

Language Education in the National Curriculum

Christopher Brumfit

Language Education In The National Curriculum

Jim Cummins, Chris Davison



Language Education In The National Curriculum:

Language Education in the National Curriculum Christopher Brumfit, 1995-01-01 This book is an introduction to 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 It explores the roles in schools of English both Language and Literature Foreign Language Teaching and associated activities like Drama and Media Education Specific attention is paid to the acquisition of literacy to knowledge about language and to bilingual education The book provides 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 it outlines a coherent and principled language policy for schools Diversification in Modern Language Teaching

Caroline Filmer-Sankey, David Phillips, 2023-04-21 As the effects of European integration become more widely felt the effective teaching of modern languages is moving towards the centre of the educational agenda and more and more schools are considering starting pupils on a first foreign language other than French a development encouraged by the National Curriculum orders in Modern Languages Diversification in Modern Language Teaching gives language teachers and heads of department the evidence upon which to decide if diversification is right for them It looks at the factors which effect children's learning in this area and at the managerial issues both within and outside the school Throughout it argues that the decision must be a purely educational one based on pupil motivation and accessibility as well as on particular local strengths among staff and parents

Teaching Languages in the Primary School Philip Hood, Kristina Tobutt, 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

International Handbook of English Language Teaching Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English

In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field. A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole. At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs, learners or teachers of English: English as a second language (ESL), English as an additional language (EAL), limited English proficient (LEP) and English language learners (ELL). In contexts where English is not the dominant language the following terms have been used: English as a foreign language (EFL), English as an international language (EIL) and English as a lingua franca (ELF).

The Routledge International Handbook of Language Education Policy in Asia Andy Kirkpatrick, Anthony J.

Liddicoat, 2019-04-17 This handbook offers a comprehensive survey of the field. It reviews the language education policies of Asia encompassing 30 countries, subdivided 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.

The Routledge Handbook of English Language Education in Bangladesh Shaila Sultana, M. Moninoor Roshid, Md. Zulfeqar Haider, Mian Md. Naushaad Kabir, Mahmud Hasan Khan, 2020-12-17 This Handbook is a comprehensive overview of English language education in Bangladesh. Presenting descriptive theoretical and empirical chapters as well as case studies, this Handbook on the one hand provides a comprehensive view of the English language teaching and learning scenario in Bangladesh and on the other hand comes up with suggestions for possible decolonisation and de-eliticisation of English in Bangladesh. The Handbook explores a wide range of diverse endogenous and exogenous topics all related to English language teaching and learning in Bangladesh and acquaints readers with different perspectives operating from the macro to the micro levels. The theoretical frameworks used are drawn from applied linguistics, education, sociology, political science, critical geography, cultural studies, psychology and economics. The chapters examine how much generalisability the theories have for the context of Bangladesh and how the empirical data can be interpreted through different theoretical lenses. There are six sections in the Handbook covering different dynamics of English language education practices in Bangladesh: from history, policy and practice to assessment, pedagogy and identity. It is an invaluable reference source for students, researchers and policy makers interested in English language, ELT, TESOL and applied linguistics.

Literature in Language Education G. Hall, 2005-09-08 A state-of-the-art critical review of research into literature in language education of interest to teachers of English and of modern foreign languages. There are prompts and principles for those who wish to improve their own practice.

or to engage in projects or research in this area The primary focus is on language of literature reading of literature literature as culture and literature in education

Learner-centered English Language Education David Nunan,2013 This carefully crafted collection provides a snapshot of the evolution of David Nunan s theoretical and empirical contributions to the field of second language education over the last 40 years The volume focuses on the development of his work on second language curricula and in particular the work for which he is best known learner centered education and task based learning and teaching David Nunan has been a language teacher researcher and consultant for 40 years He has lived and worked in many countries principally in the Asia Pacific region but also in the Americas Europe and the Middle East In addition to his research and scholarly work he is the author of several major textbook series for the teaching and learning of English as a foreign Language These texts are based on his task based language teaching approach and are widely used in schools school systems and universities around the world

Opportunities and Constraints of Community Language Teaching Sjaak Kroon,1992 This book presents the results of a case study that as part of the European Communities Comparative Evaluation Project was conducted on the EC Pilot Project Community Languages in the Secondary Curriculum carried out in London Birmingham and Nottingham The case study consists of a document analysis interviews with some of the projects key persons observations in community language classrooms and a mail survey among community language teachers The book strongly argues for giving minority languages a more stable place in the curriculum

