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English As A Foreign Language Teach Yourself Languages S

Sophia Diamantopoulou, Sigrid Ørevik

English As A Foreign Language Teach Yourself Languages S:

Teach English as a Foreign Language: Teach Yourself (New Edition) David Riddell, 2014-06-27 This new edition of Teach EFL is the ultimate practical reference guide to teaching English as a Foreign Language Riddell's book is a classic it answers all those questions new language teachers have covers an amazing amount in a clear accessible way David Carr Director of Teacher Training International House London This book is packed with information on effective teaching techniques sound classroom management practical lesson planning successful job hunting and career development This is an indispensable book for all new and experienced EFL teachers a step by step guide on what to teach and how to teach it This edition has been fully revised to include up to date information on technology as an aid to learning comprehensive information on the increasingly popular task based learning invaluable advice on making the transition from learning to teaching clear guidance on ongoing professional development useful examples of teaching in different international contexts Rely on Teach Yourself trusted by learners for over 75 years

Essential French Verbs: Teach Yourself Marie-Therese Weston, 2010-05-28 Essential French Verbs is the course for you if you need help with your study of French This fully revised edition of our best selling course now comes with free downloadable audio support containing hints on how to learn verbs effectively The aim of this book is to help you improve your command of French by focusing on one aspect of language learning that invariably causes difficulties verbs and the way they behave Whether you are a complete beginner or a relatively advanced learner you can consult the book when you need to know the form of a verb quickly The introductory section gives you a complete overview of French verbs and how they work in the various tenses Essential French Verbs contains full coverage of the main tenses for 200 frequently used French verbs arranged alphabetically for quick and easy reference examples of the verbs in everyday use with colloquial expressions and words sharing the same origin a French English verb list of approximately 3000 verbs with details of the patterns they follow an English French verb list giving the most frequently used English verbs in French with details of the patterns they follow free downloadable audio support with hints on how to learn verbs Learn effortlessly with a new easy to read page design and interactive features NOT GOT MUCH TIME One five and ten minute introductions to key principles to get you started AUTHOR INSIGHTS Lots of instant help with common problems and quick tips for success based on the author's many years of experience USEFUL VOCABULARY Easy to find and learn to build a solid foundation for speaking ONLINE TESTS Tests to help you keep track of your progress EXTEND YOUR KNOWLEDGE Extra online articles at www.teachyourself.com to give you a richer understanding of the culture and history of France

Christian Faith and English Language Teaching and Learning Mary Shepard Wong, Carolyn Kristjansson, Zoltán Dörnyei, 2013 Ideological and educational political aspects of the link between language and faith especially between Global English and Christianity is a topic of growing interest in the field of English language teaching This book explores the possible role and impact of teachers and students faith in the English language classroom Bringing

together studies representing a diversity of experiences and perspectives on the philosophies purposes practices and theories of the interrelationship of Christianity and language learning and teaching it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning teaching experience By adding a data based dimension the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language

Complete English as a Foreign Language Sandra Stevens,2014-08-29 Complete English as a Foreign Language is a comprehensive language course that takes you from beginner to intermediate level This book is for use with the accompanying audio CDs containing two hours of audio ISBN 9781473601604 The new edition of this successful course has been fully revised and is packed with new learning features to give you the language practice and skills to communicate with confidence Maps from A1 to B1 of the Common European Framework of Reference CEFR for languages Teaches British English with American English alternatives Authentic listening activities everyday conversations give you a flavour of real British and American English voices 10 learning units plus grammar reference and A Z word glossary Discovery Method figure out rules and patterns to make the language stick Teaches the key skills reading writing listening and speaking Learn to learn tips and skills on how to be a better language learner Culture notes learn about the people and places of the English speaking world Outcomes based learning focus your studies with clear aims Test Yourself see and track your own progress Coming soon get our companion app English course Teach Yourself is full of fun interactive activities to support your learning with this course Apple and Android versions available Also available Get Talking English ISBN 9781444193138 and Keep Talking English ISBN 9781444193145 Rely on Teach Yourself trusted by language learners for over 75 years

