Learning to Learn English

A COURSE IN LEARNER TRAINING

Gail Ellis
Barbara Sinclair

Learning To Learn English Learners A Course In Learner Training

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Learning To Learn English Learners A Course In Learner Training:

Learning to Learn English Gail Ellis,Barbara Sinclair,1989 *Learning to Learn English Learner's Book* Gail Ellis,Barbara Sinclair,1989-05-04 A course in learner training which enables students to become more effective learners and take on greater responsibility for their own learning *Learning to Learn English* Gail Ellis,Barbara Sinclair,1993 *Learning to Learn English Teacher's book* Gail Ellis,Barbara Sinclair,1989-06-08 This package provides a systematic course that enables students to become more effective learners and take on greater responsibility for their own learning The Learner s Book is divided into two stages Stage 1 contains activities that focus on styles needs organization and motivation Stage 2 covers various skills that include extending vocabulary dealing with grammar listening speaking reading and writing Learners and teachers can select the skills and strategies they need and plan their own route through the materials The course can be used in conjunction with a regular language course or presented as separate learner training sessions

Teaching & Researching: Language Learning Strategies Rebecca L. Oxford,2013-11-26 Over the past thirty years the field of language learning strategies has generated a massive amount of interest and research in applied linguistics Teaching and Researching Language Learning Strategies redraws the landscape of language learning strategies at just the right time In this book Rebecca Oxford charts the field systematically and coherently for the benefit of language learning practitioners students and researchers Offering practical innovative suggestions for assessing teaching and researching language learning strategies she provides examples of strategies and tactics from all levels from beginners to distinguished level learners as well as a new taxonomy of strategies for language learning In demonstrating why self regulated learning strategies are necessary for language proficiency Oxford integrates socio cultural cognitive and affective dimensions and argues convincingly for the need for conceptual cross fertilization Providing clear and concise explanations of the advantages and limitations of the different approaches this book is full of practical value and theoretical insights The book is designed to guide the reader with the use of a range of features including key quotes and concept boxes preview questions and chapter overviews glossary and end of chapter further readings sources and resources section **Teaching and Learning English in Non-English-Speaking Countries** Shahnaz Shoro,2019-01-29 The English language is currently used as a second or foreign language in those countries which had once been British colonies For example when united India was partitioned into two main countries India and Pakistan it was intended that English would gradually be replaced as the language of administration in both countries However as the countries were also home to several regional languages attempts to introduce a sole official language and abolish English as the second official language have never succeeded In today s world English is the language of the cultural social and political elite offering significant economic political and social advantages to fluent speakers Speakers of the English language automatically enjoy greater social status and have easier access to positions of power and influence Learning and teaching the English language has therefore become a concern for those who

cannot afford to study in native speaking countries or at local expensive English medium schools This book provides various government and non government educational and professional institutions with simple and practical language learning courses which fulfil the requirements of people who want to learn English It will be of great interest to a wide variety of readers including teachers language learners students linguistic departments general readers who are struggling to learn English and professionals who want to overcome the language barrier **Activate Your English Intermediate Teacher's Book** Barbara Sinclair,Philip Prowse,1996 Activate Your English is a short course for adults **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 *Methodology in Language Teaching* Jack C. Richards,Willy A. Renandya,2002-04-08 This comprehensive anthology gives an overview of current approaches issues and practices in the teaching of English to speakers of other languages at elementary secondary and tertiary levels Language Learning Strategies in Independent Settings Stella Hurd,Tim Lewis,2008-10-03 Language learning strategies have been a topic of research for roughly three decades Broadly speaking that research has focused on classroom tuition predominantly at secondary level Increasingly however language learning occurs in independent settings whether at distance on Institution Wide Language Programmes IWLPs or in virtual environments Success in independent language learning is achieved by autonomous individuals with a capacity for self regulation Yet we still know relatively little about the specific means they use to learn effectively whether in terms of the affective strategies they employ to sustain motivation the metacognitive strategies required for planning monitoring and evaluating their learning or the specific cognitive strategies applied to difficult learning tasks These are all discussed and evaluated in Language Learning Strategies in Independent Settings Age and the Acquisition of English as a Foreign Language María del Pilar García Mayo,María Luisa García Lecumberri,2003-05-21 This book provides an overview of current research on the age factor in foreign language learning addressing issues which are critical for language planning It presents new research on foreign language learning within bilingual communities in formal instruction settings focussing on syntax phonology writing oral skills and learning strategies

