

Teaching modern languages to young learners

teachers, curricula and materials

Edited by Marianne Nikolov, Jelena Mihaljević Djigunović, Gun Lundberg, Tanya Flanagan and Marina Mattheoudakis



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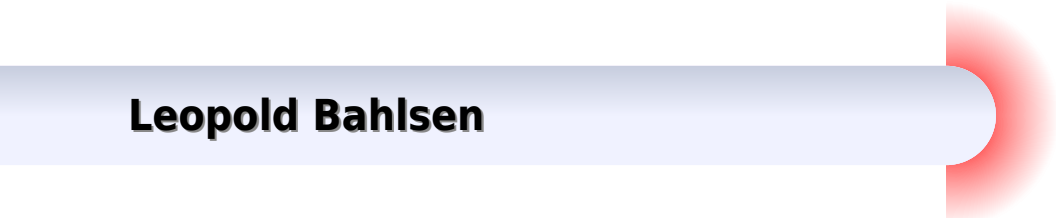


European Centre for Modern Languages
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Teaching Modern Languages By

Leopold Bahlsen



Teaching Modern Languages By:

Methods of Teaching Modern Languages Charles Hart Handschin, 1923 Introductory I The scientific foundations of modern language teaching II Values and methods III Skill discipline and enjoyment IV Pronunciation V Associating symbols and meanings VI Oral work VIII Reading VIII Writing IX Grammar X Realia XI Teaching literature XII Individual differences and supervised study XIII Reviews tests and examinations XIV Special problems XV Problems of administration XVI Teacher training Appendix A Bibliography of methods Appendix B Resolutions and recommendations of modern language teachers Appendix C Syllabi of four year courses Index

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

New Perspectives on Teaching and Learning Modern Languages Simon Green, 2000 This book featuring chapters from the foremost practitioners in the field of modern languages closely examines research based analysis structural contexts and classroom practice in teaching and learning It provides much needed fresh thinking on methodology and pedagogy

The Teaching of Modern Languages Leopold Bahlson, 1905

Teaching Modern Languages at Primary School Richard Johnstone, 1994 Issues facing schools teachers and policy makers in the expansion of elementary school instruction in modern second languages are discussed particularly in the context of Scotland's educational system An introductory chapter defines key terminology the transition from pilot programs to institutionalization and discusses briefly the distinction between second and foreign languages The second chapter outlines five different instructional approaches and offers examples of foreign language initiatives in Scotland and elsewhere in the United Kingdom UK Europe and some other countries Objectives and difficulties encountered are examined Several concepts in second language learning and use are considered in the third chapter including use of language for real communication language as a dynamic system of rules and strategies communicative competence language acquisition versus language learning progression of skills and proficiency In chapter four evidence of instructional outcomes from UK elementary schools immersion research research on specific aspects of second language teaching intensive teaching first language literacy and second to first language transfer and learner age is offered A final chapter draws conclusions concerning starting age implications of language policy for elementary language teaching choice of approach teacher qualifications and implications for secondary education MSE

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.

Methods of Teaching Modern Languages A. Marshall Elliott, 1893 **The Direct Method of Teaching Modern Languages** John Van Zandt Cortelyou, 1912 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.

Teaching Modern Languages Ann Swarbrick, 2017-06-28

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.

Reviewing **Teaching Modern Languages By**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Teaching Modern Languages By**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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