



[Books] Language Education In The National Curriculum

Language education in the National Curriculum is an introduction in all aspects of language work in the National Curriculum Written in the wake of seemingly permanent revolution in educational policy, it is the first to offer a considered analysis of change, a critique of policy, and a guide to good practice for teachers The book explores the roles in school of English bLanguage education in the National Curriculum is an introduction in all aspects of language work in the National Curriculum Written in the wake of seemingly permanent revolution in educational policy, it is the first to offer a considered analysis of change, a critique of policy, and a guide to good practice for teachers The book explores the roles in school of English both language and Literature, Foreign Language Teaching, and of associated activities like Drama and Media Education It pays specific attention to the acquisition of literacy, to knowledge about language, and to bilingual education The text will provide a comprehensive introduction for teachers in training and a source of update for those already in the profession Based on the research and development work of Southampton University's Centre for Language in Education, Language Education in the National Curriculum outlines a coherent and principled language policy for schools

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Language Education in the National Curriculum-Christopher Brumfit 1995-04-24 Language education in the National Curriculum is an introduction in all aspects of language work in the National Curriculum. Written in the wake of seemingly permanent revolution in educational policy, it is the first to offer a considered analysis of change, a critique of policy, and a guide to good practice for teachers. The book explores the roles in school of English both language and Literature, Foreign Language Teaching, and of associated activities like Drama and Media Education. It pays specific attention to the acquisition of literacy, to knowledge about language, and to bilingual education. The text will provide a comprehensive introduction for teachers in training and a source of update for those already in the profession. Based on the research and development work of Southampton University's Centre for Language in Education, Language Education in the National Curriculum outlines a coherent and principled language policy for schools.

Improving Foreign Language Teaching-Ernesto Macaro 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.

International Handbook of English Language Teaching-Jim Cummins 2007-12-31 This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

Diversification in Modern Language Teaching-David Phillips 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.

The Routledge Handbook of Language Education Curriculum Design-Peter Mickan 2019-12-23 Curriculum design options cover a continuum from regional and school-based programs to national and international frameworks. How does policy speak to practice? What have teacher-researchers discovered through in-classroom studies? Where do you begin to describe or measure 'effective' language education curriculum design? The Routledge Handbook of Language Education Curriculum Design presents a comprehensive collection of essays on these issues by 31 established practitioners and new researchers. Informed by experienced scholarship and fresh studies, this handbook shares international perspectives on language education from policy and curriculum to teacher training and future directions. The handbook addresses language education curriculum design across five sections: Language curriculum design: perspectives, policies and practices Designs across the curriculum Curriculum designs in language education Curriculum resources, evaluation and assessment Teacher education, research and future projects With contributions from Australia, Brazil, Indonesia, Switzerland, Timor-Leste and more, the handbook represents the breadth of research into and the global implications for sound language education curriculum design. It considers equally the needs of students and policy makers from urban metropolises and remote communities. It is designed to reinvigorate discussions about education policy, curriculum management and the role of teacher-researchers.

An Early Start-Marianne Nikolov 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.

Teaching Languages in the Primary School-Philip Hood 2015-01-19 Languages are now a more important part of primary education than ever before, and all successful primary teachers need to understand the principles that support good language teaching and learning. This second edition provides a coherent overview of teaching and learning languages, combining practical strategies for use in the classroom with engaging coverage of how to teach, informed by academic research and theory. Key features of this new edition: Fully updated coverage of policy and curriculum developments, including the 2014 National Curriculum and the Teachers' Standards A new chapter on curriculum, planning and assessment for KS2 Expanded coverage of the transition from primary to secondary school and the implications for teaching More examples of creative teaching and learning throughout. This is essential reading for all students studying primary languages on initial teacher education courses, including undergraduate (BED, BA with QTS), postgraduate (PGCE, School Direct, SCITT), and also NQTs.