Using Student-centered Methods with Teacher-centered Students Marilyn Lewis,Hayo Reinders,2008 This book has a clear message for classroom teachers student learning improves when teachers introduce their students to strategies for learning as well as teaching them specific language skills In practice however many of the students themselves are more teacher centered finding it easier and preferable to depend on their teachers rather than to take on greater responsibility for their own learning especially if their educational and cultural backgrounds have not prepared them for this new role Using Student Centered Methods with Teacher Centered Students is packed with suggestions for bringing about a successful match between teachers preferred ways of teaching and learners preferred ways of learning while gradually encouraging increased learner autonomy The original edition of this book has been widely used by English language teachers worldwide This new edition offers many fresh ideas particularly in the area of technology in language learning and teaching **Exploring English Language Teaching** Graham Hall,2017-09-18 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics primarily designed for those entering postgraduate studies and language professionals returning to academic study The books take an innovative practice to theory approach with a back to front structure This leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations Additional features include tasks with commentaries a glossary of key terms and an annotated further reading section Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective The book addresses four central themes within English language teaching Classroom interaction and management Method Postmethod and methodology Learners and the Institutional frameworks and social contexts of ELT For each the book identifies key dilemmas and practices examines how teachers and other language teaching professionals might intervene and deal with these concerns and explores how such issues link to and inform applied linguistic theory This second edition has been extensively revised and updated to explore the latest practical developments and theoretical insights in the field of ELT With new material including expanded discussions of CLIL the role of new technologies in ELT and the teaching of large classes in difficult circumstances and with an updated glossary and suggestions for additional reading this is an indispensable textbook for language teachers and students studying in the areas of Applied Linguistics Language Teacher Education and ELT TESOL **Trames** ,1998 The Study of Second Language Acquisition Rod Ellis,1994 This thorough introduction to second language research provides a comprehensive review of the research into learner language internal and external factors in language acquisition individual differences and classroom second language learning *Frontiers of Language and Teaching: Proceedings of the 2010 International Online Language Conference (IOLC 2010)* Azadeh Shafaei,2010-12-27 This collection is comprised of papers submitted to the 3rd International Online Language Conference IOLC held in September 2010 IOLC 2010 was a two day conference which aimed to provide a forum for academics

practitioners experts and students to debate current international issues and challenges in the broad area of language learning and teaching This annual world renowned conference takes place over the internet allowing participants to save accommodation and flight expenses and at the same time helping to save our planet by reducing CO2 emissions All submitted papers went through a double blind review process before a decision was made This was to ensure the quality level of the conference is kept high   Process and Experience in the Language Classroom Michael Legutke,Howard Thomas,Christopher N. Candlin,2014-06-06 Process and Experience in the Language Classroom argues the case for communicative language teaching as an experiential and task driven learning process The authors raise important questions regarding the theoretical discussion of communicative competence and current classroom practice They propose ways in which Communicative Language Teaching should develop within an educational model of theory and practice incorporating traditions of experimental and practical learning and illustrated from a wide range of international sources Building on a critical review of recent language teaching principles and practice they provide selection criteria for classroom activities based on a typology of communicative tasks drawn from classroom experience The authors also discuss practical attempts to utilise project tasks both as a means of realising task based language learning and of redefining the roles of teacher and learner within a jointly constructed curriculum   Teaching English to Students from China Gek Ling Lee,2003 This text provides teachers of English to Chinese students with information on the linguistic cultural and pedagogical backgrounds of these students It analyses the importance of this background and offers information on successful classroom teaching methods and student learning strategies   **Contemporary Perspectives in English Language Studies: Linguistics and Literature (Penerbit USM)** Sarjit Kaur,Shakila Abdul Manan,2014-11 Discussing contemporary perspectives and new developments in the field of English language studies has gained ascendancy in view of the fact that such concerns about learning and teaching English make important contributions to society Such discussions are of critical importance in today s globalised societies and more needs to be done towards collaboratively presenting the growing wealth of quality research in linguistics and literature Linguists and scholars continue to champion the need to interrogate the discourse of literary and language texts using a number of critical frameworks that help sensitise readers to the ideological nature of literary discourse and the ways in which certain dominant ideas of nation race ethnicity and gender are ratified or challenged Readers need to be constantly challenged to think interpret and evaluate differing views and perspectives The collection of chapters in this book explores contemporary issues and perspectives in linguistics and literature among educators and researchers whose primary focus is to examine the manner in which English is used for various educational purposes from traditional curriculum demands to answering broader questions about human knowledge global citizenship and social engagement   Forum ,1982

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