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Teacher and learner perceptions of language learning activity

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Abstract

A study of the impact of a major recent language education reform project in Italy employed a combination of qualitative and quantitative data collection

methods, some of which could inform other studies of language learning and teaching. Impact study findings suggested interesting differences between the perceptions of learners and teachers on some of the activities in their foreign language classes. While both sides agreed in general on the virtues of communicative approaches to language teaching, there were interesting differences in the perceptions of learners and teachers on the prominence of grammar and pair work in their classes. These differences may indicate potential problem areas of lesson planning and implementation which could usefully be given attention on teacher support programmes.

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