

TARGET LANGUAGE, COLLABORATIVE LEARNING AND AUTONOMY

Ernesto Macaro



MODERN LANGUAGES IN PRACTICE

Target Language Collaborative Learning And Autonomy

**Dogan Yuksel, Mehmet Altay, Samantha
Curle**



Target Language Collaborative Learning And Autonomy:

Target Language, Collaborative Learning and Autonomy Ernesto Macaro, 1997-01-01 This book explores the relevance that second language research has for the secondary foreign language classroom It analyses the concept of teaching and learning exclusively through the target language This concept is then related to two current pedagogical tendencies peer collaboration and learner autonomy

First Language Use in Second and Foreign Language Learning Miles Turnbull, Jennifer Dailey-O'Cain, 2009-08-24 This volume offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion type classrooms It includes new work by both new and established scholars in educational scholarship second language acquisition and sociolinguistics as well as in a variety of languages countries and educational contexts Through its focus at the intersection of theory practice curriculum and policy the book demands a reconceptualization of code switching as something that both proficient and aspiring bilinguals do naturally and as a practice that is inherently linked with bilingual code switching

The Routledge Handbook of Educational Linguistics Martha Bigelow, Johanna Enns-Kananen, 2014-08-13 The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language related issues in educational contexts Bringing together the expertise and voices of well established as well as emerging scholars from around the world the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics issues of instruction and assessment and teacher education as well as coverage of key topics such as advocacy critical pedagogy and ethics and politics of research in educational linguistics Each chapter relates to key issues raised in the respective topic providing additional historical background critical discussion reviews of pertinent research methods and an assessment of what the future might hold This volume embraces multiple dynamic perspectives and a range of voices in order to move forward in new and productive directions making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education particularly in multilingual and multicultural settings

Language in Language Teacher Education H. R. Trappes-Lomax, Gibson Ferguson, 2002-01-01 This volume explores the defining element in the work of language teacher educators language itself The book is in two parts The first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under examined These include language as social institution language as verbal practice language as reflexive practice language as school subject and language as medium of language learning The chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses both pre service and in service courses and teacher education practice focusing variously on metalinguistic awareness for teachers language improvement and classroom communication The unifying factor is that

collectively they illuminate how language teacher educators research their practice and reflect on underlying principles

Translanguaging in EFL Contexts Michael Rabbidge, 2019-03-26 The purpose of this book is to promote the value of translanguaging in EFL teaching contexts To date translanguaging has been discussed mostly in regards to US and European contexts This book will examine the teaching beliefs and practices of teachers within a South Korean elementary school context to evaluate the practices of current teachers who use translanguaging strategies when teaching This examination utilizes sociological theories of pedagogic discourse to discuss the consequences of language exclusion policies on the peninsula Using these theories it presents an argument for why EFL contexts like South Korea need to reevaluate their current policies and understandings of language learning and teaching By embracing translanguaging as an approach the author argues they will transform their traditional notions of language learning and teaching in order to view teachers as bilinguals and learners as emerging bilinguals rather than use terms of deficiency that have traditionally been in place for such contexts This book's unique use of sociological theories of pedagogic discourse supports a need to promote the translanguaging ideology of language teaching and learning

Why Still Education? Gazela Pudar Draško, Predrag Krstić, Tamara Petrović-Trifunović, 2016-08-17 Why Still Education will appeal to researchers of education scholars and students alike in the fields of philosophy sociology pedagogy andragogy psychology political theory anthropology and history as well as experts in education management and educational practitioners such as teachers and textbook authors The question posed by the title is separated in the book into three more specific questions the first of which titled Education for What investigates the eternal issue the purpose of education The second section which examines the most appropriate approaches and expected outcomes for a child centred perspective is called Education for Whom and the third part Whose Education takes national gender and other subtle or self explanatory characteristics of education and looks at them from the standpoint of discrimination The volume offers nine different chapters which provide illuminating and interesting answers to these questions and thus allow them to be more thoroughly resolved and enable rational discourse about them

Cross-language Mediation in Foreign Language Teaching and Testing Maria Stathopoulou, 2015 This book contributes to the growing field of foreign language teaching and testing by shedding light on mediation between languages Focusing on cross language mediation as translanguaging practice the book explores what mediation entails the processes involved and the challenges mediators face

International Journal of Language Studies (IJLS) - volume 8(1) Mohammad Ali Salmani Nodoushan, 2013-11-13 Special Issue on African Linguistics Guest Editor Professor Lenzemo Constantine Yuka University of Benin Nigeria

