The ongoing digitalization of social environments and personal lifeworlds has made it crucial to pinpoint the possibilities of digital teaching and learning also in the context of English language education. This book offers university students, trainee...
teachers, in-service teachers and teacher educators an in-depth exploration of the intricate relationship between English language education and digital teaching and learning. Located at the intersection of research, theory and teaching practice, it thoroughly legitimizes the use of digital media in English language education and provides concrete scenarios for their competence-oriented and task-based classroom use.

This book is targeted at modern languages teachers of primary school children and focuses on curricula and syllabi, as well as on teaching materials and methodology. The papers look into issues related to both pre- and in-service teacher education, innovative curriculum and syllabus design in tertiary education and lower primary schools, and how new ideas can be implemented at national and classroom levels. The first six papers focus on teacher education curricula and teacher development in pre-service and in-service programs, whereas the last four papers examine curricula, teaching materials and projects in primary schools.--Publisher's description.

Blended learning has gained significant attention recently by educational leaders, practitioners, and researchers. i²Flex, a variation of blended learning, is based on the premise that certain non-interactive teaching activities, such as lecturing, can take place by students without teachers' direct involvement. Classroom time can then be used for educational activities that fully exploit teacher-student and student-student interactions, allowing for meaningful personalized feedback and scaffolding on demand. Revolutionizing K-12 Blended Learning through the i²Flex Classroom Model presents a well-rounded discussion on the i²Flex model, highlighting methods for K-12 course design, delivery, and evaluation in addition to teacher performance assessment in a blended i²Flex environment. Emphasizing new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers, this publication is an essential reference source for pre-service and in-service teachers, researchers, administrators, and educational technology developers.

From plays to poetry, Le Petit Nicolas to the Association for Language Learning (ALL) Literature wiki, this book shows trainee teachers of MFL, teachers in schools, teacher educators, how literature can be an essential tool for developing students' cultural awareness as well as language skills. With contributions from Ruth Heilbronn, Jane Jones and other leading scholars, it
covers a wide range of approaches including looking at how to support students to develop the skills they need to read and discuss texts, and how to use stories as a pedagogic tool, rather than just a way to develop reading skills. Examples of teaching French, German, Japanese, Mandarin and Spanish are used throughout, but the book draws together resources and strategies for use in teaching all modern foreign languages. Supporting students to develop into creative, reflective teachers, this book offers support for readers to develop their own tasks for their pupils and questions throughout to keep them engaged and encouraging them to critically engage with the content. Seemingly daunting articles are made much more approachable for readers with windows on research which provide a summary of relevant research papers, with full reference details for follow up.

Crystal-clear and comprehensive yet concise, this text describes the steps involved in the curriculum design process, elaborates and justifies these steps, and provides opportunities for practicing and applying them. The description of the steps is done at a general level so that they can be applied in a wide range of particular circumstances. The process comes to life through plentiful examples of actual applications of the steps. Each chapter includes: examples from the authors’ experience and from published research tasks that encourage readers to relate the steps to their own experience case studies and suggestions for further reading that put readers in touch with others’ experience Curriculum, or course, design is largely a 'how-to-do-it' activity that involves the integration of knowledge from many of the areas in the field of Applied Linguistics, such as language acquisition research, teaching methodology, assessment, language description, and materials production. Combining sound research/theory with state-of-the-art practice, Language Curriculum Design is widely applicable for ESL/EFL language education courses around the world.

Teaching Foreign Languages in the Primary School is for every teacher—whether generalist or specialist, trainee or experienced—wanting to confidently introduce foreign language teaching into their classroom. Based on the author’s extensive experience of teaching across Key Stages 1–2, this book provides practical strategies that can be easily implemented in your setting. Offering comprehensive guidance on the pedagogy that underpins language teaching, it covers everything you’ll need to teach foreign languages effectively: Planning, teaching and assessment Pedagogical
approaches Integrating primary languages across the curriculum Where to find and how to use good resources Using TAs effectively to support language learning Inclusive practice Using ICT in language teaching How to promote children’s intercultural understanding Illustrated with useful lesson ideas and a range of examples from the classroom, Teaching Foreign Languages in the Primary School is an indispensable source of support for all student and practising primary school teachers.

