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both for undergraduate and graduate students and for scholars in language, linguistics, education, media and communication studies. In Language and Learning in the Digital Age, linguist James Paul Gee and

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educator Elisabeth Hayes
deal with the forces
unleashed by today's digital
media, forces that are
transforming language and
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complementary to the skills
development which includes
learning about and through

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Language that is going on elsewhere in the curriculum. It supports generic literacy skills and facilitates the revisiting and consolidation of concepts and skills learned in the first language. Learning a

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we have a deductive approach

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to the intonations, phonology, morphology, syntax of the target language. This happens when we start being schooled in this language, when we learn to read and write. Reading and writing are not skills

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that come naturally. They are not intuitive. We need to learn that signs (letters and letter combinations) represent a sound, that by combining them we form words that have a meaning, which we can use to convey our

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provides training and
resources to support all
those working with children

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speech, language and
communication needs.

Developed in 2000 by Sue

Hayden, specialist teacher

and Emma Jordan, specialist

speech and language

therapist, Language for

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Learning is a Worcestershire
joint health and education
non-profit making project
managed within
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Care NHS Trust.

Language for Learning

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Language education – the process and practice of teaching a second or foreign language – is primarily a branch of applied linguistics, but can be an interdisciplinary field.

There are four main learning

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education: communicative
competencies, proficiencies,
cross-cultural experiences,
and multiple literacies.

Language education -
Wikipedia

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According to several linguists, neurocognitive research has confirmed many standards of language learning, such as: "learning engages the entire person (cognitive, affective, and psychomotor domains), the

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human brain seeks patterns
in its searching for
meaning, emotions affect all
aspects of learning,
retention and recall, past
experience always affects
new learning, the brain's
working memory has a limited

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Capacity, lecture usually
results in the lowest degree
of retention, rehearsal is

...

Language acquisition -
Wikipedia

The Common European

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Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is exactly what its title says it is: a framework of reference. It was designed to provide a transparent, coherent and comprehensive

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basis for the elaboration of
language syllabuses and
curriculum guidelines, the
design of teaching and
learning materials, and the
assessment of foreign
language ...

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The main difference between
Language Acquisition and

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Language Learning is that Language Acquisition is the manner of learning a language by immersion. It provides the student with the practical knowledge of the language, for example, the student might not know

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the grammar rule but is

still able to immaculately converse with a native.

Whereas, language learning focuses on providing theoretical knowledge of a language.

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Difference between Language
Acquisition and Language
Learning

Language for Learning in the
Secondary School comes
complete with a wealth of
photocopiable resources and
activities, giving teachers

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and teaching assistants the confidence to help students with speech, language and communication needs more effectively in mainstream settings. It will also be an extremely useful resource for specialist teachers,

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therapists and educational
psychologists.

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Learners' home language in

the classroom promotes a smooth transition between home and school. It means learners get more involved in the learning process and speeds up the development of basic literacy skills. It

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also enables more flexibility, innovation and creativity in teacher preparation.

Why schools should teach young learners in home language ...

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Language is the base for
all learning and therefore
the major focus of primary
grades should be to develop
strong language skills in
children. This course
provides teachers with many
ways to develop language and

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Literacy skills without a
prescriptive design.

LLF - Language and Learning
Foundation

Conversation-for-learning is
a pedagogical arrangement
set up with a view to

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maximizing the potential
benefit of interaction for
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participants for
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are recruited for their
relative expertise in the
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is often characterized by
asymmetries in knowledge and
language expertise.

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is an opportunity to learn what other language teachers are doing and to reflect on insights which might inform our own work. Engagement with evidence-informed practice is an expectation for teachers (DfE, 2012) and

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is a central component of the new Mentor Standards (DfE, 2016) as well as other professional accreditation routes e.g. NPQSL.

Learning from the Classroom
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••• Rosetta Stone is a professional-grade service for language learning, but they offer a free app meant specifically to help travelers learn basic words and phrases. There are

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dozens of pictures tied to common phrases that are spoken to you in the language you're wanting to learn, and you have to repeat the words back to practice your pronunciation.

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In principle, the learning

of any language or of

LANGUAGE itself; in

practice, in LANGUAGE

TEACHING and APPLIED

LINGUISTICS, the term is

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usually limited to the learning of foreign languages. The psychological and neurological nature of such learning is not known, but some general statements can be made about its educational and social

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