

# TARGET LANGUAGE, COLLABORATIVE LEARNING AND AUTONOMY

Ernesto Macaro



MODERN LANGUAGES IN PRACTICE

# Target Language Collaborative Learning And Autonomy

**RS Peters**



## **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 *Constructivism and Autonomous Learning* 2014-01-01

**Creating Effective Blended Language Learning Courses** Daria Mizza, Fernando Rubio, 2020-10-01 Blended language courses which combine face to face and online instruction are becoming increasingly popular due to the need for more flexible yet effective learning opportunities This book recognizes the associated opportunities and challenges for teachers and provides the rationale strategies and tools to design blended learning courses or to guide the transition from fully face to face or fully online courses to blended instruction The authors propose a framework based on four phases Design Build Teach and Evaluate which facilitates a systematic approach to course development The volume simplifies the connection between theory and practice by including examples that readers can relate to and immediately implement as they build or teach a course Including case studies of successful implementations and effective instructional strategies and techniques this book is accessible even for teachers without previous experience in course design whilst also acting as a reference for more experienced language educators Teaching Modern Foreign Languages at Advanced Level Norbert Pachler, 2002-11-01 Designed to complement Learning to Teach Modern Foreign Languages in the Secondary School this book focuses specifically on the skills and processes of teaching MFL at A and A S level in schools and colleges The book is divided into three sections the changing nature of A and A S level courses bridging the gap between GCSE and A level and planning teaching and assessment With chapters on learner independence teaching and learning grammar planning topics and programmes of work working with literature and vocational alternatives the book will be an essential text for all secondary MFL students and teachers Essential Competencies for English-medium University Teaching Ruth Breeze, Carmen Sancho Guinda, 2016-10-06 As English gains prominence as the language of higher education across the world many institutions and lecturers are becoming increasingly concerned with the implications of this trend for the quality of university teaching and learning With an innovative approach in both theme and scope this book addresses four major competencies that are essential to ensure the effectiveness of English medium higher education creativity critical thinking autonomy and motivation It offers an integrated perspective both theoretical and practical which defines these competences from different angles within ELT and Applied Linguistics while also exploring their points of contact and applications to classroom routines This approach is intended to provide practical guidance and inspiration in the form of pedagogical proposals examples of teaching practice and cutting edge research by scholars and university teachers from all over the world To that end a leading specialist in the field introduces each of the four competencies explaining concepts accessibly and synthetically exposing

false myths presenting an updated state of the art and opening windows for future studies These introductions are followed by practitioner chapters written by teachers and scholars from different cultures and university contexts who reflect on their experience and or research and share effective procedures and suggestions for the university class with English as a vehicle for instruction

**Current Research Into Language Teaching and Learning in the UK, 1993-95** Philippa Wright,1996 This text presents the full results of the CILT survey of research in progress carried out in Autumn 1995 It provides an overview of research activity in the field of language teaching and learning The research projects listed cover all areas and sectors of education from early language learning to language learning in higher education and vocational language learning

**Vocabulary Studies in First and Second Language Acquisition** Brian Richards,2009-06-10 International scholars and researchers present cutting edge contributions on the significance of vocabulary in current thinking on first and second language acquisition in the school and at home By pursuing common themes across first and second language and bilingual contexts the editors offer a collection that tackles the most important issues

**Multilingualism and Applied Comparative Linguistics** Frank Boers,Jeroen Darquennes,Rita Temmerman,2007 In February 2006 the first international conference on Multilingualism and Applied Comparative Linguistics MACL was held in Brussels Belgium The aim of the MACL conference was to bring together scholars from various branches of applied linguistics with a shared interest in cross linguistic and cross cultural communication The conference thus fostered an exchange of knowledge and expertise among researchers from various disciplines including educational linguistics cultural linguistics terminography translation studies and studies of specialised languages The present book is the first of two volumes containing a selection from the approximately 120 papers that were presented at that three day event

New Learning Environments for Language Learning Jean E. Conacher,Helen Kelly-Holmes,2007 Chiefly papers presented at the 10th International Colloquium on Foreign Language Teaching hosted by the Centre for Applied Language Studies at the University of Limerick on 11 12 June 2005