The Common European Framework of Reference for Languages (CEFR) and its Companion Volume have established themselves as an indispensable reference point for all aspects of second and foreign language education. This book discusses the impact of the CEFR on curricula, teaching/learning and assessment in a wide range of educational contexts, identifies challenges posed by the Companion Volume and sheds light on areas that require further research and development. Particular attention is paid to three features of the two documents: their action-oriented approach, their focus on plurilingualism, and the potential of their scales and descriptors to support the alignment of curricula, teaching/learning and assessment. The book suggests a way forward for future engagement with the CEFR, taking account of new developments in applied linguistics and related disciplines.

How can you effectively motivate young people to engage with foreign language learning? How can young people engage with new ideas and cultural experiences within and outside the classroom? The new edition of A Practical Guide to Teaching Foreign Languages in the Secondary School offers straightforward advice and inspiration for training teachers, NQTs and teachers in their early professional development. Written by a team of expert professionals, it offers a wide range of strategies for successful teaching in the languages classroom. Key topics covered include: Helping pupils develop better listening skills Effective speaking activities Choosing the best texts and technology for reading skills Teaching grammar Internet tools and services for teaching and learning Integrating formative assessment The intercultural dimension of language teaching Collaborating with primary schools and successful transition Teaching Arabic and Mandarin Working with TAs and FLAs Classroom research and reflective practice This fully revised and updated second edition includes new chapters on homework, motivation and less widely taught languages, while the core sections on reading and writing, planning, and culture and diversity have been significantly updated to reflect important changes in research, practice and
policy. A Practical Guide to Teaching Foreign Languages in the Secondary School extends the popular Learning to Teach Foreign Languages in the Secondary School by providing detailed examples of theory in practice, based on the most up-to-date research and practice, as well as links to relevant sources supporting evidence-informed practice. It is an essential compendium of support and ideas for all those embarking upon their first steps in a successful career in teaching foreign languages.

Foreign language learning is a progressive endeavor. Whatever the method, the learner should advance from one point to another, constantly improving. Growing proficiency entails growing language content. Content is complex, displaying many dimensions. Syllabus designers, textbook authors, and teachers often struggle with the monitoring of content. Computer-assisted systemization helps to handle it in a manageable framework. Besides inventorying content, it ensures more balanced selections, calculated progression, and controlled reiteration of previously learned material. It gauges the usability of authentic material in relation to the level attained. During the teaching process, it allows the instant selection of items needed for a communicative situation, focus on forms, or particular exercises. This book first describes the theoretical background for systemization, including a historical overview, with special attention to the Common European Framework and the new Profiles and Referentials. Next the practical steps for computer-assisted implementation with examples taken from French and English, but applicable to any language.

The need to introduce pupils to learning languages at an early stage has been widely acknowledged, with MFL now a core part of the primary curriculum. Fully updated to support busy schools and teachers in planning, teaching and delivering the new primary MFL entitlement for all primary pupils, this user-friendly guide covers significant pedagogical issues and is a key point of reference for all MFL work in the primary classroom. Now fully updated to include substantive writing about planning and introducing the new assessment scale, this book contains: comprehensive coverage of resources and planning; valuable new cross-curricular links; ready-to-use activities that are anchored in research; advice on assessment, SEN and the use of technology; a development of the broader issues of leadership, learning strategies and continuing professional development. Modern Foreign Languages 5–11 will help practitioners to teach MFL as a dynamic, stand-alone subject while retaining a cross-curricular focus. It builds upon core principles
of cultural learning, differentiation, language awareness and transferable skills by providing practical strategies that can be easily implemented in your setting. Offering comprehensive guidance on the pedagogy that underpins language teaching and covering everything you’ll need to teach effectively, this book delivers a range of practical ideas and examples of best practice to help integrate effective language learning, teaching and assessment into the curriculum. Written to support the needs of trainees, practising teachers and school leaders as they develop their foreign language provision, this guide is key reading for those seeking to enhance their professional practice in primary MFL pedagogy.

"Based on the selected proceedings from an international conference Concept of progression in foreign language teaching and learning, held in Dublin in February 2004"--Cover.

