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Modern Languages In The Curriculum

Simon Green



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

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 and Learning Strategies Michael Grenfell, Vee Harris, 1999 This book looks at the many ways in which languages can be taught

and at case studies that highlight the practical methods that will help teachers get the best results *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 *Modern Languages* Alison Phipps, Mike Gonzalez, 2004-04-07 This is an important book A very important book It is important because it both challenges traditional understandings of language teaching and learning in universities and rejects new understandings which only devalue the potential power of language learning This is not however merely a critique The authors offer a compelling alternative and do so in a language and style which mirror the alternative proposed The authors illustrate their ideas through snapshots of classroom practices which help to build up a picture of what is meant Such illustrations are invaluable Teaching in Higher Education Every so often a book comes along filled with so much wisdom critical insight and sheer humanity that it takes one's breath away Modern Languages is such a book Reclaiming language as both a site of struggle and a crucial sphere of politics Alison Phipps and Mike Gonzalez make it clear that matters of language lie at the heart of any viable pedagogy in which democracy matters But not a language s drained of critical possibilities passion power or imagination but language as the context and medium in which meaning is produced affective investments made and experiences are given legitimacy Any educator parent student or citizen of the world who cares about democracy pedagogy and the crucial role of modern languages creating the conditions for agency politics and yes hope should read this book Professor Henry Giroux Waterbury Chair Penn State University USA I expect it will become a much thumbed handbook for teachers in search of inspiration and I am sure it will be a catalyst to further debate and exploration But I suspect it may also become a turning point for thinking about modern languages This book exudes life and hope It shows a future where languages can thrive because they are an integral and indispensable part of what it means to be human It is an exhilarating prospect to help to bring that future closer Professor Michael Kelly Director Subject Centre for Languages Linguistics and Area Studies University of Southampton Modern Languages is argumentative in the best sense it is intellectually ambitious and is making a bold and brave argument of its own The story is exciting and offers a radical way of reconceiving teaching and learning in languages It is written with evident passion and conviction and it seeks to reach out to an audience The authors come across as committed and even as brilliant teachers This is a book for its age but yet may have a long shelf life It has made me think about modern languages and language teaching and learning in quite new ways Professor Ronald Barnett Institute of Education University of London This book pushes the traditional field of Modern Languages into new challenges and it crosses intradisciplinary borders between different languages and cultures It is intrinsically about languaging and about being intercultural The authors argue that languages are a social justice issue

give voice to language users in general and to language students in particular and engage into powerful erudite reflexive and critical insights This book portrays language and culture education as a passionate intelligent and committed undertaking In sum it is essential and stimulating reading for those Language and Culture educators teaching in Modern Language Departments from universities all over the world who dare Dr Manuela Guilherme Researcher Center for Social Studies Universidade de Coimbra This accessible book aims to challenge and stimulate all those engaged with teaching modern languages in higher education It is not a how to book rather it engages with the complex often paradoxical position of modern languages today and offers arguments for and illustrations of the ways in which teachers of modern languages can position themselves critically in that rapidly changing context It works with the concepts of languaging and being intercultural which arise from a rigorous examination of research findings a challenging critique of current models of work within the discipline and a reflection on existing teaching practices Beginning with an examination of the crisis in modern languages in the U K and North America the authors draw on data and descriptions of learning experiences in the field and position themselves critically within the debates Key problems for teachers and learners are identified and elaborated through examples of critical incidents which point to generic as well as specific issues and solutions in teaching languages in higher education The Teaching Learning in the Humanities series edited by Ellie Chambers and Jan Parker is for beginning and experienced lecturers It deals with all aspects of teaching individual arts and humanities subjects in higher education Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline specific practices

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

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

Modern Languages in the Curriculum Eric Hawkins, 1981-03-26 *Modern Languages in the School Curriculum* Great Britain. Welsh Office, 1988 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 *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 **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 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 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 **The Essentials of World Languages, Grades K-12** Janis Jensen, Paul Sandrock, John Franklin, 2007-09-15 We live in a global community and to be a full member of this community often requires speaking more than one language Educators and policymakers must ask themselves What does it mean to view language learning not as an elective but as a necessity for communicating and interacting with people around the world The Essentials of World Languages Grades K 12 answers this question and many more as it shows us Why world languages must be positioned as an essential part of a balanced curriculum and why the time is right for implementing change When language instruction should begin and how language instruction should be delivered and assessed How to redefine the role of the teacher and curriculum coordinator in language learning How to set realistic expectations for students second language proficiency How to design curriculum using assessment targets Packed with information about major trends and issues in world language education this book offers valuable curriculum resources to help educators design and implement flexible language programs that prepare children to live and work in an interconnected global culture Note This product listing is for the Adobe Acrobat PDF version of the book **Janua Linguarum** Michel Candelier, Ana-Isabel Andrade, European Centre for Modern Languages, 2004-01-01 The project Ja Ling Janua Linguarum The Gateway to Languages following the title of a work by Comenius aims at more widespread dissemination and curricular insertion of activities promoting linguistic and cultural education in their diversity The main objective is to create synergy between linguistic learning within the framework of the teaching both of more languages and more diversified languages

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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