An Introduction To Foreign Language Learning And Teaching

The Practice of Foreign Language Teaching
Azamat Akbarov 2015-10-05
The Practice of Foreign Language Teaching: Theories and Applications is a collection of essays which will appeal to teachers of modern languages no matter the level of instruction. The volume analyzes the concepts of foreign language education and multicultural competence, including the notion of the intercultural speaker. It also discusses the ways in which language education policy develops, by comparing the theories and purposes of foreign language education. The essays collected here highlight the various different methods and approaches in language teaching, and introduce more experienced teachers to new approaches and teaching ideas. The book will also provide language instructors with the theoretical background and practical solutions they need to decide which approaches, materials, and resources can and should be used in their L2 classrooms.

Self and Identity in Adolescent Foreign Language Learning
Florentina Taylor 2013-07-04
This book explores the role of identity in adolescent foreign language learning to provide evidence that an identity-focused approach can make a difference to achievement in education. It uses both in-depth exploratory interviews with language learners and a cross-sectional survey to provide a unique glimpse into the identity dynamics that learners need to manage in their interaction with contradictory relational contexts (e.g. teacher vs. classmates; parents vs. friends), and that appear to impair their perceived competence and declared achievement in language learning. Furthermore, this work presents a new model of identity which incorporates several educational psychology theories (e.g. self-discrepancy, self-presentation, impression management), developmental theories of adolescence and principles of foreign language teaching and learning. This book gives rise to potentially policy-changing insights and will be of importance to those interested in the relationship between self, identity and language teaching and learning.

An Introduction to Foreign Language Learning and Teaching
Keith Johnson 2017-11-22
An Introduction to Foreign Language Learning and Teaching provides an engaging, student-friendly guide to the field of foreign language learning and teaching. Aimed at students with no background in the area and taking a task-based approach, this book: introduces the theoretical and practical aspects of both learning and teaching; provides discussion and workshop activities throughout each chapter of the book, along with further reading and reflection tasks; deals with classroom- and task-based teaching, and covers lesson planning and testing, making the book suitable for use on practical training courses; analyses different learning styles and suggests strategies to improve language acquisition; includes examples from foreign language learning in Russian, French, and German, as well as English; is accompanied by a brand new companion website at www.routledge.com/cw/johnson, which contains additional material, exercises, and weblinks. Written by an experienced teacher and author, An Introduction to Foreign Language Learning and Teaching is essential reading for students beginning their study in the area, as well as teachers in training and those already working in the field.
An Introduction To Foreign Language Learning And Teaching Learning Language

Culture and Foreign Language Education Wai Meng Chan 2015-07-31 The teaching of culture and interculturality is today viewed as an integral part of foreign language education. This book presents insights from recent research on the role of culture in second/foreign and heritage language education. It contains 14 chapters including an introductory chapter that discusses diachronically the evolving notion of culture and how the sociocultural view of culture as a complex and dynamic concept informs language teaching and language learning research. The chapters following the introduction are organised in four parts focusing on: 1) the teacher’s role in integrated language and culture learning; 2) the interrelationship between culture, identity, and language learning and use; 3) the effect of culture on learner characteristics which impact language learning processes and outcomes; and 4) curriculum development aimed at fostering language and culture learning. The chapters in Parts 1 to 3 present contributions from current research - either in the form of the authors' original studies or comprehensive reviews of relevant essential research - which bears important implications for curricular practice in foreign language and language teacher education. This close link between research, theory and practice is also maintained in the two chapters in Part 4, which present developmental projects based on well-grounded theoretical frameworks.

An Introduction to Grammar for Language Learners Don Ringe 2018-08-23 Explains universal concepts of language structure to help students preparing to study a foreign language.

Handbook of Foreign Language Communication and Learning Karlfried Knapp 2009-12-15 This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language-related problems with contributions from renowned experts.

Language Teaching and the Older Adult Danya Ramírez Gómez 2016-09-15 The aging of the population and the increasing number of older adults pursuing foreign language courses call for a greater understanding of the ways in which these individuals learn foreign languages. This book offers a pioneering contribution to the literature on foreign language education for older adults (aged 60 and over), termed foreign language geragogy. It details an empirical, multidisciplinary study on Japanese older learners of Spanish and focuses on the influence of learning experiences on vocabulary learning strategy use. It discusses the constraints that preconceptions impose on learners, researchers, instructors and administrators, and it offers a set of practical recommendations for foreign language activities for elderly individuals. It also introduces the notion of 'learner re-training', an instructional mechanism that contributes to older learners' self-acknowledgment and autonomy development in foreign language learning. The book is directed at teachers and trainee teachers of foreign languages to older adults, and also at education professionals and researchers in the field of foreign language learning in general.

