

Modern Languages and Learning Strategies

In theory and practice

Michael Grenfell and Vee Harris



Modern Languages And Learning Strategies In Theory And Practice

**Zhisheng (Edward) Wen, Richard L.
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Modern Languages And Learning Strategies In Theory And Practice:

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 *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 **Teaching & Researching: Language Learning Strategies** Rebecca L. Oxford, 2013-11-26 New to the regarded Applied Linguistics in Action series this accessible and informative book redraws the language learning strategy landscape In this book Rebecca Oxford offers practical innovative suggestions for assessing teaching and researching language learning strategies she provides examples of strategies and tactics from all levels from beginners to distinguished level learners as well as a new taxonomy of strategies for language learning Language Learning Strategies in Independent Settings Stella Hurd, Tim Lewis, 2008 In recent years traditional classroom based language tuition has been increasingly overshadowed by innovative approaches such as distance learning supported independent learning and blended learning with an online component This timely volume examines the use of language learning strategies in a range of independent settings and addresses key issues for independent learners such as autonomy strategic awareness and self regulation **Issues in Modern Foreign Languages Teaching** K. Field, 2004-08-02 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

Writing Strategies and Strategy-Based Instruction in Singapore Primary Schools Barry Bai, 2016-02-22
 This book provides a theoretical and practical framework for understanding the writing strategies used by Singapore primary school students and strategy based writing instruction conducted in Singapore primary schools. It offers a detailed account of how research into primary students' writing strategies was investigated in the Singapore context. A unique feature of the book is its two phase design. In Phase One, primary school students' writing strategies were found to be positively correlated with their English proficiency. In Phase Two, useful writing strategies were systematically taught to primary school students through strategy based writing instruction. The book's description of how to teach writing strategies in a series of nine lessons from a teacher's perspective is particularly useful. The implications of this study are relevant for language teachers, teacher educators and researchers.

Correspondences and Contrasts in Foreign Language Pedagogy and Translation Studies Katarzyna Piątkowska, Ewa Kościalkowska-Okońska, 2013-05-24
 The book constitutes a selection of 18 papers on foreign language pedagogy (11 papers) and translation studies (9 papers). The first part of the book is devoted to foreign language pedagogy. The articles in this part focus on issues such as English as lingua franca, foreign language teacher training, the role of individual learner differences in language learning and teaching, especially with respect to strategies of language learning as well as psychological and socioaffective factors. The part focusing on translation studies comprises articles devoted to a variety of topics. It places a wide range of readings within the context of varying translation domains such as translation competence, literary translation, translation strategies, translation teaching, including strategies of dictionary use and translator training. The combination of the above aspects intends to underline the truly interdisciplinary nature of translation.

Conversational Interaction in Second Language Acquisition A. D. Cohen, Ernesto Macaro, 2013-05-20
 Provides a unique and timely re-examination of key issues such as strategies in context, strategy instruction and strategy research methods by numerous experts in the field. Offers an invaluable overview of what is known from empirical research about listening, reading, speaking, writing, vocabulary and grammar strategies. Proposes a clear and focused research agenda for the next decades. Research into language learner strategies has the fundamental goal of improving the teaching and learning of second languages. This book explores the notion that the reason some learners of second languages excel and others struggle lies in what the learners themselves do: the strategies they bring to language learning and to language use.

Language Learning Strategies and Individual Learner Characteristics Rebecca L. Oxford, Carmen M. Amerstorfer, 2018-02-22
 This innovative book focuses on the relationships among self-regulated language learning strategies, students' individual characteristics and the diverse contexts in which learning occurs. It presents state-of-the-art, lively, readable chapters by well-known experts and new promising scholars who analyze learning strategy theory, research, assessment and use. Written by a team of international contributors from Austria, Canada, Greece, Japan, New Zealand, Poland,

Turkey the UK and the USA this volume provides theoretical insights on how strategic learning interacts with complex environments It explores strategy choice and the fluidity and flexibility of learning strategies Research based but practical themes in the book include strategy related teacher preparation differentiated strategy instruction to meet the needs of diverse learners of different ages cultures and learning styles and creative visualization based development of strategy awareness Examining methodologies for strategy research and assessment the volume explores narrative decision tree scenario based and questionnaire based research as well as mixed methods research and new assessment tools for young learners strategies It presents research on strategies used for foreign second language pronunciation pragmatics listening reading speaking writing and test taking By providing a wide range of examples of strategies in research and action in a number of countries cultures and educational settings and by offering incisive section overviews and a detailed synthesis at the end this book enables readers to develop a holistic understanding of language learning strategies With additional online strategy materials available for downloading Language Learning Strategies and Individual Learner Characteristics is invaluable to all those interested in helping language students learn more effectively