Primary School English-language Education in Asia-Bernard Spolsky 2012 "In Asia, English is no longer a foreign language but a key resource for education, government, business and the general public. Whereas thirty years ago, British and American experts believed that the best way to improve the quality of English teaching was to cancel any programs below the secondary level, Asian nations as well as European are now introducing English in primary school. But there are major obstacles to overcome: the training of enough local teachers or the hiring of English speakers, the preparation of suitable teaching materials, the development of useful tests, and the design of workable curriculums. The chapters in this book, written by leading English-teaching professionals in seven Asian countries and originally delivered at the 2010 annual conference of Asia TEFL which took place in Hanoi, Vietnam, describe and analyze national policies and how they are implemented. The coverage is wide: China with its huge number of students learning English, Japan working to make the transition from elementary to secondary school seamless, Singapore continuing to use English as medium of instruction for its multilingual population, Korea developing English education policies to recognize the increased role of English alongside the national language, India building on its colonial past to make English an economic resource, Vietnam fitting English into a program of national rebuilding, and Taiwan spreading its English teaching outside the national capital. This is not a report of the views of outside experts, but of local experiences understood by local scholars of international standing. Policy makers, educators, researchers and scholars will be able to gain valuable insights from Asian experts"--

Modern Languages in the School Curriculum-Great Britain. Dept. of Education and Science 1988

English Language Education Policy in the Middle East and North Africa-Robert Kirkpatrick 2016-12-15 This volume offers insights on English language education policies in Middle Eastern and North African countries, through state-of-the-art reports giving clear assessments of current policies and future trends, each expertly drafted by a specialist. Each chapter contains a general description of English education policies in the respective countries, and then expands on how the local English education policies play out in practice in the education system at all levels, in the curriculum, in teaching, and in teacher training. Essays cover issues such as the balance between English and the acquisition of the national language or the Arabic language, as well as political, cultural, economic and technical elements that strengthen or weaken the learning of English. This volume is essential reading for researchers, policy makers, and teacher trainers for its invaluable insights in the role of each of the stakeholders in the implementation of policies.

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.

Knowledge about Language Learning and the National Curriculum-Christopher Brumfit

Modern Foreign Languages 5-11-Jane Jones 2013-05-13 Foreign language teaching is a flourishing area of the primary curriculum and can offer many valuable, enriching and enjoyable learning experiences for children. Written to support busy schools and teachers in planning, teaching and delivering the new primary MFL entitlement for all KS2 pupils, this book brings together a wide range of key pedagogical issues into one user-friendly handbook: teaching approaches and resource ideas using new technologies getting assessment right progressing to the secondary school. Providing snapshots of good practice as well as a bank of practical ideas to help integrate foreign language teaching into the curriculum, this book will be key reading for all current and trainee teachers involved in the successful implementation of primary MFL.

Rethinking Language Education-Arturo Tosi 1999 Britain has witnessed a number of changes in language education research and policy. These changes have been influenced by: the challenges to the predominance of British Anglo-centric attitudes and values; increasing research in bilingualism and bilingual education for ethnic minorities, largely North-American based, becoming known in Europe via scholars working in Britain; and multilingual Europe investing in research and teaching provision in foreign language education.

A Practical Guide to Teaching Foreign Languages in the Secondary School-Norbert Pachler 2014-03-04 How can you effectively motivate young people to engage with foreign language learning? How can young people engage with new ideas and cultural experiences within and outside the classroom? The new edition of A Practical Guide to Teaching Foreign Languages in the Secondary School offers straightforward advice and inspiration for training teachers, NQTs and teachers in their early professional development. Written by a team of expert professionals, it offers a wide range of strategies for successful teaching in the languages classroom. Key topics covered include: Helping pupils develop better listening skills Effective speaking activities Choosing the best texts and technology for reading skills Teaching grammar Internet tools and services for teaching and learning Integrating formative assessment The intercultural dimension of language teaching Collaborating with primary schools and successful transition Teaching Arabic and Mandarin Working with TAs and FLAs Classroom research and reflective practice This fully revised and updated second edition includes new chapters on homework, motivation and less widely taught languages, while the core sections on reading and writing, planning, and culture and diversity have been significantly updated to reflect important changes in research, practice and policy. A Practical Guide to Teaching Foreign Languages in the Secondary School extends the popular Learning to Teach Foreign Languages in the Secondary School by providing detailed examples of theory in practice, based on the most up-to-date research and practice, as well as links to relevant sources supporting evidence-informed practice. It is an essential compendium of support and ideas for all those embarking upon their first steps in a successful career in teaching foreign languages.

