

Teaching French Grammar In Context Theory And Practice

Vis-à-vis engages students with its unique integration of contemporary culture and communicative building blocks, providing tools to build a solid foundation in introductory French. Building communicative competence with Vis-à-vis One of the major challenges of the introductory language course is to give each student ample exposure to the language and sufficient opportunity to practice speaking, both in and out of the classroom. To parallel print versions of the text and Workbook/Laboratory Manual, we offer the same content on the Connect platform, where students have full access to the eBook, online Workbook/Laboratory Manual activities, LearnSmart, and all accompanying audio and video resources. In Vis-à-vis, the following resources work together to promote communicative competence: Interactive vocabulary presentations (Paroles) include audio recordings, allowing students to listen, record, and practice new vocabulary outside of class. Interactive activities for vocabulary and grammar, many of which are auto-graded, give students the opportunity to complete their assignments and come to class better prepared to participate in paired and group activities. Prononcez bien! activities include a recording feature and provide students with opportunities for discrete-word and contextualized practice that help students develop confidence in their speaking abilities. Recordings of lively mini-dialogues featuring the blog characters give students a spirited introduction to the new grammatical structure in context. Seventeen Grammaire interactive tutorials, each with a brief practice quiz, focus on structures that students typically struggle with, such as passé composé vs. imparfait. LearnSmart modules for vocabulary and grammar are available specifically for Vis-à-vis. This powerful adaptive tool helps students pinpoint their weaknesses and gives them an individualized study program based on their results. Audio prompts for vocabulary and grammar help students strengthen both their listening and writing skills. With these powerful tools, students have many opportunities to build their communicative skills, and instructors save valuable class time for interactive practice. Building cultural competence with Vis-à-vis The program's meaningful and extensive exploration of the rich culture of France and the Francophone world is fully supported throughout the program. Each four-chapter segment of Vis-à-vis focuses on a new French or Francophone character and region. The personal online journal entries in Le blog de..., the related Reportage, and the Bienvenue... readings that precede Chapter 1 and follow Chapters 4, 8, 12, and 16, expose students to contemporary language and the vast diversity of life and culture in France, Canada, Tunisia, and beyond. Le videoblog de... and the stunning Bienvenue video segments feature the bloggers and give students a window into the sights and sounds of eight different French-speaking regions/countries including France, Martinique, and Tahiti. Each video is accompanied by comprehension and cross-cultural comparison activities that encourage students to make connections between their culture and those of the French-speaking world. A brand-new feature has been added below the Reportage, entitled Le Micro-trottoir. Le micro-trottoir provides students a chance to see everyday language in action through recorded "man-on-the-street" interviews featuring a diverse group of people. The interview questions are provided in the text and students will hear the interviewees respond to these questions in the video. Instructors can use these questions as a pre-viewing activity or have students ask and answer them after they watch the video. Additional activities based on the interviews are available in Connect. In the 7th edition, we also added a new feature entitled Sondages to all even-numbered chapters. Sondages are culture-based activities in which students look at statistics about French life and compare to their own lives. The results could serve as a basis for an end-of-semester cross-cultural comparison project.

In this contrastive French-English grammar, the comparisons between French structures and their English equivalents are formulated as rules which associate a French schema (of a particular grammatical structure) with its translation into an equivalent English schema. The grammar contains all the rules giving the English equivalents under translation of the principal grammatical structures of French: the verb phrase, the noun phrase and the adjuncts (modifiers). In addition to its intrinsic linguistic interest, this comparative grammar has two important applications. The translation equivalences it contains can provide a firm foundation for the teaching of the techniques of translation. Furthermore, such a comparative grammar is a necessary preliminary to any program of machine translation, which needs a set of formal rules, like those given here for the French-to-English case, for translating into a target language the syntactic structures encountered in the source language.

In this contrastive grammar the comparisons between French and English structures are formulated as rules which associate a French schema with its translation into an equivalent English one. In doing so, the text presents the general principles needed to build a new translation procedure.

