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Humphreys -- SECTION 4: LEARNER FOCUS -- 13 Developing learner autonomy in German ab initio programmes Thomas Jochum-Critchley -- 14 Individual Differences in ab initio language learning: Working with learners' strengths Ulrike Bavendiek -- List of figures and tables List of contributors -- Glossary and list of abbreviations -- Foreword by Martin Durrell Acknowledgements -- Editors' introduction Ulrike Bavendiek, Silke Mentchen, Christian Mossmann and Dagmar Paulus -- Part I Trends and Developments 1 Beginners' German Ja, bitte! Development and status quo of German ab initio education in degree programmes and language centres at UK universities Martina Wallner and Elisabeth Wielander -- 2 German ab initio in Languages for All programmes: student profiles and course design Sabina Barczyk-Wozniak -- 3 Preparing Generation Z students for a world of volatility, uncertainty, complexity, and ambiguity (VUCA) through language learning Kasia anucha and Alexander Bleistein -- Part II Pedagogy and teaching methods 4 Reading literature in the ab initio classroom Daniela Dora and Katharina Forster -- 5 Using music in ab initio courses Kirsten Mericka -- 6 Grammar teaching and learning in the German ab initio classroom Birgit Smith -- 7 Selecting the right resources for beginners' level: a textbook evaluation Christian Mossmann -- 8 Intercultural awareness in the teaching and learning of German: The case of ab initio Eva Gossner and Dagmar Paulus -- 9 The 'flipped classroom' approach in the German beginner context Mandy Poetzsch -- 10 New approaches to feedback in ab initio language classes: a case study Ruth R. Winter -- 11 Two for the price of one: Using a cognitive theory of metaphors for vocabulary teaching and learning Silke Mentchen -- 12 Effective vocabulary learning apps: what should they look like? An evaluation with a particular view to German language acquisition Annemarie Kunzl-Snodgrass, Theresa Lentfort and Maren de Vincent-Humphreys -- Part IV Learner Focus 13 Developing learner autonomy in German ab initio programmes Thomas Jochum-Critchley -- 14 Individual differences in ab initio language learning: working with learners' strengths Ulrike Bavendiek -- Index.

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### Sommario/riassunto

Drawing extensively on the expertise of teachers of German in universities across the UK, this volume offers an overview of recent trends, new pedagogical approaches and practical guidance for teaching at beginners level in the higher education classroom. At a time when entries for UK school exams in modern foreign languages are decreasing, this book serves the urgent need for research and guidance on ab initio learning and teaching in HE. Using the example of teaching German, it offers theoretical reflections on teaching ab initio and practice-oriented approaches that will be useful for teachers of both German and other languages in higher education. The first chapters assess the role of ab initio provision within the wider context of modern languages departments and language centres. They are followed by sections on teaching methods and innovative approaches in the ab initio classroom that include chapters on the use of music, textbook evaluation, the effective use of a flipped classroom and the contribution of language apps. Finally, the book focuses on the learner in the ab initio context and explores issues around autonomy and learner strengths. The whole builds into a theoretically grounded guide that sketches out perspectives for teaching and learning ab initio languages that will benefit current and future generations of students.

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