Seamless Learning in the Age of Mobile Connectivity Lung-Hsiang Wong, Marcelo Milrad, Marcus Specht, 2014-11-02 The book departs from the approach of related titles by focusing on describing and reflecting upon the notion of seamless learning with regard to salient characteristics of learner mobility and bridging of learning experiences across learning spaces It is the first such work that is solely dedicated to research on and the practice of seamless learning

uniquely combining interpretations visions and past research on and practices in seamless learning from diversified perspectives The book also strikes a good balance between theoretical and practical perspectiveness going beyond a collection of reports on specific research projects Instead of thick descriptions of research processes and findings readers will find significant insights and food for thought intended to inspire further advances in the research on and practice of seamless learning

Second Language Learning and Language Teaching Vivian Cook, 2013-11-26 The fourth edition of this classic textbook has been revised to reflect recent developments in language teaching and learning yet retains the basic structure and approach so popular with its readers Teaching and learning content has been updated particularly taking into account the rise of task based learning Conversational Analysis and social models of second language acquisition changes in national syllabuses and examinations and the increasing controversy over the role of the native speaker target Each chapter has been revised to stand alone enabling the text to be taught and studied out of sequence if preferred A set of focussing questions has also been added to each and further reading sections have been updated In addition icons appear throughout the text signalling where extra information summaries data lecture notes test batteries and more can be found on the author s accompanying website www.routledge.com/cw/cook *Second Language Learning and Language Teaching* remains the essential textbook for all student teachers of modern languages and TESOL as well as applied linguistics

Multilingual and Translingual Practices in English-Medium Instruction Dogan Yuksel, Mehmet Altay, Samantha Curle, 2024-01-25 English Medium Instruction EMI refers to the use of the English language to teach academic subjects where first language of the majority of the population is not English One popular implementation of EMI the Multilingual Model would imply that some aspects e g courses sessions in some courses and or assessment are taught through English whereas the first language of the students is used in some other respects This volume explores context related ways in which the multilingual EMI model and translingual practices are seen and enacted in higher education contexts across the globe Research on this topic is not only timely but also very much needed particularly in contexts that are relatively new to EMI as well as in contexts where monolingual forms of teaching and monolingual institutional policies still prevail Empirical research based studies as well as theoretical reviews that centre around multilingual and translingual practices in partial and full i e English only EMI settings are elaborated with case studies from Colombia Indonesia Iraq Norway Qatar Spain Turkey United Arab Emirates the UK and the USA

Handbook of Foreign Language Communication and Learning Karlfried Knapp, Barbara Seidlhofer, H. G. Widdowson, 2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions

UPRT 2015 Magdolna Lehmann, Réka Lugossy, József Horváth, 2016-08-13 An edited volume of applied linguistic studies

The world universities' response to COVID-19: remote online language teaching Nebojša Radić, Anastasia Atabekova, Maria

Freddi, Josef Schmied, 2021-05-24 This collection of case studies is special for several reasons Firstly because of the geographical and institutional diversity of the authors bringing together experiences of teaching under COVID 19 restrictions in the university language classroom from 18 countries and five continents Secondly the publication is interesting because of the variety of case studies that testify to different strategies and emphases in dealing with pandemic related challenges Finally the case studies collected strikingly demonstrate the creative responses of language teachers in a variety of contexts to meet the challenges of the pandemic crisis Dr Sabina Schaffner 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

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

Dimensions of Professional Learning, 2007-01-01 The contributors to this volume explore challenges and dilemmas around professional learning that confront educators in Australia The book is organised around three dimensions of professional learning professionalism identity formation and communal sites of professional learning It addresses important questions In what ways do policies and practices mediate the construction of a professional among current and future educators How do communal spaces shape the professional learning of educators What are the tensions that emerge in the construction of professional identity through professional learning As a whole all chapters provide insight into the dynamic nature of professional becoming **EFL Context: One World Or Different Worlds?** Abbas Deygan Darweesh

Al-Duleimi, 2017-11-01 This book attempts to define English as a Foreign Language EFL and globalization based on the

literature and highlighting its major facets Discussing the spread of English and motives for this kind of spread the book outlines some of the impacts the language has had on different societies cultures and the kind of reactions this language has generated among different cultures The spread of the English language can t be fully understood without the hegemonic nature of English Yet this book claims that despite the hegemonic nature of English it is still badly needed in the Arab world for the purpose of communicating with the world education acquiring technology and development at large To teach English as such it is necessary to change the traditional methods of instruction It is important to solidify teaching of the native language empower the learners to have more self confidence through learning English teach the language as a foreign rather than second language and make changes in the curriculum in response to the needs of the learners and society **Modern Foreign Languages** Norbert Pachler,Michael Evans,Shirley Lawes,2007-12-17 This book is for newly qualified teachers and PGCE students of modern foreign languages It covers the training standards for NQTS but goes beyond this with a focus on the subject expertise they bring into teaching **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

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