The workbook contains user-friendly grammar explanations in clear English that are accessible to students who are not familiar with grammar rules and terminology. The structure of the program (grammar in the workbook and activities in the student text) allows students to work independently on learning to use grammar in context while providing more flexibility for professors to concentrate on other points of emphasis, such as vocabulary development, extended discourse, and cultural comparisons. Filled with creative activities that inject levity and well as simplicity, students are encouraged to produce sentences that target form but are also encouraged use language creatively and to personalize language by expressing their own opinions in exercises.

The Cahier d'activités follows the organization of the main textbook. This workbook/laboratory manual contains a variety of written and oral exercises and activities that students can use to practice the seven communicative functions with all four skills: writing, reading, listening, and speaking. For use with the Audio CD Program (for student purchase), or with the Audio Program available for free from the Online Learning Center.

Teaching French Grammar in Context Theory and Practice Yale University Press

Organized by such common subject categories as home, health, and work, a colorful, illustrated bilingual dictionary covers more than six thousand words and phrases.

Excerpt from Key to the First French Book: Containing the Pronunciation, Translation and Grammar of the French Text, With Explanation of Idioms In a book designed for self-instruction, it may seem absurd to state at the outset that a speaking knowledge of a language can hardly be obtained from books. It is evident that a language consists of sounds and that one can no more learn a sound from an explanation than one can get a correct idea of a flavour from a description a sound must be heard, a colour seen, a flavour tasted, an odour smelled. There are hardly any sounds in one language perfectly identical with those of another language; there is merely a more or less close resemblance between them; you must therefore hear the foreign sounds before you can produce them correctly. Phonographs will not do for this purpose, not only because their reproduction of at least some sounds is rather imperfect, but also because the ear makes the foreign sounds similar to those with which it is familiar in your mother tongue, unless a teacher draws your attention to the peculiarity of that particular sound and drills you until you hear it and utter it correctly. Furthermore, in order to understand and speak a language, the sounds reaching the ear must be so intimately connected with the mental impressions (ideas) that the latter are spontaneously and immediately made or awakened as soon as the former is heard, and the ideas in their turn must, through direct connection with the organs of speech, cause the proper expression to be immediately on your tongue's end. The normal way of learning a foreign language is, therefore, to have a native teacher (or, still better, several teachers alternating) who speaks to you and makes you speak the foreign language only, teaching the expressions of concrete meaning by object lessons, those of abstract meaning through association (context), grammar and idioms through examples and practical drill. These principles form the basis of the Berlitz Method. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art

technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works.

Essay from the year 2004 in the subject American Studies - Linguistics, grade: 13 out of 16, University of Bedfordshire (Luton Business School), 11 entries in the bibliography, language: English, abstract: The grammar-translation method (GTM) to teach foreign languages dominated from the mid-nineteenth century to the beginning of World War Two and it is still used in some countries today. In the late eighteenth century, Prussia in Germany was the first place which began to establish GTM as the main method to teach a second language (L2) at national high schools, known as Gymnasiums. As Howatt (1997, p.131) stated the method took "... an almost impregnable position as the favoured methodology of the Prussian Gymnasien after their expansion in the early years of the nineteenth century". Indeed GTM was in the mid-nineteenth century the only widely used teaching method in the schools, not only in Germany also in other European countries. Originally it was used to teach Greek and Latin. Five hundred years ago Latin was the "official" or main language of education, religion, business and authorities in Europe. After political changes in Europe Latin changed gradually (a process of more than three hundred years) from a living language to "a school curriculum language" and was replaced by English, German, French or Italian as the main language for communication purposes (Richards and Rodgers, 1997). In the mid-nineteenth century, Latin remained as an important subject in education for the upper class. For centuries Latin was taught to understand the fundamentals of grammar and translation in order to read or interpret Latin texts. Most of the students who were taught Latin were very well educated and therefore it was easier for them to learn a different language. It was thought that the same teaching method to teach Latin could be used to teach other foreign languages such as German, French or English. The same method to teach very well educated people should suit to teach younger learners as well. In the mid-nineteenth century the main aim was to learn a L2 for the purpose of gaining access to its literature in order to develop the learner's minds mentally. Due to this historical background GTM is also known as the traditional or classical method, as the grammar school method or in America as the Prussian method. Along with industrialisation more opportunities for communication had been arising especially in Europe and consequently new methods for language teaching were developed in order to meet the needs of the new class of language learners (Howatt, 1997).

