

Once Upon a Time

Using stories in the
language classroom

*John Morgan
and Mario Rinaluceri*

CAMBRIDGE HANDBOOKS FOR LANGUAGE TEACHERS

Once Upon A Time Using Stories In The Language Classroom

John Morgan, Mario Rinvoluceri



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Graham Oakley, 1992 **Once Upon a Time** J. Morgan, 1994 Building Bridges Namja Al Zidjaly, 2012-11-30 Building Bridges Integrating Language Linguistics Literature and Translation in English Studies fruitfully engages in the current debate about the new purpose and process of English Studies by collectively envisioning a new direction whereby norms are questioned and revised roles between teachers and learners are equalized and the process of learning is contextualized The new democratic method of learning as presented broadly by the chapters in this book conceptualizes new roles for

Resources in education , 1984-08 *The Practice of Foreign Language Teaching* Wasyl Cajkler, Ron Addelman, 2013-12-19 First Published in 2000 In an accessible style with examples of classroom practice this book will help all those seeking guidance in successful modern language teaching The book deals mainly but not solely with the teaching of modern foreign languages When discussing behavioural problems it is general teaching skills and not foreign language methodology which are to the fore After the introduction the book is divided into seven sections The section on pupils and teachers tackles general and modern languages issues from the perspectives of both learners and teachers giving appropriate focus to their needs Traditional Storytelling Today Margaret Read MacDonald, 2013-12-16 Traditional Storytelling Today explores the diversity of contemporary storytelling traditions and provides a forum for in depth discussion of interesting facets of contemporary storytelling Never before has such a wealth of information about storytelling traditions

been gathered together Storytelling is alive and well throughout the world as the approximately 100 articles by more than 90 authors make clear Most of the essays average 2 000 words and discuss a typical storytelling event give a brief sample text and provide theory from the folklorist A comprehensive index is provided Bibliographies afford the reader easy access to additional resources

The Art of Foreign Language Teaching Peter Lutzker,2022-01-31 The first edition of this work became a standard reference work in the general context of humanistic approaches to foreign language teaching and learning This new edition gives a brief overview of further developments in relevant fields and discusses the importance of the concept of teaching as an art in light of the increasing standardization and digitalization of education Reviews of the 1st edition I believe that the book will become a standard reference point for all those who against the current tide of scientific objectives based test oriented control obsessed sterile approaches to language teaching continue to believe that language teaching is indeed an art and a joyful art at that Prof Dr Alan Maley in English Language Teaching Journal Peter Lutzker is a major educational thinker and has spent half an earthly span living towards this major book I have placed Peter s book on my shelves next to those of Rogers Curran Dufeu and Stevick Mario Rinvolucris in *Humanising Language Teaching*

Developing Teachers as Leaders Phil Quirke,Joy Kreeft Peyton,Jill Burton,Carla L. Reichmann,Latricia Trites,2021-01-04 This book focuses on reflective writing guiding teachers to recognize their potential as professional leaders The shift to online and blended learning models now favored in education encourages a broader understanding of leadership particularly its growing relevance to teachers These models combined with reflective writing foster flexible inclusive teacher learning that responds to each teacher s strengths can be used individually and collaboratively to develop teachers as leaders inside and outside the classroom who are critically involved in creating their own professional learning environments The authors examine leadership in a global range of teaching contexts each chapter raising diverse issues for teachers aspiring to be leaders in this post COVID world All royalties from this book are donated to the Instituto dos Cegos da Paraiba Adalgisa Cunha ICPAC a school in Jo o Pessoa Para ba Brazil that serves the low vision and blind community in the area For years the Institute has collaborated as a supervised internship site for various teacher education university programs providing inspiring field work experiences such as those described in Chapter 4 by Carla Reichmann Brill is proud to support this important cause and match the donation to the Instituto dos Cegos da Paraiba Adalgisa Cunha ICPAC

