

EFFECTIVE LANGUAGE LEARNING

Nikolay Grevin



MODERN LANGUAGES IN PRACTICE

Effective Language Learning Positive Strategies For Advanced Level Language Learning

Florentina Taylor



Effective Language Learning Positive Strategies For Advanced Level Language Learning:

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 Teaching Modern Foreign Languages at Advanced Level Norbert Pachler, 2002-11-01 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 The Strategy Factor in Successful Language Learning Carol Griffiths, 2013-05-09 This book addresses fundamental questions regarding the relationships between successful language learning and strategy use and development according to learner situational or target variables It considers strategy effectiveness from an individual point of view and discusses pedagogical issues especially relating to teacher perceptions and training classroom and learner factors methodology and content The book begins by discussing underlying theoretical issues and then presents evidence from empirical studies in addition to presenting a quantitative view the book also takes a qualitative look at strategy use by individuals Rather than focusing on strategies divorced from the real world of the classroom this book explores the issues from the teaching learning point of view **Learning Strategy Instruction in the Language Classroom** Anna Uhl Chamot, Vee Harris, 2019-05-10 This comprehensive collection comprising both theoretical and practical contributions is unique in its focus on language learning strategy instruction LLSI The chapters written by leading international experts embrace both sociolinguistic and psycholinguistic perspectives The issues presented include different models of strategy instruction and how they can be tailored according to context and the learners age and attainment level The collection will be an important resource for researchers in the field both for its critical perspectives and its guidance on collaborating with teachers to design interventions to implement strategy instruction It also identifies key areas for research including the teaching of less studied groups of strategies such as grammar and affective strategies The book will prove equally valuable to language teachers through the provision of detailed teaching materials and tasks Those engaged in professional development whether pre or in service teacher education will find a wealth of concrete ideas for sessions courses and assignments

Conference proceedings. ICT for language learning. 9th edition Pixel,2016 **Lessons from Good Language Teachers** Carol Griffiths,Zia Tajeddin,2020-04-30 What makes a good language teacher This up to date practical book addresses that question from a human perspective recognising that teachers are not just machines but have feelings needs and identities of their own As the twenty two topics of the chapters in this volume clearly indicate language teachers are complex individuals who are expected to have a range of personal qualities to be able to satisfy the needs of their students and to have the knowledge and skills to provide instruction in a range of language areas Not only that but all of these requirements are constantly changing The authors present new insights from the real teaching environment that will be an invaluable help to language teachers at all stages of professional development **Exploring the US Language Flagship Program** Dianna Murphy,Karen Evans-Romaine,2016-11-07 A number of reports in the US have highlighted the country's need for improved second language skills for both national security and economic competitiveness The Language Flagship program launched in 2002 aims to raise expectations regarding language proficiency levels at the post secondary level and to address structural gaps in the curricula of many L2 programs This federally funded program provides opportunities for US undergraduate students in any specialization to reach a professional level of competence in a targeted second language by graduation This volume highlights innovative practices that enable students to achieve this goal even those with no exposure to the second language prior to university This book explores the rationale and history of the federal program and showcases models and strategies of existing Flagship programs **Learning to Teach Modern Languages in the Secondary School** Norbert Pachler,Ann Barnes,Kit Field,2006-01-16 This book focuses on the key skills of teaching modern foreign languages A practical focus is underpinned by theoretical perspective and account is taken of national statutory frameworks

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 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

Cross-Linguistic Transfer of Writing Strategies Karen Forbes, 2020-10-19 In the context of increasingly multilingual global educational settings this book provides a timely exploration of the phenomenon of cross linguistic transfer of writing strategies in particular transfer from the foreign language to the first language and presents a compelling case for a multilingual approach to writing pedagogy The book presents evidence from a classroom based intervention study conducted in a secondary school in England on cross linguistic strategy transfer It suggests that even beginner or low proficiency foreign language learners can develop effective skills and strategies in the foreign language classroom which can also positively influence writing in other languages including their first language This book ultimately encourages more joined up cross curricular cross linguistic thinking related to language in schools by exploring the potential for collaboration between languages teachers

Improving Foreign Language Teaching Ernesto Macaro, Suzanne Graham, Robert Woore, 2015-09-16 Improving Foreign Language Teaching provides teachers and teacher trainers with a research based structure for the effective teaching and assessment of second languages As well as outlining a model for teacher development the book identifies and exemplifies eight key principles for effective language learning which can be used to guide curriculum design and decisions about classroom pedagogy Improving Foreign Language Teaching also presents practical activities related materials and guidance on how student progress can be monitored and recorded Based on the research of the authors and other international experts together with the work of a consortium established by the authors and teachers in a range of secondary schools the book focusses on the development of

language skills and communicative competence It also proposes an assessment system which better reflects how learners progress in language learning than current models Taking as its starting point the challenge of a curriculum in flux and complex pedagogical approaches this book offers clear research informed guidance for effective planning teaching and learning It will be essential reading for all those concerned with the improvement of language learning and teaching in the secondary classroom

Self and Identity in Adolescent Foreign Language Learning Florentina Taylor,2013-07-04 This book explores the role of identity in adolescent foreign language learning to provide evidence that an identity focused approach can make a difference to achievement in education It uses both in depth exploratory interviews with language learners and a cross sectional survey to provide a unique glimpse into the identity dynamics that learners need to manage in their interaction with contradictory relational contexts e g teacher vs classmates parents vs friends and that appear to impair their perceived competence and declared achievement in language learning Furthermore this work presents a new model of identity which incorporates several educational psychology theories e g self discrepancy self presentation impression management developmental theories of adolescence and principles of foreign language teaching and learning This book gives rise to potentially policy changing insights and will be of importance to those interested in the relationship between self identity and language teaching and learning