Towards a New Paradigm for English Language Teaching Hajime Terauchi,Judy Noguchi,Akira Tajino,2019-10-30 This book proposes a new paradigm for English language teaching based on concepts from English for Specific Purposes ESP research and applications as well as from growing evidence relating pattern recognition to language learning ability The contributors to the volume argue that learners should not try to become proficient all around users of idealistic native like English but instead should be realistic about what they need to acquire and how to go about achieving their specific goals The book discusses the present situation by describing the status quo of English language education in Japan taking into consideration recent trends of CLIL content and language integrated learning EMI English medium instruction and TBLT task based language teaching as well as the work done on the Common European Framework of Reference for Languages CEFR It introduces new movements in ESP in Japan and in other Asian regions covering topics ranging from genre analysis to corpus linguistics and presents application examples of ESP practice in a range of educational situations in Japan from the graduate school level to elementary and middle school contexts It also offers readers application examples of ESP practice in a range of business settings and expands the discussion to the global sphere where EAP and ESP are gaining importance as the number of ELF English as a Lingua Franca speakers continue to increase The book will be of great interest to academics researchers and post graduate students working in the fields of EFL and ESL

Intercultural Language Use and Language Learning Eva Alcon Soler,Maria Pilar Safont Jorda,2007-05-24 Eva Alc n Soler Maria Pilar Safont Jord Universitat Jaume I Spain The main

purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence Bearing this purpose in mind English learners are considered as intercultural speakers who share their interest for engaging in real life communication According to Byram and Fleming 1998 the intercultural speaker is someone with knowledge of one or more cultures and social identities and who enjoys discovering and maintaining relationships with people from other cultural backgrounds although s he has not been formally trained for that purpose Besides possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities In these contexts the objective of language learning should then focus on developing intercultural competence which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction see Alc n this volume This is the idea underlying the volume which further sustains Kramsch s argument 1998 against the native non native dichotomy Following that author we also believe that in a multilingual world where learners may belong to more than one speech community their main goal is not to become a native speaker of English but to use this language as a tool for interaction among many other languages and cultures

The Routledge Handbook of Heritage Language Education Olga E. Kagan, Maria M. Carreira, Claire Hitchens Chik, 2017-03-03 The Routledge Handbook of Heritage Language Education provides the rapidly growing and globalizing field of heritage language HL education with a cohesive overview of HL programs and practices relating to language maintenance and development setting the stage for future work in the field Driving this effort is the belief that if research and pedagogical advances in the HL field are to have the greatest impact HL programs need to become firmly rooted in educational systems Against a background of cultural and linguistic diversity that characterizes the twenty first century the volume outlines key issues in the design and implementation of HL programs across a range of educational sectors institutional settings sociolinguistic conditions and geographical locations specifically North and Latin America Europe Israel Australia New Zealand Japan and Cambodia All levels of schooling are included as the teaching of the following languages are discussed Albanian Arabic Armenian Eastern and Western Bengali Brazilian Portuguese Chinese Czech French Hindi Urdu Japanese Khmer Korean Pasifika languages Persian Russian Spanish Turkish Vietnamese and Yiddish These discussions contribute to the development and establishment of HL instructional paradigms through the experiences of actors on the ground as they respond to local conditions instantiate current research and pedagogical findings and seek solutions that are workable from an organizational standpoint The Routledge Handbook of Heritage Language Education is an ideal resource for researchers and graduate students interested in heritage language education at home or abroad

Resources in Education ,1997 **The Politics of English Language Education and Social Inequality** Maya Kalyanpur, Padmini Bhuyan Boruah, Sarina Chugani Molina, Sunaina Shenoy, 2022-12-30 Based on policy analysis and empirical data this book examines the problematic consequences of colonial legacies of language policies and English language education in the multilingual contexts of the Global South Using a postcolonial lens the volume

explores the raciolinguistics of language hierarchies that results in students from low income backgrounds losing their mother tongues without acquiring academic fluency in English Using findings from five major research projects the book analyzes the specific context of India where ambiguous language policies have led to uneasy tensions between the colonial language of English national and state languages and students linguistic diversity is mistaken for cognitive deficits when English is the medium of instruction in schools The authors situate their own professional and personal experiences in their efforts at dismantling postcolonial structures through reflective practice as teacher educators and present solutions of decolonial resistance to linguistic hierarchies that include critical pedagogical alternatives to bilingual education and opportunities for increased teacher agency Ultimately this timely volume will appeal to researchers scholars academics and students in the fields of international and comparative education English and literacy studies and language arts more broadly Those interested in English language learning in low income countries specifically will also find this book to be of benefit to their research

