



# Modern Languages In The Curriculum

**Great Britain. Welsh Office**



## **Modern Languages In The Curriculum:**

**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

**Modern Languages Across the Curriculum** Michael Grenfell, 2004-01-14 This book sets out the agenda for the future of modern language teaching in schools It aims to look beyond the dominant methods of second language teaching to a new approach emphasising the integration of language learning within the wider curriculum Through research and case studies from the UK France Spain Italy Germany Belgium and Finland the book shows how teachers and policy makers are increasingly moving towards a system where second languages are taught through other curriculum subjects rather than alongside them Key areas covered are recent trends and issues in the teaching and learning of modern foreign languages the rationale for integrating languages across the curriculum how cross curricular language teaching is developing across Europe practical materials and useful ideas for teachers and policy makers This timely book will interest all foreign language teachers particularly those on in service or higher level degree courses It will also be useful reading for student teachers and educators and policy makers internationally

**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

**An Early Start** Marianne Nikolov, Helena Curtain, Council of Europe, European Centre for Modern Languages, 2000-01-01 There is a growing interest in teaching languages to young children This publication brings together papers from 18 countries It gives a cross section of major achievements and problem areas as well as an insight into research issues

**Modern Languages and Learning Strategies** Michael Grenfell, Vee Harris, 2002-01-04 Every secondary school pupil studies modern foreign languages as part of the curriculum and some do so with considerably more success than others This book looks firstly at the ways in which languages can be taught and secondly at case studies that highlight the practical methods that will help teachers get the best results The case studies included show that the best learners are those who have developed learning strategies that help them succeed These learning strategies are examined through practical examples carried out in classrooms and advice is given about ways in which teachers can ensure that all their pupils have the

opportunity to develop these skills Lots of suggestions are made about the various activities teachers can carry out in order to make learning enjoyable and positive In some cases the results are shown to be very encouraging and any language teacher should be left with a feeling not only of renewed enthusiasm for their subject area but also a deeper understanding of how to enable learners to reach their full potential

**Modern Languages** Alison Phipps, Mike Gonzalez, 2004-05-24 This accessible book is written by teachers of modern languages and tackles the specifics of the discipline while situating it within the literature on teaching Modern Languages in Higher Education

*Modern Languages in the School Curriculum* Great Britain. Welsh Office, 1988

**Modern Languages in the Primary School** Philip Hood, Kristina Tobutt, 2009-05-18 How can foreign language learning be developed in primary schools In what ways can it be integrated into the primary classroom

*Modern Languages in the Primary School* tackles these questions challenging current perceptions of primary modern languages arguing that modern languages should be fully integrated into the primary curriculum and looking at ways in which this can be achieved The authors examine ways in which language learning can be made a rich experience for all They offer ideas on how to start language programmes in schools or enhance those already in place The book Features a 3 stage practical approach to teaching languages with different age groups in primary schools Develops a coherent view of language learning and teaching Refers to the KS2 Framework elements of oracy literacy intercultural understanding knowledge about language and language learning strategies Contains a chapter which offers a theoretical introduction to content and language integrated learning CLIL Refers to the QTS Standards and offers a short guide to internet based and multimedia resources This book is for Primary ITE students and experienced teachers who are taking on the Modern Language coordinator role or teaching modern languages in primary schools for the first time Philip Hood is Course Director of the National SCITT Primary PGCE and Lecturer in Modern Languages Education at the University of Nottingham Kristina Tobutt is a Primary teacher and Associate Consultant for Nottinghamshire LA

**Opening the Door on the Modern Languages Classroom [French]** James Burch, 2001-05-29 This is a video resource for INSET with supporting teacher s notes This work shows the development of key aspects of classroom practice related to the delivery of modern languages within the National Curriculum over the period of more than a year Classes and their teachers have been filmed at regular intervals on what worked and what did not work and why showing ways in which real learning takes place in real classrooms over a period of time