Beyond Age Effects in Instructional L2 Learning Simone E. Pfenninger,David Singleton,2017-04-21 This book constitutes a holistic study of how and why late starters surpass early starters in comparable instructional settings Combining advanced quantitative methods with individual level qualitative data it examines the role of age of onset in the context of the Swiss multilingual educational system and focuses on performance at the beginning and end of secondary school thereby offering a long term view of the teenage experience of foreign language learning The study scrutinised factors that seem to prevent young starters from profiting from their extended learning period and investigated the mechanisms that enable late beginners to catch up with early beginners relatively quickly Taking account of contextual factors individual socio affective factors and instructional factors within a single longitudinal study the book makes a convincing case that age of onset is not only of minimal relevance for many aspects of instructed language acquisition but that in this context for a number of reasons a later onset can be beneficial

Investigations in Teaching and Learning Languages Danuta Gabryś-Barker,Ewa Piechurska-Kuciel,Jerzy Zybert,2014-07-08 The book presents most recent investigations into foreign language teaching and learning discussed by prominent scholars in the field A wide variety of topics ranges from theoretical approaches to foreign

language instruction to a discussion of findings of empirical research in language learning and pedagogy The theoretical part of the volume tackles issues which constitute the backbone to the understanding of the processes involved in language development learning and teaching and thus contribute to applied research The empirical articles in Parts Two and Three of the volume report on studies focusing on such important issues as various dimensions of awareness language cross cultural competence or affectivity and specific methodologies implemented in different educational settings such as for instance dyslexic learners or in teacher training programmes

Investigating Individual Learner Differences in Second Language Learning Mirosław Pawlak, 2021-06-01 This edited book brings together ten empirical papers reporting original studies investigating different facets of individual variation second language learning and teaching The individual difference factors covered include among others motivation self anxiety emotions willingness to communicate beliefs age and language learning strategies What is especially important some of the contributions to the volume offer insights into intricate interplays of these factors while others attempt to relate them to learning specific target language subsystems or concrete instructional options All the chapters also include tangible implications for language pedagogy The book is of interest to both researchers examining the role of individual variation in second language learning and teaching teacher trainers graduate and doctoral students in foreign languages departments as well as practitioners wishing to enhance the effectiveness of second language instruction in their classrooms

Multilingual Selves and Motivations for Learning Languages other than English in Asian Contexts Anas Hajar, Syed Abdul Manan, 2024-07-16 This edited volume focuses on the experiences of individuals learning languages other than English LOTE in a range of Asian contexts that have traditionally been under represented in the literature Aligning with the multilingual turn in SLA it views learners as individuals of a multilingual society with unique complex heterogenous and dynamic identities The chapters explore the learners motivational trajectories multilingual identities and their conceptualisations of the ideal multilingual self This volume enhances our critical understanding of language learning motivation through empirical findings and conceptual insights from studies of motivation in specific regions in Asia including Greater China Indonesia Japan Kazakhstan Malaysia Pakistan and Syria Providing insight into the multilingual identities of individuals learning LOTE it will appeal to students and scholars in second language acquisition researchers in language learning motivation and policymakers in language education

Multimodality in English Language Learning Sophia Diamantopoulou, Sigrid Ørevik, 2021-12-31 This edited volume provides research based knowledge on the use production and assessment of multimodal texts in the teaching and learning of English as an Additional Language EAL The book reflects growing interest in research on EAL with increasing numbers of learners of English worldwide and the growing relevance of EAL to numerous education systems The volume examines different aspects of English from a multimodal perspective showcasing empirical research from across five continents and all three levels of education Applying frameworks based on Multimodal Social Semiotics and Systemic Functional Linguistics chapters focus on

the use and affordances of multimodal texts in pedagogy literature culture text production assessment and curriculum development connected to EAL Directing attention to the significance of modes beyond speech and writing in EAL the volume provides a wide range of perspectives and experiences that can be applied more widely and inspire other practices in the global and diverse field of EAL teaching learning and assessment This collection will be of interest to scholars in multimodality language education and teacher education

