



# Teaching Foreign Languages

**Manuel Jiménez Raya**

## **Teaching Foreign Languages:**

*Teaching Foreign Languages in Schools* Caleb Gattegno, 2010-07-30 In this book Gattegno introduces The Silent Way as a solution to the challenges of teaching and learning foreign languages. He explains how to maximize learning through the use of materials and the selection of subject matter. He argues that students can learn a new language without memorizing vocabulary or repeating after the teacher. Instead, by learning through real world linguistic situations, students can gain relevant experiences in the new language.

*Learning to Teach Foreign Languages in the Secondary School* Norbert Pachler, Michael Evans, Ana Redondo, Linda Fisher, 2013-12-17 Praise for previous editions: A wealth of theory, research, practical advice, case studies and tasks in one volume. Indispensable 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.

*How to Teach Foreign Languages Effectively* Theodore Huebener, 2012-07-01 **The Elements of Foreign Language Teaching** Walter Grauberg, 1997 This text presents an integrated description of learning and teaching foreign languages in general and French and German in particular. Vocabulary, pronunciation, listening, reading, speaking and writing are discussed with a threefold approach through a linguistic description, an analysis of the learning process and many practical suggestions for teaching.

**On Teaching Foreign Languages** Marcela Ruiz-Funes, 2002-10-30 The author reports on a qualitative action research project on theories and practices in foreign language education. The goal of the study was to relate the knowledge of foreign language teaching, learning and acquisition gained through research to the beliefs and experiences of expert foreign language teachers. The four

participating teachers represent real teachers who distinguish themselves from their peers for their excellence in teaching foreign languages and their success in serving as clinical teachers. Four theoretical issues are discussed in detail: the proficiency movement, the role of input, teaching language in context and class participation, motivation and discipline. These aspects were selected because 1) they pose major challenges to foreign language interns and 2) they play an essential role in the learning acquisition process of second language students. The major contribution of this study is the integration of the theoretical and practical dimensions. The practical aspect is presented by the expert foreign language teachers who describe in their own words how and explain why they implement a given foreign language theory in their classrooms. This integration provides foreign language teachers with a realistic view of foreign language education and establishes a dialogue between the university and the school communities. A significant number of excerpts from discussion interview sessions conducted with the teachers are included.

*Teaching Modern Foreign Languages* Carol Morgan, Peter Neil, 2014-07-10. Designed for all trainee and newly qualified teachers, teacher trainers and mentors, this volume provides a contemporary handbook for the teaching of modern foreign languages covering Key Stages 2, 3 and 4 in line with current DfEE and TTA guidelines.

Alternative Methods of Teaching Foreign Languages Katrin Zielina, 2008. Seminar paper from the year 2002 in the subject English Pedagogy Didactics Literature Studies grade 2 B University of Frankfurt Main Institute for England und American Studies course Old and new methods of teaching foreign languages 7 entries in the bibliography language English abstract Education is probably the most important aspect in our times. Without education a state would have no medical service, no computer specialists, no politics and democracy, no business, no economy. Short a state would not work at all. Education is the key for individual chances and success in life and the driving force for developments in society. Prosperity derives from education. Culture is a result of education just as interest in politics and most important perspectives for later occupations. Politics concerning education cannot work where not enough attention is paid to achievements in school where it seems to be not important what students learn in contrast to students in other states. The recent PISA study showed unfortunately how little attention was paid to education in Germany in the last decades. It is not possible to find a convincing answer to where the problem was. May it be the German school system, the instruction of new teachers at universities, teachers who are no longer motivated after having reached the state of an official parents who do not seem to care about their children's abilities in reading and writing. In fact a change in our school system is Germany's deepest need at the moment to improve pupils' achievements. Therefore alternative methods will probably gain more and more interest in our school and teaching system. I will try to introduce, describe and discuss some of these methods. I will show up their difficulties, risks and also possible chances. In the end I will try to decide if those approaches will find their ways sooner or later or if they will remain utopian.

**The Magic of Innovation** Olga A. Kravtsova, Dmitry A. Kryachkov, Tamara O. Kuznetsova, 2015-04-01. This volume focuses on innovative approaches to teaching foreign language courses offered to non-language degree students. It includes

essays related to the innovative use of ICTs new developments in methodology approaches to course and materials design and the contribution of language theory to foreign language teaching As the book brings together researchers and practitioners working in a variety of contexts it provides detailed insight into ways the same challenges are dealt with in different educational environments The ideas and experiences analysed in this collection of essays will appeal to anyone interested in the current trends in foreign language teaching and learning particularly educationalists The best practices in FLT that the book offers will be a source of inspiration for in service teachers and course designers while the theoretical backgrounds provided in each chapter will be valuable to pre service teachers and stimulating to researchers