*Issues in Modern Foreign Languages Teaching* Kit Field, 2000 *Issues in Modern Foreign Languages Teaching* draws together a range of issues in the teaching of modern foreign languages into one volume that will encourage students and newly qualified teachers to consider and reflect on the issues so that they can make a reasoned and informed judgement about their teaching of MFL It will be relevant for students and newly qualified teachers at both primary and secondary level and will fill a gap in their knowledge due to time constraints and an emphasis on standards on ITT and PGCE courses

Modern Languages in the Curriculum Eric Hawkins, 1981-03-26

**Learning to Teach Modern Languages in the**

**Secondary School** Norbert Pachler, Ann Barnes, Kit Field, 2013-11-19 Learning to Teach Modern Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of modern foreign languages in the UK. The practical focus of the book is underpinned by a theoretical perspective and students are encouraged to develop a personal approach to modern foreign language teaching. An account is also taken of relevant statutory frameworks. This fully revised third edition has been thoroughly updated to take account of recent policy and curriculum changes. And with the recent increased emphasis on teachers as researchers and the alignment of many PGCE courses with Masters Level criteria, reference to important concepts and theoretical positions have been strengthened with strong reference to their relevance in the context of professional practice and a new chapter discussing the findings of research on Second Language Acquisition and Foreign Language Learning has been added. Other chapters cover a wide range of relevant topics including teaching methods and learning strategies, teaching in the target language and developing cultural awareness, the teaching of grammar, differentiation and assessment, the use of ICT in modern foreign language teaching. *Modern Foreign Languages 5-11* Jane Jones, Simon Coffey, 2012 Written with teachers of modern foreign languages with the years of their early professional development in mind, this work is suitable for those on PGCE courses, those in their induction year and those in years 2 and 3 of their teaching career.

**Diversification in Modern Language Teaching** David Phillips, Caroline Filmer-Sankey, 1993-01 Encouraged by National Curriculum orders, in Modern Languages more and more schools are considering starting pupils on a first foreign language other than French. This text aims to provide language teachers with the evidence upon which to decide if diversification is right for them. *Languages and Children, Making the Match* Helena Anderson, Curtain, Carol Ann Dahlberg, 2004 Acknowledgements Preface Introduction Key Concepts for Success Elementary and Middle School Foreign Languages Standards for Foreign Language Learning in the 21st Century Overview Section A Focus on the Learner 1 Characteristics of Young Learners Second Language Acquisition Cognitive Characteristics of the Learner

**The Essentials of World Languages, Grades K-12** Janis Jensen, Paul Sandrock, John Franklin, 2007 Examines major trends and issues in world language education to argue that educators and policy makers must recognize the importance of making language learning a key part of school curriculum in order to help students thrive in the increasingly global community.

Teaching Modern Foreign Languages in Secondary Schools Ann Swarbrick, 2002 This series brings together a range of articles, extracts from books and reports that inform an understanding of secondary schools in today's educational climate.

**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.

Early Learning of Modern Foreign Languages  
Marianne Nikolov, 2009. Modern languages are offered to young learners at an increasingly early age in many countries yet few publications have focused on what is available to children in different contexts. This volume fills this gap by documenting the state of the art in researching young language learners using a variety of research methods. It demonstrates how young children progress and benefit from an early exposure to modern languages in different educational contexts and how affective, cognitive, social, linguistic and classroom related factors interact in the processes. A special strength is the range of languages although English is the most widely learnt language. Chapters focus on various target languages: Croatian, French, English, German, Italian, Spanish and Ukrainian and the contexts include China, Croatia, Greece, Hungary, Ireland, Norway, Poland, the Ukraine and the United Kingdom.

*Teaching Modern Languages* Ann Swarbrick, 2002-03-11. Modern language classrooms are currently dominated by the communicative method of language teaching. This reader draws together recent and newly commissioned papers to show the origins of communicative methodology, how it has developed, what its research justification is and how it can most effectively be used in the classroom. Various chapters examine the particular challenges of differentiation, teaching grammar, encouraging pupils to use the target language together and teaching a foreign language to children with special educational needs. The final section discusses ways of developing creativity in the modern languages classroom through the use of drama, creative writing and role play. Anyone involved in teaching modern languages will find this reader a rich source for reflection and good practice.

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