Handbook of Early Language Education Mila Schwartz, 2022-03-30 This is the first international and interdisciplinary handbook to offer a comprehensive and an in depth overview of findings from contemporary research theory and practice in early childhood language education in various parts of the world and with different populations The contributions by leading scholars and practitioners are structured to give a survey of the topic highlight its importance and provide a critical stance The book covers preschool ages and looks at children belonging to diverse ethno linguistic groups and experiencing different histories and pathways of their socio linguistic and socio cultural development and early education The languages under the scope of this handbook are identified by the contributors as immigrant languages indigenous endangered heritage regional minority majority and marginalized as well as foreign and second languages all of which are discussed in relation to early language education as the key concept of the handbook In this volume early language education will refer to any kind of setting both formal and informal e g nursery kindergarten early childhood education centers complementary early schooling etc in which language learning within a context of children s sociolinguistic diversity takes place before elementary school

Language Education Programs Zia Tajeddin, Carol Griffiths, 2023-09-19 This book delves into the realm of effective language education programs examining them from both macro and micro policy making perspectives It unravels the distinguishing features of exemplary language programs and explores how these programs are implemented in diverse international contexts The book comprehensively explores various facets of language education programs encompassing well crafted language education policies robust curriculum and syllabus design impactful teaching materials effective approaches to English for specific purposes ESP English as a medium of instruction EMI content and language integrated learning CLIL and English as a Lingua Franca ELF informed instruction The book also delves into fruitful school institute university partnerships the judicious use of technology strategies for teacher recruitment and professional development as well as efficient policies for learner assessment among other topics of significance The

contributions within this book are firmly grounded in data incorporating findings from empirical studies The insights provided draw upon valuable data obtained from a range of diverse contexts in which effective language education programs have been implemented

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

Handbook of Research on Teaching the English Language Arts Douglas Fisher, Diane Lapp, 2023-12-22 Now in its fifth edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Literacy Association and the National Council of Teachers of English remains at the forefront in bringing together prominent scholars researchers and professional leaders to offer an integrated perspective on teaching the English language arts and a comprehensive overview of research in the field Reflecting important developments since the publication of the fourth edition in 2017 this new edition is streamlined and completely restructured around big ideas in the field related to theoretical and research foundations learners in context and new literacies Addressing all the language arts within a holistic perspective speaking listening viewing language writing reading it covers new and important topics such as online learning multimodalities culturally responsive learning and more

Educational Research and Innovation Languages in a Global World Learning for Better Cultural Understanding OECD, 2012-04-24 This book examines the links between globalisation and the way we teach and learn languages

Teaching Literature in Modern Foreign Languages Fotini Diamantidaki, 2019-04-04 From plays to poetry Le Petit Nicolas to the Association for Language Learning ALL Literature wiki this book shows trainee teachers of MFL teachers in schools teacher educators how literature can be an essential tool for developing students cultural awareness as well as language skills With contributions from Ruth Heilbronn Jane Jones and other leading scholars it covers a wide range of approaches including looking at how to support students to develop the skills they need to read and discuss texts and how to use stories as a pedagogic tool rather than just a way to develop reading skills Examples of teaching French German Japanese Mandarin and Spanish are used throughout but the book draws together resources and strategies for use in teaching all modern foreign languages Supporting students to develop into creative reflective teachers this book offers support for readers to develop their own tasks for their pupils and questions throughout to keep them engaged and encouraging them to critically engage with the content Seemingly daunting articles are made much more approachable for readers with windows on research which provide a summary of relevant research papers with full reference details for follow up

Whispering the Techniques of Language: An Psychological Quest through **Language Education In The National Curriculum**

In a digitally-driven earth wherever monitors reign great and instant transmission drowns out the subtleties of language, the profound secrets and emotional nuances concealed within words often go unheard. Yet, set within the pages of **Language Education In The National Curriculum** a captivating literary prize blinking with fresh emotions, lies an exceptional journey waiting to be undertaken. Penned by an experienced wordsmith, this enchanting opus attracts viewers on an introspective journey, softly unraveling the veiled truths and profound influence resonating within the very cloth of each word. Within the psychological depths of this touching evaluation, we shall embark upon a honest exploration of the book is primary styles, dissect its fascinating writing type, and yield to the effective resonance it evokes deep within the recesses of readers hearts.

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