The Routledge Handbook of Endangered and Minority Languages Weixiao Wei, James Schnell, 2025-02-20 The Routledge Handbook of Endangered and Minority Languages addresses the urgent need for comprehensive language documentation and a deeper understanding of language identity emphasizing the preservation of endangered languages This book argues that safeguarding linguistic diversity enriches global cultural heritage and knowledge By meticulously documenting minority languages we not only preserve words and grammar but also the unique cultural narratives they carry The book also introduces new language learning paradigms that recognize the complexities of multilingual societies advocating for educational systems that embrace the diverse linguistic backgrounds of students These approaches aim to create more inclusive and effective learning environments by valuing multilingualism Exploring the fluid nature of language identity the book examines how sociopolitical contexts and technology influence it calling for policies that respect linguistic rights and promote social cohesion It presents case studies from diverse regions including the Pacific Nordic countries Cornwall Pakistan the UAE and more offering practical strategies for language preservation and revitalization Groundbreaking insights into the use of digital tools social media and AI in language preservation along with the challenges and successes of various revitalization efforts make this book a valuable resource for researchers educators and policymakers committed to fostering linguistic diversity and equity worldwide

Learning English and Chinese as Foreign Languages Wen-Chuan Lin, 2019-09-19 Learning English and Chinese is becoming increasingly important to the prospects of young people This book compares English as a Foreign Language teaching in Taiwan with Chinese as a Foreign Language education in England in order to highlight how classroom activities are embedded within multiple settings including ethnic or other social group cultures family and community resources and school visions or goals The book illustrates how in Taiwan different ethnic groups recognise access and value English language learning to varying extents Its findings illuminate why some ethnic groups are highly motivated to learn English and are able to gain privileged economic positions in the job market In England access to Chinese is marked by social class and the book argues that this could augment an educational apartheid that already exists in language teaching in secondary schools thereby exacerbating existing inequality

Learning Foreign Languages in Primary School María del Pilar García Mayo, 2017-06-16 This book presents research on the learning of foreign languages by children aged 6-12 years old in primary school settings The collection provides a significant and important contribution to this often overlooked domain and aims to provide research based evidence that might help to inform and develop pedagogical practice Topics covered in the

chapters include the influence of learner characteristics on word retrieval explicit second language learning and language awareness meaning construction narrative oral development conversational interaction and how it relates to individual variables first language use feedback on written production intercultural awareness raising and feedback on diagnostic assessment It will be of interest to undergraduate and graduate students researchers teachers and stakeholders who are interested in research on how children learn a second language at primary school

The Ecology of Pre-Primary Foreign Language Learning Joanna Rokita-Jaskow, 2025-01-29 This book synthesises research on very early language learning in pre primary organised instruction settings such as kindergarten nursery or afternoon classes Using a framework of ecological development it investigates the nested systems in which very young learners operate the other agents involved in each of these systems and the influence these agents have on children s foreign language learning It explores the ecosystems of the individual learner and their family educational institutions general social climate and language education policies resulting in a holistic view of early language learning and the key transitions into and out of pre primary formal instruction settings This is the first book to gather research to date on very young learners in formal settings offering a comprehensive state of the art to researchers and graduate students in early language learning second language acquisition and early years pedagogy

Advancing English Language Education Wafa Zoghbor ,Thomaï Alexiou, 2020-01-01 Advancing English Language Education Edited by Wafa Zoghbor Young Learners Testing and Assessment Teaching of Writing Skills Context Specic Issues in EFL Teaching Learning and Pedagogy Contributors Alessandro Ursic Alison Larkin Koushki Athanasios Karasimos Daria Grits David Rear Irshat Madyarov Ivan Ivanov James Milton Laila Khalil Larysa Nikolayeva Mariam Al Nasser Marianthi Serafeim Marielle Risse Marta Tryzna Mher Davtyan Michael M Parrish Nikita Berezin Nour Al Okla Peter Davidson Richard D Miller Syuzanna Torosyan Talin Grigorian Thoma Alexiou Wafa Zoghbor Zainab Rashed Aldhanhani

Early Learning and Teaching of English Jelena Mihaljević Djigunović, Marta Medved Krajnović, 2015-03-02 This book offers an insight into the dynamics and complexities of learning and teaching English as a foreign language at primary level Taking a Dynamic Systems Theory perspective the chapters present the findings of longitudinal research undertaken in Croatia into the development of English in young learners The book includes both qualitative and quantitative research and provides insights into internal individual learner factors and external micro and macro contextual factors which impact English learner development Importantly it tackles the unique position of English in today s globalised world in detail It therefore makes a major contribution to work on learning English by the digitalised generation and to understanding the impact of practices in the modern EFL classroom The volume will appeal to anyone interested in new ways of researching the complex and dynamic phenomenon of the early learning of English