Handbook of Teaching and Learning Persian as a Second Language Hooman Saeli,2025-09-26 This collection explores relevant pedagogical and sociolinguistic topics in the teaching and learning of Persian as a foreign and second language Owing to the dearth of research in many areas pertaining to the teaching and learning of Persian this handbook provides empirically supported insights into various aspects of these areas While the literature on teaching and learning Persian is growing the field lacks a cohesive collection on Persian as a foreign second language The book addresses issues pertaining to the standardization and validation of teaching and assessment methods which remain under explored in the contexts of teaching and learning Persian It also covers the teaching of Persian pragmatics the use of corpora as well as a range of different areas within linguistics including phonetics prosody and historical linguistics This comprehensive collection contributes substantially to the scientific study of many aspects of teaching and learning Persian which have been neglected for decades A must have text in Persian language pedagogy and Persian sociolinguistics it an essential book for those in teaching and learning in Persian language programs worldwide

Strategies for Second Language Listening Suzanne Graham,Denise Santos,2015-10-05 This book seeks to help teachers teach listening in a more principled way by presenting what is known from research exploring teachers beliefs and practices examining textbook materials and offering practical activities for improving second language listening

Accentuated Innovations in Cognitive Info-Communication Ryszard Klempous,Jan Nikodem,Péter Zoltán Baranyi,2022-09-26 Considering the emergence of artificial intelligence virtual and augmented reality 3D video and television and holography it is logical that we should also begin to create applications and businesses driven by these

technologies The 12 chapters of *Accentuated Innovations in Cognitive Info Communication* focus on the research and development of state of the art information in Cognitive Info Communication This interdisciplinary research area has emerged as a synergy between Info Communication and Cognitive Sciences It presents a synthetic holistic combination of coherent technologies that will become increasingly important in the coming decade It is a teaching and reference guide for VR robotics virtual classrooms and institutions and medicine at the undergraduate and postgraduate levels The discussed book is an immersive learning experience for students and teachers worldwide In addition it applies to other fields such as healthcare performing arts and television Vocabulary in Curriculum Planning Marina Dodigovic, María Pilar Agustín-Llach, 2020-09-01 This edited book brings together a collection of perspectives and studies on the role and potential uses of vocabulary assessment in second and foreign language learners needs analysis Assessing what vocabulary a student already knows and what therefore might be a realistic goal for language learning is an essential aspect of developing and delivering effective foreign language classes The chapters in this book address what has so far been an under researched aspect of classroom needs analysis exploring the influence of vocabulary tests the lexical profiles of teaching materials and learner as well as teacher beliefs and practices This book will be of interest to students and scholars of applied linguistics and TESOL language teachers and teacher trainers and educators engaged in assessment and evaluation New Perspectives on Teaching and Learning Modern Languages Simon Green, 2000-01-01 This exciting new publication featuring chapters from some of the foremost practitioners in the field of modern languages today closely examines research based analysis structural contexts and classroom practice in teaching and learning After analysing the current situation each author proposes radical solutions to current problems and the whole book provides much needed fresh thinking on methodology and pedagogy **Teaching English from Classes to Masses** Sanjay Arora, 2017-05-11 This volume brings together articles based on experimental and theoretical research from teachers working in diverse teaching backgrounds with varying experience from research scholars to school teachers from college and university teachers in India to a British native teaching in China The contributions here provide a mix of global and local teaching scenarios addressing the need for diagnostic tests developing need based material using the mother tongue to ensure active participation of the masses and re examining the language policies in Asian countries The papers collected here also explore the implementation of Task based Language Teaching the integration of technology in developing language skills and the use of games and activities to engage the interest of low level learners while teaching both literature and language further linking them with their culture and society The book offers a reflection of the changes that have taken place in the teaching environment in the last two decades with the introduction of Communicative Language Teaching and as such will be of immense help for policy framers and educators in South Asian countries and in countries where English is a second or foreign language Furthermore the volume offers valuable information for researchers working in the field of English Language Teaching ELT which can be used for

reviewing literature and exploring the directions in which the new teaching methods and approaches are leading and establishing the validity of research Discourse, Conversation and Argumentation: Theoretical Perspectives and Innovative Empirical Studies, volume III Antonio Bova, Carlo Galimberti, Francesco Arcidiacono ,Lise Haddouk,2024-10-30 This Research Topic is the third volume of Research Topic Discourse Conversation and Argumentation Theoretical Perspectives and Innovative Empirical Studies Please see the second volume here Also please see the first volume here As members of a social world within which interaction needs and communicative tools are intertwined in a series of situated relationships interactions between individuals but also between groups and between institutions emerges from the beginning of life Thinking about how we participate in an interaction through verbal and non verbal exchanges allows us to focus on explicit and implicit norms on personal and collective preferences on subjective and interpersonal theories and on social processes of construction of meaning that characterize the communicative interactions Although discursive conversational and argumentative interactions play an essential role in our lives there is no integrated area of psychological research on these types of communicative interactions A wide variety of works is available concerning the focus on the different roles played by social actors within the interactions symmetric asymmetric protagonist antagonist teacher learner as well as the interest for the constitutive aspects of the interactions emotional motivational cognitive or developmental factors skills competences knowledge However research on discourse conversation and argumentation is conducted in a number of separate research communities that are spread across disciplines and have only limited intertwinement We believe as necessary to create a space for open dialogue within the community of researchers interested in discourse conversation and argumentation from a psychological perspective

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