This volume brings together theoretical perspectives and empirical studies in second language (L2) acquisition and bilingualism and discusses their implications for L2 pedagogy. The book is organized into three sections that focus on prominent linguistic and cognitive theories and together provide a compelling set of state-of-the-art works. Part I consists of studies that give rise to innovative applications for second language teaching and learning and Part II discusses how findings from cognitive research can inform practices for L2 teaching and learning. Following these two sections, Part III provides a summative commentary of the theories explored in the volume along with suggestions for future research directions. The book is intended to act as a valuable reference for scholars, applied linguists, specialists in pedagogy, language educators, and anyone wishing to gain an overview of current issues in SLA and bilingualism.

Crown House Publishing is working closely with WJEC to ensure endorsement of a new series of textbooks for modern foreign languages. The textbooks cover the reformed GCSEs for Wales, which will be taught from 2016 and awarded for the first time in 2018. There are three new textbooks, covering the French, German and Spanish GCSE qualifications that have been designed in conjunction with examiners, specification developers and experienced teachers to support learners through the challenges of the new specifications. The textbooks offer engaging and relevant content and provide comprehensive coverage of the WJEC themes and sub-themes, incorporating all of the new exam components, including: $\pounds\pounds$ Literary and authentic texts $\pounds\pounds$ Listening and reading tasks that correspond to the regulator's requirements $\pounds\pounds$ Role plays, photo cards and conversation questions $\pounds\pounds$ Translation (from and into each language) $\pounds\pounds$ Increased focus on grammar $\pounds\pounds$ Opportunities for stretch and challenge

This book contains an explanatory treatment of the core areas of difficulty for the English speaking learner of French. It deals with the key issues in tense formation and use and verbal structures and processes such as negation, passives and subjunctives along with a highly exemplified treatment of pronouns and a section dealing with adjectives and other elements of the grammar. It fills a gap between general text books of French in which grammatical issues are frequently treated piecemeal and scattered throughout the book in between more communicative information on one hand and exhaustive reference grammars aimed at graduate and research students on the other which would be beyond the level of intellectual maturity of most school children and some non-specialist undergraduates. It has the advantage of treating each grammatical issue in detail but without being too long-winded, explaining the systems and processes which underlie the facts of the language. The emphasis is on explanation and not merely the listing of facts, enabling the learner to master the system and become an independent user of the language. It could be used highly successfully either as a classroom aid alongside the more usual textbooks which are organized typically around topics and themes in society or for self-study for the committed individual learner of any age. There are extensive exercises and answers for all topics covered.

This volume offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion-type classrooms. It includes new work by both new and established scholars in educational scholarship, second language acquisition, and sociolinguistics, as well as in a variety of languages, countries, and educational contexts. Through its focus at the intersection of theory, practice, curriculum and policy, the book demands a reconceptualization of code-switching as something that both proficient and aspiring bilinguals do naturally, and as a practice that is inherently linked with bilingual code-switching.

An overview of current issues and developments in foreign language education, designed for instructors of language, literature, and culture at any stage of their careers A contemporary guide to language teaching, this book presents the latest developments and issues in the field of applied linguistics. Written by scholars with expertise in theoretical linguistics, literary and cultural studies, and education, the book encourages readers to examine their beliefs about language teaching and to compare these perspectives with the tenets of current research-supported frameworks and approaches. It also leads instructors to make vital connections between theory and practice while linking language and content pedagogy so that they may develop innovative lesson plans, classroom activities, and course materials that align with the specific contexts in which they teach. Serving as a textbook for teaching methods courses, as well as a reference for instructors with varying levels of experience and diverse specializations, the book is applicable to all levels of instruction and provides guidelines and models that prepare instructors to teach in a rapidly evolving field.