**Foreign Language and Culture Learning from a Dialogic Perspective** Carol Morgan,Albane Cain,2000 This book analyses an intercultural project undertaken by French and English 14 year olds based on an exchange of materials created by the pupils and focused on the topic of law and order The project was based on a view of learning as a dialogic process interacting with others A first language and home culture is acquired through such interaction This project sought to realise this dialogic process in a more meaningful way than is often the case in foreign language classrooms

**Online Communication in Language Learning and Teaching** M. Lamy,R. Hampel,2007-11-12 This offers a framework for thinking about technologies that allow online communication for example forums chats real time platforms as well as virtual worlds and mobile devices and the practical issues of using them The authors offer a thorough appraisal of the potential benefits and challenges of learning and teaching a language online

**How to Teach Modern Languages-- and Survive!** Jan Pleuger,2001 This text offers practical advice on teaching and learning modern foreign languages and making it fun It is

designed so as to be easy to dip in and out of for busy teachers

**Translation in Language Teaching** Guy Cook, 2010-03-18 Oxford Applied Linguistics features books providing thorough yet accessible coverage of controversial topics related to language use including learning teaching research and policy All titles are based on extensive research and include comprehensive bibliographies The authors are noted authorities in their fields [Understanding Second Language Process](#) Zhaohong Han, Eun Sung Park, 2008 This book assembles 11 analytical and empirical studies on the process of second language acquisition probing a wide array of issues from transfer appropriate processing to L2 default processing strategies among hearing or deaf learners of a variety of target languages including English Japanese Chinese Korean French Spanish and American Sign Language Although instruction per se is not the focus of this volume the chapters are written with instructed learners in mind and hence offer valuable insights for both second and foreign language researchers and practitioners

**Social Interactions in Multicultural Settings** Margarida César, Kristiina Kumpulainen, 2009 Multicultural issues are part of the agenda for researchers academics and politicians The new technologies have brought multiculturalism into our professional and personal lives opening new possibilities for social interactions among people from different countries cultures ages and gender Being able to deal with diversity including other cultures is a must in the 21st century This book is an opportunity to read narratives about social interactions in multicultural settings and to discuss the role they play in the construction of school and social achievement It is not only a book on multiculturalism It is also a multicultural book including an introduction and 13 chapters from authors representing 11 countries and many more cultures It is a journey that brings you through different settings situations and scenarios describing them vividly so that the reader can have an authentic taste of them This is a book that researchers academics teachers policy makers and politicians should read It illuminates many of the problems related to multiculturalism But it also reports on educational experiences and forms of interacting that help solving these problems It also illustrates the barriers that still exist and that keep many persons apart from equity Moreover due to its narrative mood the descriptions of what happens in different educational systems and episodes that could happen to us all including our kids this is a book for parents youngsters and all the ones interested in knowing other cultures After all education is an issue that is related to each human being We are all cultural individuals who need to interact with each other Thus this is a book to learn how social interactions in such a demanding multicultural world can help us live in peace and understand each other

*Whose Learning is it Anyway?* Lynn Errey, Rudi Schollaert, 2003 How can language learning in the formal context of the classroom contribute to the learners communicative competence whilst at the same time enhancing their general learning skills and preparing them for life long learning Such a challenge is complex as is catering to the needs of individual students in a group learning context This book explores ways in which a traditional task based approach to language teaching can be extended to help students not only to become more skilful language users but to become more skillful learners in the process

**Audible Difference** Jennifer Miller, 2003 A

study of the relationship between learning English as an additional language and the ways in which immigrant students are able to represent their identities at school It raises questions about language and identity in schools and should be of interest to researchers teachers and students

**Methods for Teaching Foreign Languages** Joan Kelly Hall,2001 For undergraduate or graduate level foreign language methods courses in Teacher Preparation Also appropriate for junior high and high school teachers of modern foreign languages Exclusive in its socio cultural approach to language learning this comprehensive text builds on the National Communication Standards for foreign language learning Its goal is to equip students with the necessary knowledge and skills to establish and maintain effective classroom communities of foreign language learners To accomplish this the author incorporates the latest research and theoretical insight regarding communication and communicative development with practical application The result is a complete effective approach to designing curriculum instruction and assessment for foreign languages

**Foreign Language Teachers' Voices** Britt Marie Apelgren,2001 □□□□ ,2001

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