer, this book offers fundamental insights on teacher noticing, a critically important but underexplored topic of inquiry in the field of second language acquisition research. Using multiple theoretical and methodological lenses, Jackson's analysis is not only innovative in its approach but also extremely informative for anyone involved in language education.

Yuko Goto Butler, University of Pennsylvania, USA

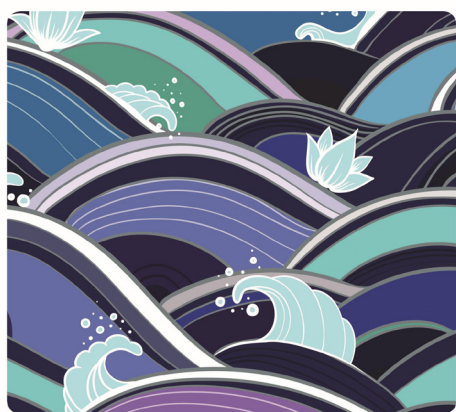
In this book, Jackson offers important insights into the role that teacher noticing plays in the context of language instruction as well as practical suggestions for teachers wishing to extend their noticing skills. A valuable new perspective on teacher noticing!

Miriam Sherin, Northwestern University, USA

This book provides an accessible account of teacher noticing, the process of attending to, interpreting and acting on events which occur during engagement with learners, in contexts of language teacher education. It presents an innovative study of task-based interaction and emphasizes the role of reflective practice in professional development.

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PSYCHOLOGY OF LANGUAGE LEARNING AND TEACHING

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Daniel O. Jackson is Associate Professor in the Department of English at Kanda University of International Studies, Japan. His research interests include language teacher noticing and task-based language teaching and he is the co-editor (with Gisela Granena and Yucel Yilmaz) of *Cognitive Individual Differences in Second Language Processing and Acquisition* (John Benjamins, 2016).

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