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don t let them drop spanish a major growing concern in schools is the decline in the number of language students and the impact this could have on your department which is why we ve

developed as the only course to captivate all your students and help keep Spanish alive in your school

This book brings together research on second language pragmatics in the underexplored context of EFL primary classrooms presenting studies from Croatia, Cyprus, Germany, Norway, Spain and the Netherlands. The book offers a rich exploration of different topics such as learners' pragmatic performance, awareness and development, learners' and teachers' views on pragmatic instruction and investigations concerning material use and lesson planning. The studies feature a range of data sources including animated films, arts-based instruction, classroom discourse, narrated picture-based tasks, questionnaires and interviews, introducing the reader to a wealth of opportunities for young learners' engagement with pragmatics. Being the first edited volume to provide an overview of the rapidly growing area of young learner pragmatics, it will be of great interest to researchers, graduate students and language teachers.

Includes part 1 number 2 books and pamphlets including serials and contributions to periodicals July-December.

This book allows readers to explore the inner workings of a hybrid class from the perspectives of two instructors with different pedagogical orientations. From the students' perspectives, including learning outcomes and immediately practical teaching tools, the authors meet the challenge of how to preserve pedagogy and content while making good use of digital tools and online opportunities. Language teachers at the secondary and postsecondary level will enjoy the authors' first person narrative of the creation of a pedagogically sound hybrid course, practical examples from their courses as well as student learning outcomes and feedback on the various technological activities during a year long study of the authors' hybrid courses. They used a mixed methods design to answer these questions: How does a hybrid course change our teaching? How does the hybrid course affect student learning experiences? What technology-based activities are most effective in our hybrid course?

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