ICT and Language Learning A Chambers 2004-07-01 This book aims to provide language
An Introduction To Foreign Language Learning And Teaching

Learning languages and teaching is a complex task that requires a guide, in both practical and pedagogical terms, to the effective integration of Information and Communications Technologies (ICT) into language teaching and learning. It also aims to serve as an introduction to key areas in ICT for postgraduate students in applied linguistics and related disciplines, and thus to encourage further research and development in these areas.

**Brave New Digital Classroom** Robert J. Blake
2020-02-20 Robert Blake, now with Gabriel Guillén, updates his successful book (1st ed. 2008, 2nd ed. 2013) on how to teach foreign languages using technology. Brave New Digital Classroom touches on all of the key concepts and challenges of teaching with technology, focusing on issues specific to FLL or L2 learning and CALL. Originally referred to as computer-assisted language learning, CALL has come to encompass any kind of learning that uses digital tools for language learning. This edition reframes the conversation to account for how technology has been integrated into our lives. Blake and Guillén address the ways technology can help with L2, how to choose the right digital tools, how to use those tools effectively, and how technology can impact literacy and identity. The book is primed for use in graduate courses: terminology is in bold and a comprehensive glossary is included; each chapter finishes with a short list of references for further reading on the topic and discussion questions. The authors provide short interview videos (free via GUP website) to enhance discussions on each chapter’s topic.

**Online Intercultural Exchange** Robert O’Dowd
2007-01-01 Providing an overview of how online technology is being used for foreign language learning, this title assesses three different models of telecollaboration and covers theoretical approaches to online intercultural exchange as well as practical aspects.

**New Trends in Foreign Language Teaching** Raúl Ruiz Cecilia 2019-01-15 Language teaching approaches, methods and procedures are constantly undergoing reassessment. New ideas keep emerging as the growing complexity of the means of communication and the opportunities created by technology put language skills to new uses. In addition, the political, social and economic impact of globalisation, the new demands of the labour market that result from it, the pursuit of competitiveness, the challenges of intercultural communication and the diversification of culture have opened new perspectives on the central role that foreign languages have come to play in the development of contemporary societies. This book provides an insight into the latest developments in the field and discusses the new trends in foreign language teaching in four major areas, namely methods and approaches, teacher training, innovation in the classroom, and evaluation and assessment.

**Motivation and Foreign Language Learning** David Lasagabaster 2014-07-31 Motivation is a key aspect of second language learning. There is no doubt that abstract models are basic to gain theoretical insights into motivation; however, teachers and researchers demand comprehensible explanations for motivation that can help them to improve their everyday teaching and research. The aim of this book is to provide both theoretical insights and practical suggestions to improve motivation in the classroom. With this in mind, the book is divided into two sections: the first part includes innovative ideas regarding language learning motivation, whereas the second is focused on the relationship between different approaches to foreign language learning - such as EFL (English as a foreign language), CLIL (Content and Language Integrated Learning) or immersion - and motivation. Both sections have an emphasis on pedagogical implications that are rooted in both theoretical and empirical work.

**Teaching and Learning Foreign Languages** Nicola McLelland 2017-07-14 Teaching and Learning Foreign Languages provides a
An Introduction To Foreign Language Learning And Teaching

A comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000. McLelland offers the first history of the social context of foreign language education in Britain, as well as an overview of changing approaches, methods and techniques in language teaching and learning. The important impact of classroom-external factors on developments in language teaching and learning is also taken into account, particularly regarding the policies and public examination requirements of the 20th century. Beginning with a chronological overview of language teaching and learning in Britain, McLelland explores which languages were learned when, why and by whom, before examining the social history of language teaching and learning in greater detail, addressing topics including the status that language learning and teaching have held in society. McLelland also provides a history of how languages have been taught, contrasting historical developments with current orthodoxies of language teaching. Providing an accessible, authoritative history of language education in Britain, Teaching and Learning Foreign Languages will appeal to academics and postgraduate students engaged in the history of education and language learning across the world. The book will also be of interest to teacher educators, trainee and practising teachers, policymakers and curriculum developers.

Working Collaboratively in Second/Foreign Language Learning

Maria del Pilar García Mayo
2021-01-18
Since the introduction of communicative language teaching, collaborative learning has played an important role in the second language (L2) classroom. Drawing from sociocultural theory, which states that human cognitive development is a socially situated activity mediated by language, studies in L2 pedagogy advocate the use of tasks that require learners to work together. Collaborative dialogue encourages language learning, and research shows that the solutions reached by students in this process are more often correct with a lasting influence on their language comprehension. This volume includes ten chapters that illustrate the benefits of collaborative dialogue in second foreign language classrooms. The volume considers key issues dealing with collaborative tasks and implications for language teaching.

First Language Use in Second and Foreign Language Learning

Miles Turnbull
2009-08-24
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.