Primary English Teaching-Robyn Cox 2011-01-18 Lecturers, why waste time waiting for the post to arrive? Click on the above icon and receive your e-inspection copy today! This comprehensive introduction to language, literacy and learning in the primary school explores the theoretical issues that underpin pedagogical practice in the primary English language classroom in a straightforward manner, enabling readers to understand the resulting practice and curriculum offerings in English primary schools today. The contributors explore new initiatives in primary language teaching, putting these into their theoretical context, and offer practical ideas, helping students to make the bridge from studying to be a teacher, through to the beginnings of their teaching career. Diversity and aspects of special educational needs are also considered in each section of the book. This book will be essential reading both for undergraduate students of education, as well as for PGCE students. Visit the UKLA's website : here

English as an Additional Language-Constant Leung 2010-02-17 Do you have EAL students in your class? Would you like guidance on teaching your subject to EAL students? With linguistic diversity on the increase, teachers from all subject areas and levels of school education are working with students for whom English is an additional language, helping them to develop their English for learning purposes. This book provides an invaluable and accessible resource for working with EAL students. It brings together the international experiences and expertise of a team of distinguished language educators who explore a range of teaching approaches and provide professionally-grounded practical advice. The chapters cover themes, references and pedagogic concerns common to teachers across the globe. This book will be of use to individual teachers who want to extend their knowledge and practice, and also as a set text for professional development programmes. Professor Constant Leung is Deputy Head of Department of Education and Professional Studies at King's College London. Angela Creese is Professor of Educational Linguistics in the School of Education at the University of Birmingham

Integrated Curriculum for Secondary Education English - Years 1 and 2-Claire Manners 2012 The MEC/BC bilingual project, initiated in 1996 in primary as a unique experiment within the Spanish state education system, and in September 2004 the classes that had started their bilingual education 8 years earlier took the project forward into Secondary schools.The formal agreement between the MEC/BC states that the aim of the project is to provide students from the age of three to sixteen with a bilingual, bicultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales. The implantation of such a curriculum requires, firstly, with regard to English as a subject, a very different classroom approach from the traditional EFL classroom where the focus is on learning English as a foreign language; secondly, a similar new methodology for teaching and learning other curricular areas through English. Such an integrated approach sits very positively within the Directives of the Council of Europe which insists on the need for students to be competent in three European languages by the end of the obligatory period of Secondary Education and that the learning of the first foreign language should begin in the early years of formal education. In addition to this, the secondary integrated curricula have consistently focused on the continuing development of students' skills and learning strategies, thus firmly establishing learning as a lifelong process. The specific objectives of the Project in the Secondary education level are to: continue the acquisition and learning of both languages through an integrated content-based curriculum, encourage awareness and understanding of the diversity of both cultures, facilitate the exchange of teachers and students, encourage the use of modern technologies in learning other languages, promote the certification of studies under both educational systems, if and when appropriate.

Modern Foreign Languages in the Primary School-Keith Sharpe 2001 "This book has been written to suggest answers to these key questions and to provide a readable guide to the central issues surrounding primary MFL teaching. It aims to provoke thought and reflection about the future place of MFL in primary education. The book covers a broad range of issues including the contribution of languages to education, teacher skills, teaching approaches with young learners, linguistic progression. Modern Foreign Languages in the Primary School will be of interest to primary teachers and school leaders, language teachers in secondary schools, student teachers, teacher educators, linguists and anyone with a concern to improve language education."--BOOK JACKET.

Global Issues in Language, Education and Development-Naz Rassool 2007-01-01 This book examines the role that language-in-education policy, historically, has played in shaping possibilities for development, within countries in the Sub-Saharan and South Asian regions. This discussion takes account also of the complex ways in which language, education and development, are linked to the changing global labour market. Key questions are raised regarding the impact of international policy imperatives on development possibilities.

