

TARGET LANGUAGE, COLLABORATIVE LEARNING AND AUTONOMY

Ernesto Macaro



MODERN LANGUAGES IN PRACTICE

Target Language Collaborative Learning And Autonomy

Jean E. Conacher, Helen Kelly-Holmes

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 *Target Language, Collaborative Learning and Autonomy* Ernesto Macaro,1997 As a teacher and researcher into modern language teaching the author is able to provide an authoritative analysis of the idea of teaching exclusively in the target language He explains the relevance of this technique to the classroom situation

Creating Effective Blended Language Learning Courses Daria Mizza,Fernando Rubio,2020-10 Using an innovative framework this book provides the rationale strategies and tools to create optimal blended language learning courses

Assessment and Autonomy in Language Learning C. Everhard,L. Murphy,2015-03-25 This book examines this contested relationship between assessment and autonomy from a number of perspectives in a variety of Higher Education language learning contexts in Europe and the Far East The contributors to the book describe research into assessment both for and as autonomy as well as approaches to the assessment of autonomy itself *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 **Constructivism and Autonomous Learning** 2014-01-01

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 *Collaborative Learning in a Global World* Miri Shonfeld,David Gibson,2018-11-06 This book explores the impact of global changes on education emphasizing the need for collaborative learning skills It highlights the importance of training teachers in teamwork to serve as role models and addresses the rapid pace of new practices The book provides theoretical guidance and practical examples to bridge research gaps *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 *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 *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 *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

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 二〇〇〇, 2001 **Teaching and Researching: Autonomy in Language**

Learning Phil Benson, 2013-11-04 Autonomy has become a keyword of language policy in education systems around the world as the importance of independent learning and new technologies has grown. Now in a fully revised and updated second edition *Teaching and Researching Autonomy* provides an accessible and comprehensive critical account of the theory and practice of autonomy. Examining the history of the concept it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning. Topics new to this edition include Autonomy and new technologies, Teacher autonomy, The sociocultural implications of autonomy. With over three hundred new references and five new case studies of research on autonomy providing practical advice on research methods and topics in the field *Teaching and Researching Autonomy* will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research.

Journal of the College of Arts, National Chung Hsing University, 2000 *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.

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.

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.

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