The central issue of this volume is how to meet the linguistic and academic needs of the increasing numbers of English learners (ELs). At the center of educational turns is the role of school professionals in this Common Core Standards era. Teacher education programs and professional development, or pre-service and in-service programs for teachers of ELs, are currently being reframed to reflect the new demands placed on all teachers in light of the new standards. The expectation is that ELs can learn, and their teachers possess the expertise to teach, both discipline content and academic English at the same time. The large numbers of ELs across the country have created a wide gap between what teachers have been trained to do and the skills they need to teach and reach them effectively. This practical handbook brings together research, policy and practice on teacher effectiveness, pre-service and in-service programs in the context of student linguistic and cultural diversity. Key features include: • Clearly articulated teacher training and professional development programs; • Coverage of Common Core curriculum and a variety of instructional programs and practices with research-based tools to implement them; and, • Policies to equitably and effectively prepare ELs academically and linguistically.

Since its inception in Canada in 1998 as a method for teaching French as a second language in a school setting, the Neurolinguistic Approach to second-language acquisition (NLA) has expanded to several countries and is now also applied to teaching adults. Based on research in the neurosciences, psychology, and sociology, the NLA focuses on providing learners with the conditions necessary to
acquire spontaneous communication skills in a classroom setting. By ensuring the independent development of effective communication and implicit competence in the second language, the NLA allows learners to genuinely express themselves in their new language. In this volume, co-developer of the approach Claude Germain outlines the history of the NLA’s development and provides insights into its principles, its teaching and acquisition strategies applied in the classroom, and the results it has achieved. This is an essential book for all second-language teachers, as well as researchers interested in the transmission of second languages.

This book provides a research-based account of how to teach and learn Chinese as a foreign language. In addition to the discussion of relevant second/foreign language research, this volume gives detailed information on ways to develop a pedagogical model that is uniquely suited to teaching Chinese in five key areas: pronunciation (tones and pinyin), characters and words, sentences (when and why different sentence structures are used), discourse and pragmatic competence (coherence and genre), and cultural competence. Specially written for Chinese language teachers, student teachers and applied linguists, this is the first book written in English that systematically addresses all major aspects involved in teaching and learning Chinese as a foreign language. This book covers all the fundamental grammar elements in Chinese, explains their functions in discourse and communication, and explores different strategies for teaching and engaging students in learning the language.

Primary languages are to be an entitlement for all pupils in KS2 from 2010. There is therefore a need to ensure that trainee primary teachers are equipped with the required skills, knowledge and understanding to contribute to this process. This book supports specialists, and also non-specialist trainees with an interest in MFL, who may need to deliver languages across the curriculum, providing them with a clear understanding of the methodology and helping them to develop linguistic competence and confidence.

This book examines this contested relationship between assessment and autonomy from a number of perspectives in a variety of Higher Education language-learning contexts in Europe and the Far East. The contributors to the book describe research into assessment both for and as autonomy, as well as approaches to the assessment of autonomy itself.
Designed to complement Learning to Teach Modern Foreign Languages in the Secondary School, this book focuses specifically on the skills and processes of teaching MFL at A and A/S level in schools and colleges. The book is divided into three sections: the changing nature of A and A/S level courses; bridging the gap between GCSE and A level; and planning, teaching and assessment. With chapters on learner independence, teaching and learning grammar, planning topics and programmes of work, working with literature, and vocational alternatives, the book will be an essential text for all secondary MFL students and teachers.

Classroom-based Interventions Across Subject Areas explores cutting-edge educational research that has real potential to support the improvement of classroom practice. Written by expert researchers and practitioners, it provides empirically tested and theory-based approaches that practitioners can use to improve learning in classroom settings. This edited volume provides examples of classroom-based interventions in English, mathematics, science, languages, history, and geography. Taking as its basis research which has been conducted in actual classrooms with close collaboration between researchers and practitioners, this text will help researchers and practitioners understand how and why interventions can be successful or not. The text further considers the broad theoretical and practical issues that derive from intervention studies, including the nature of collaboration between researchers and teachers and ways of adapting effective classroom-based interventions for use in different contexts. Offering insight into the methodology behind successful classroom-based interventions, this text will be essential reading for students of education, trainee teachers, and all those concerned with how educational research can impact on teaching and learning.

