




effective learning
& teaching in

MODERN LANGUAGES

Edited by james a. coleman & john klapper



Effective Learning And Teaching In Modern Languages

James A. Coleman, John Klapper



Effective Learning And Teaching In Modern Languages:

Effective Learning and Teaching in Modern Languages James A. Coleman, John Klapper, 2004-11-10 *Effective Learning and Teaching in Modern Languages* offers insights from the latest research into learning and teaching a language and also outlines innovative teaching techniques covering all the critical subjects including the demands made of students and staff in modern languages the four language skills assessment grammar vocabulary and translation technology enhanced learning residence abroad subdisciplines such as business area cultural and literary studies and linguistics professional development Providing both a clear overview of the discipline and a wealth of techniques practical advice and useful resources this book will be welcomed by lecturers or tutors new to the profession and experienced lecturers wanting to keep up with the latest developments and improve their students learning

Effective Learning and Teaching in Modern Languages James A. Coleman, John Klapper, 2005 Written to meet the needs of teachers lecturers and tutors this is the definitive guide to surveying and understanding the key issues best practices and new developments in teaching modern languages

Effective Learning and Teaching in Modern Languages St. Andrew's College, Robert [Lecturer] Byiers, 1996 *Effective Teaching of Modern Languages* Colin Wringe, 2014-02-25 This book outlines the aims listed in the National Criteria for Modern Languages which appears in all GCSE language syllabuses It examines the changes these have brought about in course and lesson planning and content and the teaching of the various language skills Detailed descriptions of teaching techniques are provided and each chapter contains a further reading list to help both established and trainee teachers review and develop their classroom practice

Effective Language Learning Suzanne Graham, 1997 This book investigates some of the learning processes of students of French and German as they begin language learning at an advanced level a stage which is frequently problematic By looking at the learning strategies employed by both successful and less successful language students the author elucidates some of the key cognitive and affective processes which facilitate advanced level language learning The implications of this for the classroom are discussed in detail leading to practical recommendations for learning and teaching strategies A central theme is the need to teach explicitly the proficient use of learning strategies and suggestions are made as to how this may be achieved in the language classroom

Primary Languages: Effective Learning and Teaching Cynthia Martin, 2008-10-16 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

Learning to Teach Modern Languages in the Secondary School Norbert Pachler, Ann Barnes, Kit Field, 2013-11-19 Focused on the key skills needed to teach modern languages at the secondary school level this text covers a range of issues that include the use of new technology assessment of students

awareness of culture and the teaching of grammar Learning to Teach Modern Foreign Languages in the Secondary School Norbert Pachler, Kit Field, 1997 Designed as a text to support student teachers in training this book focuses on the key skills of teaching modern foreign languages The practical focus of the book is underpinned by a theoretical perspective including ample opportunities for reflection Account is taken of national statutory frameworks The book aims to assist student teachers in developing a personal approach to modern foreign languages teaching and to choose the most effective and appropriate methods to help pupils gain relevant knowledge skills and understanding For mentors and tutors working with student teachers this book provides an overview of the areas covered by student teachers during their course of initial teacher education Chapters cover for instance the teaching of grammar and cultural awareness assessment the use of the target language for instruction and interaction the use of new technologies in the classroom Examples are given in French German and Spanish but most are transferable to other languages Modern Foreign Languages Norbert Pachler, Michael Evans, Shirley Lawes, 2007-12-17 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 *Developing Critical Cultural Awareness in Modern Languages* Elinor Parks, 2020-01-20 This volume explores the relationship between language and culture while considering its implications for the teaching of modern foreign languages in higher education Drawing on a comparative empirical study conducted at universities both in the UK and US this text problematises the impacts of a separation of language and content in German degree programmes Illustrating the need for a curriculum which fosters the development of intercultural competence and criticality Parks reconceptualises established models of criticality Barnett and intercultural communicative competence Byram The chapters in this volume discuss a range of important topics including language graduates with deep translingual and transcultural competence observed differences and similarities between British and American universities and faculty and student voices developing intercultural competence and criticality Aimed at scholars with research interests in intercultural communication language education and applied linguistics this volume provides a thorough discussion for the ways in which modern language programmes in higher education can be improved Additionally those carrying out research in the fields of language teaching and language policy in higher education will find *Developing Critical Cultural Awareness in Modern Languages* to be of great relevance Learning to Teach Foreign

Languages in the Secondary School Norbert Pachler, Michael Evans, Ana Redondo, Linda Fisher, 2013-12-17 Praise for previous editions A wealth of theory research practical advice case studies and tasks in one volume Indispensable 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