### **Training**

**Foreign and Second Language Teachers** Carmen Avram,Pierre Larrivee,2016-07-01 This book provides a comparative perspective on foreign language teacher training in France Germany Russia Ukraine and Uzbekistan The training process of state secondary school foreign language teachers is considered from two perspectives for each country On the one hand the current training routes through which necessary teaching qualifications are obtained are described with respect to national policy for foreign language learning the nature of providers and training programme organisation and contents with details of any practicum These descriptive dimensions are accompanied by an evaluation of the degree to which the training fits the purpose of teaching foreign languages in state secondary schools The descriptive and evaluative approaches to FL teacher training provide a novel overview of the current successes and challenges in the field giving an understanding of terrains not easily accessible to the general English language readership The book highlights elements of good practice found across nations and contributes to shed light on the enduring mystery of why certain nations seem to be managing multilingualism better than others As such it provides a reference for interdisciplinary discussions between applied linguists education researchers and practitioners and policymakers

*Teaching Foreign Languages to the Very Young* Reinhold

Freudenstein,1979 **An Introduction to Foreign Language Learning and Teaching** Keith Johnson,2008 Whilst this text for students presents a range of examples that deal with teaching English as a foreign language the basic guidelines mean that the book offers a suitable introduction for student teachers of any foreign language

*On Teaching Foreign Languages* Marcela T. Ruiz-Funes,2002 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

Teaching Foreign Languages in the Block

Deborah Blaz,2013-11-20 Provides detailed instructional strategies sample lesson plans and sample assessments so that foreign language teachers can make the best use of the additional time [Living Languages](#) Catherine Watts,Clare Forder,Hilary Phillips,2013 This title is full of practical and original ideas aimed at teachers and trainee teachers of foreign languages in primary schools Written by a team of linguists the book comprises eight chapters and is structured around the integrated classroom merging language learning with different aspects of the wider curriculum **New Trends in Foreign Language Teaching** Raúl Ruiz Cecilia,António Lopes,2019-01-15 Language teaching approaches methods and procedures are constantly undergoing reassessment New ideas keep emerging as the growing complexity of the means of communication and the opportunities created by technology put language skills to new uses In addition the political social and economic impact of globalisation the new demands of the labour market that result from it the pursuit of competitiveness the challenges of intercultural communication and the diversification of culture have opened new perspectives on the central role that foreign languages have come to play in the development of contemporary societies This book provides an insight into the latest developments in the field and discusses the new trends in foreign language teaching in four major areas namely methods and approaches teacher training innovation in the classroom and evaluation and assessment *A Practical Guide to Teaching Foreign Languages in the Secondary School* Norbert Pachler,Ana Redondo,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 **Learning to Teach Modern Foreign Languages in the Secondary School** Norbert Pachler,Kit Field,1997 Designed as a text to support

student teachers in training this book focuses on the key skills of teaching modern foreign languages The practical focus of the book is underpinned by a theoretical perspective including ample opportunities for reflection Account is taken of national statutory frameworks The book aims to assist student teachers in developing a personal approach to modern foreign languages teaching and to choose the most effective and appropriate methods to help pupils gain relevant knowledge skills and understanding For mentors and tutors working with student teachers this book provides an overview of the areas covered by student teachers during their course of initial teacher education Chapters cover for instance the teaching of grammar and cultural awareness assessment the use of the target language for instruction and interaction the use of new technologies in the classroom Examples are given in French German and Spanish but most are transferable to other languages

**The Teaching of Modern Foreign Languages and the Training of Teachers** Karl Breul, 2016-02-25 First

published in 1909 this book presents a discussion of the educational process in relation to modern languages The text is divided into two main sections the first relates to the teaching of modern languages in secondary schools the second relates to the training of modern language teachers

**Effective Foreign Language Teaching at the Primary Level** Manuel Jiménez Raya, 2001

This book focuses on the most recent methodological developments and views in the field of foreign language teaching with issues concerning mainly the foreign language teacher Its aim is to lead teachers to a better understanding of their own assets beliefs and values and to help them to improve their competencies It deals with both the methodological and language preparation of teachers in order to give them a deeper understanding of the process of teaching and learning languages at the primary level The first part of the book presents several papers about different methodological issues linking theory and practice The education of the teacher from a linguistic and a methodological point of view is the main focus The next section of the book deals with research in language teaching teacher education and language Finally the last section brings together four papers dealing with classroom teaching and the role of observation in teacher education It is of interest to teachers teacher trainers and student teachers as it analyses important questions such as the nature of language teaching the specific skills needed the creation of an appropriate environment for teaching and the use of materials and resources Teachers can find both theoretical reflections and practical suggestions for the classroom by experts from several countries in the light of most recent research and thinking

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