Encyclopedia of Language and Education-Leo van Lier 2013-11-01 This book offers a comprehensive perspective on metalinguistic knowledge and processes, and presents a coherent argument for building an element of language awareness into the language curriculum at all educational levels. It offers a balanced perspective on first and second language acquisition, classroom talk, language use in the multicultural work place, translation, Esperanto, whole language, historical perspectives, critical pedagogy, the education of language teachers, the teaching of grammar, phonology, and writing.

English Language Education Policy in Asia-Robert Kirkpatrick 2015-11-27 This volume offers comprehensive 'state-of-the-art' overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English.

Learning to Teach Modern Languages in the Secondary School-Norbert Pachler 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.

Knowledge about language, language learning and the national curriculum-Rosamond Mitchell 1994

Bilingualism in the Primary School-Richard W. Mills 1993 Over the past few years bilingualism has come to be seen not as a hinderance to assimilation but as an asset which, properly nurtured, will benefit children's linguistic awareness, cultural sensitivity and cognitive functioning. Bilingualism in the Primary Classroom gives primary teachers a window on the experience of the bilingual children in their care and by doing so helps them to make the most of what the children and their parents have to offer as well as giving them a good start in the National Curriculum. Many of the contributors to the book are themselves bilingual and are thus able to understand the children's experience from within, but they are also particularly careful to show monolingual teachers how they too can make use of children's mother tongue experience. The book is based throughout on rich case study material of individual children at various stages on the bilingual spectrum.

The Routledge International Handbook of Language Education Policy in Asia-Andy Kirkpatrick 2019-04-17 This must-have handbook offers a comprehensive survey of the field. It reviews the language education policies of Asia, encompassing 30 countries sub-divided by regions, namely East, Southeast, South and Central Asia, and considers the extent to which these are being implemented and with what effect. The most recent iteration of language education policies of each of the countries is described and the impact and potential consequence of any change is critically considered. Each country chapter provides a historical overview of the languages in use and language education policies, examines the ideologies underpinning the language choices, and includes an account of the debates and controversies surrounding language and language education policies, before concluding with some predictions for the future.

Policy and Practice in Bilingual Education-Ofelia Garcia 1995-01-01 A collection of pivotal papers from 1986-1993 on bilingualism and bilingual education, grouped in sections on policy and legislation, implementation of bilingual policy in schools, bilingualism in instruction, and using the bilingualism of the school community. Articles conclude with suggested student activities and discussion questions, encouraging students to take on an advocacy-oriented role. The reader can be used alone or with the publisher's Foundations of Bilingual Education and Bilingualism. No index. Annotation copyright by Book News, Inc., Portland, OR

Learning to Teach Foreign Languages in the Secondary School-Norbert Pachler 2013-12-17 Praise for previous editions: - 'A wealth of theory, research, practical advice, case studies and tasks in one volume...Indispensible 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.

Aspects of Modern Language Teaching in Europe-Wolf Gewehr 2002-03-11 From the teaching of grammar to the teaching of literature; from classroom teaching to independent learning; from role-playing to CAL - few books on teaching languages cover such a wide field. In this book teaching experience and research from practitioners in four European countries throw new light on old problems faced every day, while others reveal innovative teaching methods and new insights into how teachers and learners interact. Sections include: *language learning strategies and computer-assisted language learning *facilitating individual progress through autonomous learning *how to bring a foreign country alive in the classroom *de-mythologising grammar teaching *how different types of dictionaries can make valuable contributions to language teaching *teaching and using idiomatic phrases.

The National Curriculum and Its Impact on Foreign Language Teaching-Hilary Jean Thomas 1993

English as a Second Language in the Mainstream-Constant Leung 2014-07-15 Since it was first established in the 1970's the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language

education. Drawing extensively on empirical research and theoretical work in linguistics, sociology, psychology and education, the series explores key issues in language acquisition and language use. English as a Second Language learners are now a considerable and increasing part of the mainstream of urban schools in English-speaking countries. Beyond the learning of English, this development raises broader questions of language as a medium of education in a multilingual, multicultural environment. Drawing on their experience as researchers and educators in Australia, Canada and England, the authors of English as a Second Language in the Mainstream present an up-to-date account of advances in theory and practice. Their analysis of system-wide provision however, suggests that a truly responsive educational vision is lacking: government policy is inadequate, educational practices for ESL students are either underdeveloped or poorly coordinated with practices for other students, and the rhetoric of reform fails to engage significantly with issues of teaching and resources. The authors argue towards a more comprehensive vision which can acknowledge the relation between issues concerning ESL students and issues concerning the educational system as a whole, which can coordinate reforms in ESL education with general reforms, which can explicitly and systematically integrate language learning and content learning, and which can build more positively on the multilingual and multicultural nature of modern education for all students.