Teaching and Learning Languages Jemma Buck,Christopher Wightwick,2013-03-05 This publication provides essential reading for any language teacher Pupil engagement in the language learning process is key to success and with this in mind the authors provide a comprehensive list of ideas as well as explaining the underlying principles of successful language learning Neil Jones Assistant Headteacher Learning a language especially in a class or group is an intensely practical subject Active participation by students is the key to successful language learning at any age or ability level This book offers teachers a multitude of practical activities in which students take the lead and clearly links these to the various linguistic and pragmatic

skills The book provides clear and comprehensive guidance on the classroom environment models of teaching and learning and assessment It aims to help teachers plan engaging lessons which will enable all students to develop the key skills of speaking listening reading and writing in the target language Topics covered include The essentials of language learning Use of the target language training the ear and training the voice Exploiting audio and video recordings Exploiting texts and pictures Using stories and drama in the classroom and independent reading Making good use of written work Integrating multimedia resources and the Internet across the language skills Integrating grammar into communication Teaching and Learning Languages has been written in line with national and European language policies reflecting contemporary trends in the teaching and learning of languages The text s focus on active learning and its indispensable guidance for planning lessons make it essential reading for all trainee and practising teachers

English Language and General Studies Education in the United Arab Emirates Christine Coombe, Lana Hiasat, Georgia Daleure, 2022-03-16 This book presents an up to date account of current English language English teaching and General Studies practices in the UAE The chapters written by leading language teacher educators feature theoretical and empirical aspects of teaching learning assessment as well as related research Throughout the book the link between theory and practice is highlighted and exemplified This reader friendly book is suitable for undergraduate and graduate students teachers researchers and administrators of English language and general studies programs in the UAE and beyond who wish to keep abreast of recent developments in the field

Metacognitive Approaches to Developing Oracy Roy Evans, Deborah Jones, 2013-09-13 The acquisition of speech and language represent significant achievements for all children These aspects of child development have received substantial attention in the research literature and a considerable body of theoretical knowledge exists to chart progress from infancy to maturity Cross cultural studies have identified the common purposes served by the acquisition of oral language by children and the essential similarity in the sequence through which speech develops irrespective of geography and culture What is less clear is precisely how children learn to say what they mean and how teachers and parents can support and enhance the development of meaningful speech in their children Until now children s speech has been underused as a means of promoting learning in the formal school setting New requirements within the National Curriculum are trying to address this gap but there remains a lack of clarity as to what this means for practice and how it relates to the broad base of curricular objectives This book brings together a body of work from different countries it offers an improved understanding of how strategies for developing speaking and listening may impact metacognitive awareness and raise standards of literacy and dialogic thinking for all children This book was previously published as a special issue of Early Child Development and Care **Forum** ,2005

Essays in English Language Teaching Santiago González y Fernández-Corugedo, 1999 Essays in english language teaching includes a selection of articles which are based on edited and peer reviewed papers delivered at the I Simposio de Ense anza y Aprendizaje del Ingl s el m todo comunicativo en el a o 2000 held at the University of Oviedo from 19 to 21

November 1998 together with two plenary keynote lectures Carme Muñoz s University of Barcelona The effects of age on instructed foreign language acquisition and Ignacio Palacios University of Santiago de Compostela What s there to know about the learning of a foreign language No summary is provided as we hope they should be compulsory compulsive reading

Once Upon a Time John Morgan,1988 El-Hi Textbooks & Serials in Print, 2000 ,2000 **Tale, Performance, and Culture in EFL Storytelling with Young Learners** Licia Masoni,2019-10-10 This book analyses the interplay between storytelling with specific reference to oral retellings of authentic picture books language learning culture and emotions in the EFL pre school and primary classroom Using a multidisciplinary approach it applies oral narrative studies as well as research on shared reading with children and literature in picture books to foreign and second language teaching theory and practice while also discussing the impact of EFL storytelling on intercultural understanding Although specifically conceived for teaching English as a foreign language most contents apply to foreign second language teaching to young children in general

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