Praise for previous editions:- ‘A wealth of theory, research, practical advice, case studies and tasks in one volumeIndispensable for both HEI tutors and mentors, and an important book to recommend to all MFL students.' – Language Learning Journal ‘Presenting clear, straightforward, factual information on all current issues facing MFL student teachers An excellent reference guide during the first years of teaching.' – Mentoring and Tutoring Learning to Teach Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of foreign languages in the UK and internationally. The practical focus is underpinned by a theoretical perspective and backed up by the latest research,
encouraging you to develop a personal approach to foreign language teaching. This new, fourth edition, has been comprehensively updated to take account of recent policy and curriculum changes, and now covers a range of relevant statutory frameworks. Fully revised chapters cover the key knowledge and skills essential for becoming a foreign language teacher: What can we learn from research into language teaching and learning? Teaching methods and learning strategies Creating a meaningful learning environment Transition from Primary to Secondary The role of digital technologies Teaching in the target language Receptive skills and productive skills Teaching and learning grammar Planning and reflecting on classroom practice Pupil differences and differentiation Assessment for and of learning It includes many examples of how to analyse practice to ensure pupil learning is maximised, together with activities and tasks to support you as you analyse your own learning and performance. Learning to Teach Foreign Languages in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school. It is an essential purchase for every aspiring secondary foreign languages school teacher.

The rapid growth in online and virtual learning opportunities has created culturally diverse classes and corporate training sessions. Instruction for these learning opportunities must adjust to meet participant needs. Online Course Management: Concepts, Methodologies, Tools, and Applications is a comprehensive reference source for the latest scholarly material on the trends, techniques, and management of online and distance-learning environments and examines the benefits and challenges of these developments. Highlighting a range of pertinent topics, such as blended learning, social presence, and educational online games, this multi-volume book is ideally designed for administrators, developers, instructors, staff, technical support, and students actively involved in teaching in online learning environments.

This volume gathers contributions in the closely linked fields of English language assessment and language education. The contributors from China and Hong Kong represent a mixture of established and new scholars. Areas covered in the language education section range across major developments in the redefining of Hong Kong’s secondary and tertiary curricula, as well as the huge field of China’s vocational education curriculum. Regarding assessment, the contributions reflect major changes in the marking of examinations in Hong Kong, whereby all examinations from 2012 onwards are marked
onscreen, to quality control issues in the administration of China’s College English Test, which is taken by over 10 million candidates every year.

"This book has been written to suggest answers to these key questions and to provide a readable guide to the central issues surrounding primary MFL teaching. It aims to provoke thought and reflection about the future place of MFL in primary education. The book covers a broad range of issues including the contribution of languages to education, teacher skills, teaching approaches with young learners, linguistic progression. Modern Foreign Languages in the Primary School will be of interest to primary teachers and school leaders, language teachers in secondary schools, student teachers, teacher educators, linguists and anyone with a concern to improve language education."--BOOK JACKET.

There is an odd contradiction at the heart of language and culture learning: Language and culture are, so to speak, two sides of a single coin—language reflects the thinking, values and worldview of its speakers. Despite this, there is a persistent split between language and culture in the classroom. Foreign language pedagogy is often conceptualized in terms of gaining knowledge and practicing skills, while cultural learning goals are often conceptualized in abstract terms, such as awareness or criticality. This book helps resolve this dilemma. Informed by brain and mind sciences, its core message is that language and culture learning can both be seen as a single, interrelated process—the embodiment of dynamic systems of meaning into the intuitive mind. This deep learning process is detailed in the form of the Developmental Model of Linguaculture Learning (DMLL). Grounded in dynamic skill theory, the DMLL describes four developmental levels of language and culture learning, which represents a subtle, yet important shift in language and culture pedagogy. Rather than asking how to add culture into language education, we should be seeking ways to make language and culture learning deeper—more integrated, embodied, experiential and transformational. This book provides a theoretical approach, including practical examples, for doing so.

This book comprehensively analyzes the development of interculturally blended third spaces by the second language learner, beginning with the linguistic and sociocultural imprints of the first language and culture on the mind and culminating in the
proposal of a phase-model of the development of intercultural competence. The foundational analysis of L1-mediated constructs is followed by an analysis of forms interaction, concepts of identity and constructs of culture/interculture, thus shifting the object of analysis from the subjective to the intersubjective levels of construction and interaction. The focus of the book is on the gradual development of interculturally blended third spaces in the mind of the learner as genuinely new bases for construction. This book takes an interdisciplinary approach, drawing on research in cultural psychology, linguistic anthropology, critical theory, language acquisition and second language learning and shows how culture and interculture need to be emphasized as an integral part of second language learning.