Issues in Modern Foreign Languages Teaching Kit Field, 2000 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

Modern Languages for All Hilary McColl, 2013-12-19 This text demonstrates the substantial benefits that foreign language work has to offer students with special educational needs whether in a mainstream or special school setting The author offers practical advice on lesson planning course design and methodology

Teaching Modern Foreign Languages in Secondary Schools Ann Swarbrick, 2013-10-11 A companion to Aspects of Teaching Secondary Modern Foreign Languages this book charts developments during the past few decades of reform in MFL teaching considering the origins of these reforms and analysing their impact on the classroom The reader is divided into four sections Controversies and disagreements is an overview of changes to MFL teaching and learning during the last thirty years MFL schools and society looks at the role of MFL in a wider social and educational context Developing strategy looks at how more effective MFL teaching might be achieved Research and the MFL teacher looks at the implications for classroom practice of recent research into MFL teaching and Learning

Foreign Language Learning in Primary Schools (age 5/6 to 10/11) Peter Doyé, Alison Hurrell, Council of Europe.

Council for Cultural Co-operation. Education Committee,1997-01-01 Grade level 1 2 3 4 5 k p e i t *Primary Languages in Practice: a Guide to Teaching and Learning* Jane Jones,Angela McLachlan,2009-10-16 T he book addresses an impressive range of relevant issues regarding what effective practice involves and how it can be fostered The authors wisely position their discussion of these issues in the context of overall school improvement efforts the changes that are occurring in the primary curriculum and overall national policies not least the Every Child Matters agenda Professor Mel Ainscow University of Manchester UK An excellent introduction that is comprehensive clear and very readable It successfully combines theory and practice interweaving helpful examples with thoughtful discussion of key issues It should be very valuable to both beginning and more experienced primary language practitioners Dr Gee Macrory Institute of Education Manchester Metropolitan University UK This timely practical guide will equip you with the knowledge understanding and skills you need to be an effective primary languages practitioner Ideal for those responsible for implementing the National Languages Strategy s recommendation that each KS2 pupil is taught a language by 2010 the authors offer advice for putting in to practice the statutory requirements and effecting curriculum reform Both new and experienced teachers will benefit from the coverage of professional learning and reflective practice in school based and international contexts Written in a friendly style the authors offer guidance on embedding languages across the curriculum planning teaching and assessment Theory is related directly to classroom practice using a whole range of features including Sample lesson plans and observation reports Questions for reflection and practical activities Teachers talking snap shots of effective school practice Pupils perspectives and sample pupil work This book is essential reading for trainee teachers on specialist primary languages training programmes as well as general primary PGCE programmes It also provides valuable insights for primary teachers trainers LA Advisors and Headteachers *Teaching Modern Foreign Languages at Advanced Level* Norbert Pachler,2002-11 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 **Teaching Modern Languages to Young Learners** Marianne Nikolov,European Centre for Modern Languages,2007-01-01 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 **A Practical Guide to Teaching Foreign Languages in the Secondary School** Norbert Pachler, Ana Redondo, 2023-08-29 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 and fully revised edition of A Practical Guide to Teaching Foreign Languages in the Secondary School offers straightforward advice and inspiration for training teachers newly qualified teachers NQTs and teachers in their early professional development Offering a wide range of strategies for successful teaching in the languages classroom this third edition includes separate chapters on the core skills of reading writing speaking and listening and new chapters on pronunciation and the science of learning The chapters provide 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 and cover Strategies for planning engaging lessons Integrating formative and summative assessment Digital tools and services for teaching and learning Helping pupils develop better listening skills Effective speaking activities The role of scaffolds and models in developing writing skills Teaching grammar The intercultural dimension of language teaching The role of multilingualism in foreign language education Engaging with critical pedagogy A Practical Guide to Teaching Foreign Languages in the Secondary School is an essential compendium of support and ideas for all those embarking upon their first steps in a successful career in teaching foreign languages A Production-Oriented Approach to Teaching Foreign Languages Qiufang Wen, 2024-11-16 This book introduces and explains the production oriented approach POA to teaching foreign languages a new approach developed by the author through 15 years of rigorous experimentation Addressing the common challenge of separating input from output in language learning the book details POA procedures in three phases motivating enabling and assessing It explores the theoretical underpinnings of the POA including sociocultural usage based linguistic second language acquisition and curriculum theories The author presents a series of case studies showcasing the POA in practice She also provides a comparative analysis with the task based approach and project based learning highlighting similarities and differences between the two This book will be essential reading for teachers and scholars in applied linguistics modern foreign languages language acquisition and language education offering valuable insights and practical guidance for enhancing language teaching effectiveness

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