"Something needs to be done about grammar." Katz and Blyth have written this book with the hope of changing the way French instructors teach and conceive of grammar. Intended to help teachers and teacher trainers develop an understanding of French discourse that is grounded in recent theoretical and sociolinguistic research, this book is devoted to informing teachers-in-training, as well as experienced teachers, about cutting-edge methods for teaching grammar. It also describes the grammatical features of the French language in its social context. At the

same time, it provides suggestions for applying such abstract knowledge in practical pedagogical ways, for example, how to structure grammatical explanations, devise classroom activities, and take advantage of resources that give students greater exposure to French as it is truly used in various discourse environments.

This advanced level course book teaches stylistic variations of modern French grammar using examples from films and interviews as well as other authentic texts. Written entirely in French, it focuses on the most difficult grammar points and their usage, rather than on their formation. Variations stylistiques includes an abundance of oral and written exercises that are practical, relevant, creative, and fun, encouraging students to use the grammar in meaningful contexts. By highlighting the many linguistic variants employed by native speakers, Dansereau provides an engaging alternative to traditional French grammar textbooks. An ancillary Web site features quizzes and other valuable resources for instructors.

Teach foreign language effectively with TEACHER'S HANDBOOK: CONTEXTUALIZED LANGUAGE INSTRUCTION! Designed to prepare you to teach foreign language, this fifth edition handbook incorporates the Standards for Foreign Language Learning in the 21st Century, recently refreshed as World-Readiness Standards for Learning Languages. It provides a practical framework for integrating the Five C's and ACTFL-NCSSFL Can-Do Statements into foreign language teaching, as well as case studies of beginning teachers as they learn to navigate the complexity of being on the other side of the desk. Mastering the material is easy with examples of communication in authentic settings, thoughtful case studies, extensive appendices, and a text-specific website with links to teacher resources and streaming video of standards-based instruction. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Voilà! Learning French just got a whole lot easier. Interested in learning or refreshing your French but feel your language skills are less than extraordinaire? No need to worry! With French Demystified you'll quickly build up your repertoire and be able to understand the language and communicate effectively. Beginning with familiar French cognates and a review of basic French pronunciation, this book covers key grammar fundamentals such as common verb tenses, nouns, pronouns, and gender. You'll build your French vocabulary with essential words and phrases and quickly master this challenging yet lyrical language. Test yourself at the end of every chapter for reinforcement that you're fast on your way to speaking, writing, and understanding French. This fast and easy guide features: Clear and straightforward explanations of French grammar fundamentals Numerous examples that place new words in practical context Helpful writing and speaking exercises that bring the French language to life Coverage of everyday topics as well as conversational expressions Quizzes at the end of each chapter to reinforce new material Simple enough for a beginner but challenging enough for a more advanced student, French Demystified is your shortcut to mastering this engaging language.

Do you want to communicate easily and freely in French? By studying and practising French grammar you'll understand how the language really works and be able to speak French with clarity and ease. This French workbook offers a range of clear and effective learning features. Maps from A1 to B2 of the Common European Framework of Reference (CEFR) for languages 200 activities across a range of grammar and vocabulary points Unique visual verb tenses timeline and infographics for extra context Personal tutor hints and tips - help you to understand language rules and culture points Learn to learn section offers tips and advice on how to be a good language learner 25 short learning units each contain: communication goals to guide your studies grammar explanations with embedded exercises vocabulary presentations and activities reading sections to consolidate your learning

One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction. Does it make a difference? How do we teach grammar in the language classroom? Is there an effective technique to teach grammar that is better than others? While some linguists address these questions to develop a better understanding of how people acquire a grammar, language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom. The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks during their teaching. It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices.

This reference work deals with all aspects of language teaching and learning and offers a comprehensive range of articles on the subject and its history. Themes covered include: methods and materials; assessment and testing and related disciplines.

Recent SLA research recognizes the necessity of attention to grammar and demonstrates that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context. Designed specifically for second-language teachers, this text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option. Each chapter includes a description of the option, its theoretical and empirical background, examples of activities illustrating in a non-technical manner how it can be implemented in the classroom, questions for reflection, and a list of useful resources that teachers can consult for further information.

"The Teacher's grammar of English enables English language teachers and teachers-in-training to fully understand and effectively teach English grammar. With comprehensive presentation of form, meaning, and usage, along with practical exercises and advice on teaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

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