Teaching and Learning Languages-Jemma Buck 2013 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.

Languages in Australian Education-Anthony J. Liddicoat 2009-12-14 Australia has a reputation for sustained work in language policy and has had over 20 years of experience of language policy development. During these years, language policies have sought to increase and reshape languages education in Australian schools, but have had only limited success in achieving their objectives. This means that Australia's extensive work in language policy has not yet guaranteed a secure place for languages within education. After a period of comparative neglect of languages and multiculturalism, Australia is now entering a new phase of activity in language policy and it is timely to consider critically what has and has not been achieved to date and the reasons why. The aim of this book is to examine the current state, nature, role and purposes of languages in Australian education as a basis for considering a viable, encompassing language education policy. The book is divided into four specific focus areas for discussion, each of which is based on a core theme in Australian languages education: engaging with diversity; the current state of policy and participation in languages education and languages teacher education; current orientations to languages education, and future possibilities and directions in languages education. Underlying the discussion is the recognition that at this particular juncture in languages education policy in Australia it is necessary to re-examine constructs, research, evidence and practice as the basis for renewal. The book presents a collection of papers dealing with each of the themes and aims to give greater focus to the contemporary debates around languages in education in Australia and more generally.

Teaching English as an Additional Language in Secondary Schools-Seán Bracken 2016-11-10 With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential.

Isms in Language Education-Damian J. Rivers 2017-10-23 This volume develops a comprehensive understanding of the manner in which dominant/emergent ideologies, discourses and social structures impact language education. The 17 chapters analyze the complex social dynamics of "isms" within language education and detail how such dynamics influence language education pedagogies and practices, institutional policies, intergroup subjectivities in addition to language proficiency achievements.

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.

Inclusive Language Education and Digital Technology-Elina Vilar Beltrán 2013-05-15 This volume brings together chapters which collectively address issues relating to inclusive language education and technology. Topics include language teaching to the Deaf, Hard of Hearing and students with dyslexia, benefits of multimodal approaches for language learning, examples of software use in the language classroom, and copyright matters. The book demonstrates not only a commitment to inclusive practices but suggests practical ideas and strategies for practising and aspiring language teachers and those in support roles. The book also provides case studies and relates the issues to theoretical and policy frameworks. In drawing on different European perspectives, the book aims to promote discussion and collaboration within an international community of practice, especially about the role of technology in widening and strengthening opportunities for teachers and pupils alike and ensuring more effective Modern Foreign Language teaching, learning and assessment for all learners.

Revised national curriculum statement grades R - 9 (schools) policy-South Africa. Department of Education 2002

Language Education in the School Curriculum-Ken Cruickshank 2020-05-14 There is widespread concern in all English speaking countries at the rapid decline in study of languages. The promise of 'languages for all' in the UK and North America in the 1970s marked a shift from languages as élite subjects for the privileged few, but this promise has not been fulfilled. This book explores the reasons for and solutions to this decline. More importantly, it looks at how these trends have been reversed in successful school programs and the implications of this for language education policy makers. The study draws on an analysis of data from 600 primary, secondary and community languages schools over six years and from detailed case studies in a representative sample of 45 successful schools. The book proposes a range of strategies to address the decline: from engaging classroom learning, assessment outcomes and embedding languages as central in school curriculum on the one level, to a mix of incentives and mandation for language study, especially at upper secondary school level. The authors explore the impact of learning languages on the thinking, educational experiences and outcomes of young people across a range of ethnic backgrounds and socioeconomic statuses. They show the importance of having equal access to languages study in a world where young people will have increasingly more diverse working lives and argue that the gap in languages between policy and uptake is really a gap in the thinking of policy makers and government.

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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