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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

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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

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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.

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This workbook accompanies the thoroughly revised third edition of Integrated Korean: Intermediate 1, the third volume of the best-selling series developed collaboratively by leading classroom teachers and linguists of Korean. All the series' volumes have been developed in accordance with performance-based principles and methodology--contextualization, learner-centeredness, use of authentic materials, usage-orientedness, balance between skill getting and skill using, and integration of speaking, listening, reading, writing, and culture. Grammar points are systematically introduced in simple but adequate explanations

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and abundant examples and exercises. Each situation/topic-based lesson of the main texts consists of model dialogues, narration, new words and expressions, vocabulary notes, culture, grammar, usage, and English translation of dialogues. In response to comments from hundreds of students and instructors of the second edition, this new third edition features an attractive color design with new photos and drawings and lesson and vocabulary exercises that have been fully reorganized. Each lesson contains a conversational text (with its own vocabulary list) and a reading passage. The accompanying workbook--available online as well as in paperback--provides

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students with extensive skill-using activities based on the skills learned in the main text.

Integrated Korean is a project of the Korean Language Education and Research Center (KLEAR) with the support of the Korea Foundation. In addition to the five-level Integrated Korean textbooks and workbooks, volumes include Korean Composition, Korean Language in Culture and Society, Korean Reader for Chinese Characters, Readings in Modern Korean Literature, A Resource for Korean Grammar Instruction, and Selected Readings in Korean. Audio files for this volume may be downloaded in MP3 format at <https://kleartextbook.com>

Jas Herzog is a normal seventeen

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year old girl living in Gorizia, a small town on the border with Slovenia. She has long blond hair, intense dark eyes; she has an Italian girlfriend she tells everything to and big dream: to join her best friend Nick's team of investigators. As she waits for this dream to become a reality, and for her training to be completed, she goes to school like every other girl her age, with days of boredom and exams which she tries to avoid in any way she can. When Spela, one of the student at the school is attacked and ends up in a coma, panic spreads among the students' families. The old fear of the different, of the "foreigner" comes back to haunt them, creating a climate of distrust and tension. Jas doesn't

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give up and, together with her fellow students, will do all she can to stop ancient resentments from exploding again and to bring the culprits to justice.

NEW EDITION!!Well... it seems that these animals don't want to take their medicine! But step by step, each one discovers that taking medicine is very important for the animals, as well as for the children!A funny way to learn and a funny way to teach. As everyone knows how difficult it can be to explain to young children how important it is to take medicine...---THE BOOK OF THE ANIMALS:FUN LEARNING FOR CHILDREN AND PARENTSWhat are certainly the most occurring moments in a parent's life? When

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their child doesn't want to wash, eat, sleep, go to school, share, take medicine, get vaccinated... And what can a parent answer to these refusals? The successful "Book of The Animals" bilingual children's books series was created with the aim to help both parents and children to discover the benefits of washing, eating, sleeping, going to school, sharing, taking medicine, getting vaccinated... in a fun as well as educational manner. Since the books are also bilingual, parents will enjoy the teaching and the interactivity they can gain from reading them with their children. THE AUDIENCEThe books are geared towards children aged 2-5, before elementary/primary school. They will likely be bilingual

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children whose parents want to encourage the learning of their two current languages. They will also be children whose parents want to teach a language at a young age. Some teachers have also been using the books of the series as a way to teach a second language to children, with themes easy for them to both understand and memorise.

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School!" (2011)- Ep.5. "These Animals... Don't Want to Share!" (2011)- Ep.6. "These Animals... Don't Want to Take their Medicine!" (2012)- Ep.7. "These Animals... Don't Want to Get Vaccinated!" (2012)The books are all available in either bilingual or monolingual versions:- Bilingual versions: English-French, English-Portuguese, English-Italian, English-Spanish, English-Swedish, English-Creole, English-Japanese...More versions still to come!Check out the official website: www.TheBookOfTheAnimals.comREVIEW"The Book of the Animals is a planned series of illustrated books for young children. [...] These delightful books tell the story of what happens when the animals in the

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stories, like many young children, don't want to eat and don't want to wash...The books are very suitable both for reading to young children and for older children to use to learn to read in both languages. They might even persuade them to wash and eat their dinner!The repetitive structure is supportive of children learning new words and the illustrations work well alongside the text to help understanding of unfamiliar words.I can easily imagine young children demanding repeat readings and enjoying learning the text by heart as many children do with favourite stories. Children learning to make up and write their own stories might well want to write a personalised version,

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using the structure as a prop. I think the stories would work well both in the home and in the classroom." (Review published in The Cass School of Education, by Dr Raymonde Sneddon, Research Fellow for "The Cass School of Education" at the University of East London, and Honorary Research Fellow of Birkbeck College, in the Department of Applied Linguistics) SUPPORT 'The Book of The Animals' series is supported & recommended by ABRIR UK, a Brazilian Association for Educational Projects in the United Kingdom.

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