Investigating Content and Language Integrated Learning Liss Kerstin Sylvén, 2019-01-18 This book provides a rich and unique longitudinal account of content and language integrated learning CLIL The chapters report on the findings from a large scale three year research project undertaken at

senior high school level in Sweden The ecological perspective with quantitative and qualitative methods gives voice to both learners and teachers as well as being an excellent critical example of how such longitudinal research might be carried out Through emic and etic approaches the book provides insights into language learning outcomes both with regard to the target language English and the majority language Swedish learner motivation among CLIL and non CLIL students effects of extramural exposure to English issues in relation to assessment in CLIL and much more As a whole the book offers an unprecedented overview of learner outcomes and detailed insights into the comparison of CLIL and non CLIL education While it is embedded in the Swedish context the nature of this study means that it has strong implications on an international basis

Policy and Politics in Global Primary English Janet Enever, 2018-06-14 Janet Enever explores the complex forces that shape national and local language education policymaking for the early introduction of English as a foreign language at primary and pre primary levels worldwide This is the first book of its kind demonstrating the extent to which English is now perceived as a prerequisite for participation in the global economy reflecting the rapid development of early start English now exploding across Asia Latin America and other fast growing economies This is a timely and important book Professor Enever demonstrates comprehensive knowledge of primary English policy and practice in a range of countries and from a sound theoretical framework draws together evidence to show how policies are all too often guided by short term political considerations rather than sound educational practice Whilst critiquing inappropriate practice she also analyses the conditions which have the potential to lead to quality and equitable English language programmes at the primary level David Hayes Department of Applied Linguistics Brock University Canada

Teaching and Researching Motivation Zoltán Dörnyei, Ema Ushioda, 2021-04-21 Cultivating motivation is crucial to a language learner's success and therefore crucial for the language teacher and researcher to understand The third edition of *Teaching and Researching Motivation* reflects the dramatic changes in the field of motivation research With an increased emphasis on dynamic perspectives on motivation and its relations with other individual social and contextual factors this book offers ways in which advances in the field can be put to practical use in the classroom and in research Key new features and material exploration of the motivation to learn languages other than English LOTE principles for designing L2 motivational studies discussion of emerging areas of research including unconscious motivation and language learning mindsets Providing a clear and comprehensive theory driven account of motivation *Teaching and Researching Motivation* examines how theoretical insights can be used in everyday teaching practice The final section provides a range of useful resources including relevant websites key reference works and an online repository of tools and instruments for researching language learning motivation Fully revised by pre eminent researchers in this field Zoltán Dörnyei and Ema Ushioda this is an invaluable resource for teachers and researchers alike

Agency Construction and Navigation in English Learning Stories Qiuming Lin, 2023-05-06 This book presents a longitudinal research which covers a linguistic approach to understand and observe language learner agency It makes

connections between agency in discourse analyses and agency in applied linguistics by examining how learner agency is manifested in autobiographic oral narratives and influenced by contextual factors This book also demonstrates that agency is not a fixed entity that English learners possess but a dynamic construct constantly negotiated by the learners with the social world It is the result of their identity positioning and repositioning within a complex and ever changing context Learner identities either actual or imagined are significantly correlated with their investment in English and their English learning process This book sheds new light on teaching English as a foreign language and gives inspirations for enhancing English learners agency in contemporary context of China As learner agency should be treated in a dynamic and process view a low level of agency manifested in a particular period or in a certain context may not necessarily persist in later periods or extend to other contexts Provided with supportive contextual conditions and taking on positive and powerful identities language learners are well on the course for higher levels of agency

Early Language Learning Policy in the 21st Century

Subhan Zein, Maria R. Coady, 2021-09-22 This volume analyses the policymaking expectations implementation progress and outcomes of early language learning in various education policy contexts worldwide The contributors to the volume are international researchers specialising in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at the global level The languages considered include learning English as a second language in primary schools in Japan Mexico Serbia Argentina and Tanzania Spanish language education in the US and Australia Arabic as a second language in Israel and Bangladesh Chinese in South America and Oceania and finally early German teaching and learning in France and the UK

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