Within the past few years transcultural learning has become one of the key terms in TEFL theory. Central concerns in current research include differentiating between inter- and transcultural learning, navigating processes of understanding otherness, and assessing cultural competences. Using these aspects this study investigates texts recommended for cultural learning and key components of implementing literature in ELT. The results call for a more holistic perception of alterity and argue in favour of transcultural literature as a basis for transcultural learning. All of this dissertation is in English. (Subjects: Literary Criticism, Education) [Series: Fremdsprachendidaktik in globaler Perspeektive, Vol. 5]

Motivation is a key aspect of second language learning. There is no doubt that abstract models are basic to gain theoretical insights into motivation; however, teachers and researchers demand comprehensible explanations for motivation that can help them to improve their everyday teaching and research. The aim of this book is to provide both theoretical insights and practical suggestions to improve motivation in the classroom. With this in mind, the book is divided into two sections: the first part includes innovative ideas regarding language learning motivation, whereas the second is focused on the relationship between different approaches to foreign language learning – such as EFL (English as a foreign language), CLIL (Content and Language Integrated Learning) or immersion – and motivation. Both sections have an emphasis on pedagogical implications that are rooted in both theoretical and empirical work.

Building on their learning about the teaching of MFL in ITT courses
and PGCE courses, this book encourages students and teachers to consider and reflect on issues so that they can make reasoned and informed judgements about their teaching.

Covering the training standards for NQTs and the Induction Standards and also fully exploring issues to do with subject knowledge in learning to teach, this is the essential guide for teachers of foreign languages. Acknowledging that an essential element of a secondary teacher's identity is tied up with their subject taught, the book is divided into three sections: framing the subject teaching the subject modern languages within the professional community. This book aims to provide stimulating assistance to subject specialists by helping them find ways of thinking about their specialism, how to teach with it, and how to engage with what pupils learn through it. Written with teachers of modern foreign languages in the years of their early professional development in mind, this book is also suitable for those on PGCE courses, those in their induction year, and those in years two and three of their teaching career.

The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism,
language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

This edited collection sets out the case for teaching modern languages across the curriculum and provides practical strategies for its implementation.

This lively and inspiring collection of readings is divided into three sections: 'Developing teaching strategies and effective classroom management' covers all major aspects of classroom practice; 'Planning, evaluating and assessing MFL learning' is a guide to the day to day requirements and practicalities of MFL teaching; 'In search of a wider perspective' considers how MFL teaching might develop and expand, and its place outside the classroom. Fully engaged with teaching and learning MFL at a practical level, it illustrates concepts and good practice through a broad range of classroom-based examples and case studies. Issues covered in this book include: maximising potential engaging pupils in their learning developing listening, reading and oral skills use of information communication technology assessment and differentiation broadening the content of MFL lessons role play in the language class MFL beyond the classroom.

Designed for all trainee and newly qualified teachers, teacher trainers and mentors, this volume provides a contemporary handbook for the teaching of modern foreign languages, covering Key Stages 2, 3 and 4 in line with current DfEE and TTA guidelines.

Being taught by a great teacher is one of the great privileges of life. Teach Now! is an exciting new series that opens up the secrets of great teachers and, step-by-step, helps trainees to build the skills and confidence they need to become first-rate classroom practitioners. Written by a highly-skilled practitioner, this practical, classroom-focused guide contains all the support you need to become a great modern foreign languages teacher. Combining a grounded, modern rationale for learning and teaching with highly practical training approaches, the book guides you through all the different aspects of MFL teaching offering clear, straightforward
advice on classroom practice, lesson planning and working in schools. Teaching and learning, planning, assessment and behaviour management are all covered in detail, with a host of carefully chosen examples used to demonstrate good practice. There are also chapters on the essentials of the MFL curriculum, pedagogical techniques, strategies to engage students in language learning, and how to succeed in observations and interviews. Throughout the book, there is a great selection of ready-to-use activities, approaches and techniques which will help put you on the fast track to success in the classroom. Covering everything you need to know, this book is your essential guide as you start your exciting and rewarding career as an outstanding MFL teacher.

It has been argued for some time that to improve language learning in Britain we need to start earlier, as many other European countries do. This book is addressed to policy makers and teachers who are considering the possibility of getting involved in the teaching of MFL in the primary school.

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