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Sagimbayeva J.,Moldakhmetova G.,Kurmanayeva D.,Tazhitova G.,Kassymbekova N.,Smagulova B.,Tusselbayeva Zh.,Tussupova G.,Ustelimova N., Collective monograph Experience and perspectives of teaching foreign languages at the L N Gumilyov Eurasian National University is a wide range of practical fragments where the main scientific directions developed by the teachers of the department in the field of methodology and practice of teaching foreign languages are presented in an integrated form

The Use of Pop Songs in the EFL Classroom

Ornerová Lenka,2011-03-09 Inhaltsangabe Introduction I have chosen the topic of using pop songs in the EFL classroom because I strongly believe that working with pop songs is a highly motivational device When I was a student at a lower and upper secondary school listening to songs in English classes was my favourite activity I have always wanted to be able to understand the lyrics of songs I listened to Later I realized that I have learned a lot from listening to pop songs and analyzing their lyrics Therefore in my diploma project I would like to prove that using pop songs is a highly motivational device in teaching English with instructional value and that students enjoy working with pop songs The theoretical part of this diploma project is based on relevant sources of background literature In the first two chapters the use of songs is described with regard to motivation and the Multiple Intelligences Theory The third and fourth chapter deal with the reasons for using songs and their classification In the last two chapters of the theoretical part pedagogical principles of using pop songs in class as well as the pros and cons of teaching through pop songs are presented The practical part is based on the findings of three surveys I have conducted in the field of using songs in the EFL classroom In the first part of the research I present an analysis of questionnaires which I distributed among English teachers at lower and upper secondary schools and grammar schools In the second part of the research I describe students attitudes to pop song based lessons which I taught during my teaching practice at grammar schools In the third part of the research I analyze the types of songs presented in commonly used textbooks at lower and upper secondary schools In addition I present a self developed teaching material containing a list of pop songs suitable for the EFL classroom In the last part of the practical part I answer the research questions and provide some implications for my own teaching Inhaltsverzeichnis Table of Contents ABBREVIATIONS AND DEFINITIONS ABSTRACT INTRODUCTION9 THEORETICAL PART 1 MOTIVATION10 1 1Definition of motivation10 1 2Different kinds of motivation11 1 3Motivation in second language acquisition learning vs foreign language learning12 1

4Sources of motivation in the EFL classroom14 2 MULTIPLE INTELLIGENCES16 2 1The categories of intelligence17 2 2The implications of MI theory for ELT19 2 3Musical

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advancements of today yet they cannot take part in the same foreign language education As sign language users lip readers or persons relying on hearing aids or cochlear implants in their everyday communication they need special support in learning a foreign language This book has been written by teachers and researchers involved in teaching English as a foreign language EFL to deaf and hard of hearing students in various different European countries including the Czech Republic France Hungary Norway Poland and Serbia The chapters mirror both the authors personal journeys through this field and give insight into various aspects of empirical research into the foreign language acquisition of hearing impaired learners They discuss mainly the issue of specific methodology for teaching EFL vocabulary grammar reading writing and speaking to deaf and hard of hearing persons and the challenge of effective communication during the classes via sign language cued speech or the oral approach Special chapters are also devoted to EFL teachers experience in special schools for the deaf Educators interested in practical advice responses to challenges and worked out solutions to problems will particularly welcome this book as a useful source of ideas It will also help novice teachers embarking on their careers in English language education for deaf and hard of hearing children and adults

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Variability and Stability in Foreign and Second Language Learning Contexts Liliana Piasecka, Ewa Piechurska-Kuciel, 2011-12-08 This book contains a wide spectrum of topics organized within a relatively fixed framework of Applied Linguistics theory and practice revolving around the concepts of stability and variability that capture the dynamic nature of the phenomena characterizing language learning and teaching The primary strength of individual chapters lies in the fact that the vast majority report original empirical studies carried out in diverse second foreign language learning contexts investigating interesting issues across various nationalities ages educational and professional groups of language learners and teachers The issues under scrutiny entail the classic recurrent topics related to language learning and teaching such as communicative competence input orality and literacy learner characteristics and strategies and teacher development to mention just a few In addition recent arrivals to borrow a marketing metaphor are also present as the authors consider learning and teaching implications resulting from the status of English as a language of international communication and discuss related concepts of intercultural competence along with language learners identity and creativity The multilingual and multicultural contributors to the present volume are researchers foreign and second language learners and teachers themselves who offer the reader a range of methodological designs that have been successfully used in Applied Linguistics research The framework of stability and variability suggests that changes leading to progress and development derive from stable foundations that account for the sense of continuity and belonging in applied linguists communities of practice

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Table of Contents New English File Intermediate Third

1. Understanding the eBook New English File Intermediate Third
 - The Rise of Digital Reading New English File Intermediate Third
 - Advantages of eBooks Over Traditional Books
2. Identifying New English File Intermediate Third
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in a New English File Intermediate Third
 - User-Friendly Interface
4. Exploring eBook Recommendations from New English File Intermediate Third
 - Personalized Recommendations
 - New English File Intermediate Third User Reviews and Ratings
 - New English File Intermediate Third and Bestseller Lists

5. Accessing New English File Intermediate Third Free and Paid eBooks
 - New English File Intermediate Third Public Domain eBooks
 - New English File Intermediate Third eBook Subscription Services
 - New English File Intermediate Third Budget-Friendly Options
6. Navigating New English File Intermediate Third eBook Formats
 - ePub, PDF, MOBI, and More
 - New English File Intermediate Third Compatibility with Devices
 - New English File Intermediate Third Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of New English File Intermediate Third
 - Highlighting and Note-Taking New English File Intermediate Third
 - Interactive Elements New English File Intermediate Third
8. Staying Engaged with New English File Intermediate Third
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers New English File Intermediate Third
9. Balancing eBooks and Physical Books New English File Intermediate Third
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection New English File Intermediate Third
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine New English File Intermediate Third
 - Setting Reading Goals New English File Intermediate Third
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of New English File Intermediate Third
 - Fact-Checking eBook Content of New English File Intermediate Third
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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