Foreign Language Teaching in Asia and Beyond Wai Meng Chan, Kwee Nyet Chin, Titima Suthiwan, 2011-10-27 This book comprising two parts is concerned with both the science and the art of foreign language teaching with a particular but not exclusive focus on Asia Under the theme of Theoretical foundation and research Part 1 of this book informs the readers about recent efforts in theoretical and empirical research which have had an impact on foreign language teaching or promise to yield results that will shape its future These studies not just from the domain of foreign language teaching but also its primary feeder disciplines of linguistics and second language acquisition offer the necessary theoretical and conceptual foundation for both current and future research and practice As its theme Classroom practice and evaluation studies suggests Part 2 focuses on new and innovative developments in curricular and classroom practice all built upon insights from research in the above mentioned disciplines and poised to become standard practices These projects include qualitative and quantitative evaluation studies which have yielded insightful data for the refinement and continued development of the projects and their underlying theoretical concepts

Debates in Modern Languages Education Patricia Driscoll, Ernesto Macaro, Ann Swarbrick, 2014-01-03 Debates in Modern Languages Education offers a comprehensive introduction and synthesis of the major themes and research evidence in language learning and teaching today providing an up to date authoritative review of traditional and contemporary issues in language teaching With chapters by leading experts in the field thematic sections explore and consider the importance of a wide range of different knowledge bases and skills for effective teaching how to become expert practitioners approaches to teaching with reference to relevant theories complex constructs and empirical research the innovations and ideas that shape and will shape the discipline for the next decade Each thought provoking chapter is supported by reference to further reading and additional material to encourage deeper exploration which will help

the reader to fully engage in the debates presented This book is a valuable resource for any student or practising teacher engaged in initial teacher education continuing professional development and Masters level study

Individual Learner Differences in SLA Janusz Arabski,Adam Wojtaszek,2011 Individual Learner Differences in SLA addresses the apparently insoluble conflict between the unquestionably individual character of the process of second language acquisition foreign language learning and the institutionalised often inflexible character of formal instruction in which it takes place How then is success in SLA so prevalent

Age and the Acquisition of English as a Foreign Language María del Pilar García Mayo,María Luisa García Lecumberri,2003-05-21 This book provides an overview of current research on the age factor in foreign language learning addressing issues which are critical for language planning It presents new research on foreign language learning within bilingual communities in formal instruction settings focussing on syntax phonology writing oral skills and learning strategies

Cognitive Individual Differences in Second Language Acquisition Zhisheng (Edward) Wen,Richard L. Sparks,Adriana Biedroń,Mark Feng Teng,2023-04-03 This book presents comprehensive thorough and updated analyses of key cognitive individual difference factors e g age intelligence language aptitude working memory metacognition learning strategies and anxiety as they relate to the acquisition processing assessment and pedagogy of second or foreign languages Critical reviews and in depth research syntheses of these pivotal cognitive learner factors are put into historical and broader contexts drawing upon the multiple authors extensive research experience penetrating insights and unique perspectives spanning applied linguistics teacher training educational psychology and cognitive science The carefully crafted chapters provide essential course readings and valuable references for seasoned researchers and aspiring postgraduate students in the broad fields of instructed second language acquisition foreign language training teacher education language pedagogy educational psychology and cognitive development

Principles and Practices for Teaching English as an International Language Lubna Alsagoff,Sandra Lee Mckay,Guangwei Hu,Willy A. Renandya,2012-04-23 This text explores the pedagogical implications of the continuing spread of English and its role as an international language highlighting the importance of socially sensitive pedagogy in contexts outside of inner circle English speaking countries

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

The Psychology of the Language Learner Revisited Zoltan Dornyei,Stephen Ryan,2015-04-24 Over the

past decade the focus of inquiry into the psychology of SLA has shifted from the analysis of various characteristics within individuals towards a greater consideration of individuals dynamic interactions with diverse contexts This revisit of the bestselling *The Psychology of the Language Learner* reflects on these developments by challenging some of the assumptions upon which the original text was based maintaining the familiar structure of the original while situating the discussion within a very different theoretical framework Written in a lively accessible style the book considers how the field has evolved and maintains a keen eye on the future suggesting exciting new directions for the psychology of SLA *The Psychology of the Language Learner Revisited* will appeal to students and researchers in a wide range of disciplines including applied linguistics second language acquisition modern languages and psychology

Exploring the Role of Strategic Intervention in Form-focused Instruction Olga Trendak, 2014-11-11 The monograph is devoted to the notion of strategic intervention and its application in the foreign language classroom in particular with reference to teaching grammar structures The first four chapters which are theoretical in nature address such concepts as form focused instruction language learning strategies and strategies based instruction The last chapter provides insight into the results of a study investigating the grammar learning strategies employed by advanced learners of English Additionally the chapter presents the views of foreign language teachers on the idea of introducing strategy training in the foreign language classroom The book closes with the discussion concerning the implementation of strategy training and its value in teaching target language grammar

The Strategy Factor in Successful Language Learning Carol Griffiths, 2018-03-28 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 This new edition has been reworked and revised to include an extensive review analysis and re interpretation of the existing literature and an update on the theoretical debate surrounding language learning strategies The research methodology section has been considerably extended and detailed explanations are now given for how to analyse data from research studies 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 and will be of interest to students teachers trainee teachers teacher educators and researchers alike

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

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