Pedagogical Norms for Second and Foreign Language Learning and Teaching

Susan M. Gass
2002-09-03
The concept of Pedagogical Norm is grounded in both sociolinguistic and psycholinguistic principles. Pedagogical norms guide the selection and sequencing of target language features for language teaching and learning. This book both situates and expands on this concept highlighting the interaction of research and pedagogy. The papers collectively illustrate how the concept of pedagogical norm applies to all components of language, including phonology, morphology, syntax, and discourse. The book begins with a discussion of definitions including papers that trace the history of the concept and define what is meant by norms. Also included are papers that apply the concept of pedagogical norms in specific contexts (e.g., intonation, morphology) and to specific languages. Finally, pedagogical norms are extended beyond...
the more traditional areas of grammatical competence to such disparate areas as listening, discourse, and circumlocution.

**Learner Language and Language Learning**
Claus Færch 1984 This book is a comprehensive introduction to foreign language pedagogy, primarily intended for students and teachers of English. Methods for analysing learner languages are presented and related to a coherent theory of communicative competence and to principles of foreign language learning and teaching.

**Positive Psychology Perspectives on Foreign Language Learning and Teaching**
Danuta Gabryś-Barker 2016-05-23 This book introduces readers to the principles of a fairly new branch of psychology – positive psychology – and demonstrates how they can be applied in the context of second language acquisition in a natural environment and in instructed foreign language (FL) learning. It focuses both on the well-being and success of the learner and the professional and personal well-being of the teacher. Further, the book stresses the importance of the positive emotions and character strengths of those involved in the process of language learning and teaching, as well as the significant role played by enabling institutions such as school and, at the micro-level, individual FL classes.

**Media in Foreign Language Teaching and Learning**
Wai Meng Chan 2011-10-27 While educators and educational psychologists debate the influence of media on learning, there can be little doubt that media is now an integral constituent of any educational context. In particular, computer and internet media, with their immense processing power and multimedia capabilities, can have significant bearing on learning processes and outcomes in today's learning environment. Such media, which are increasingly designed to be highly interactive and adaptable, can enable reflective, productive and communicative activities and have much potential for foreign language learning. The book contains 16 papers which look at different forms of media and explore how these affect or can be used effectively in foreign language education. The first of three parts focuses on important theoretical and pedagogical issues in selecting and using media. In the second part, insightful empirical research findings are presented on the contributions of different forms of media in language teaching and learning, including their effect on learners' learning motivation. The third and concluding part of the book provides in-depth accounts of how media can be harnessed to drive innovative curricular practice as well as students' evaluations of these curricular projects.

**Problem-based Language Learning and Teaching**
Loghman Ansarian 2018-07-21 This book investigates how problem-based learning can be implemented in language classes and how it can bring about a change in language learners' understanding of the foreign language. Based on empirical evidence, it provides readers with the theoretical background of this interdisciplinary approach in education, discusses the challenges that language teachers might encounter while implementing this approach in language classes, and offers procedures for employing the method. It also clarifies the difference between collaborative learning and problem-based learning in which certain dynamics are at work. It is of interest to researchers and instructors in cognitive learning, task-based language teaching, and content-focused courses.

**Captioned Media in Foreign Language Learning and Teaching**
Robert Vanderplank 2016-08-09 This book brings together current thinking on informal language learning and the findings of over 30 years of research on captions (same language subtitles for the deaf and hard-of-hearing) to present a new model of language learning from captioned viewing and a future roadmap for research and practice in this field.
Language learners may have normal hearing but they are ‘hard-of-listening’ and find it difficult to follow the rapid or unclear speech in many films and TV programmes. Vanderplank considers whether watching with captions not only enables learners to understand and enjoy foreign language television and films but also helps them to improve their foreign language skills. Captioned Media in Foreign Language Learning and Teaching will be of interest to students and researchers involved in second language acquisition teaching and research, as well as practising language teachers and teacher trainers.

**Manual for Teaching and Learning Chinese as a Foreign Language** Bo Hu 2018-05-11
Written in an extended dictionary format, the Manual for Teaching and Learning Chinese as a Foreign Language aims to cover all key terms related to teaching Chinese as a foreign language. Each section contains an introduction with language-specific information, and identifies students and teachers’ common questions, including the capacity of Chinese as a morphologically unmarked language to indicate categories such as tense and mood. Many entries listed in this manual come with an explanation, a commentary, and rich examples. The Manual for Teaching and Learning Chinese as a Foreign Language appeals to both Chinese as a foreign language (CFL) teachers and students, as well as being the ideal reference for researchers conducting comparative studies of the Chinese and English languages.

**Using Technology in Foreign Language Teaching** Rahma Al-Mahrooqi 2014-10-17 Language learning is a complex and challenging endeavor. For students to achieve the desired proficiency in English as a Foreign Language (EFL) their institutions need to invest time, effort and huge resources in order to cater for different learning styles. To be cost effective, many language-teaching institutions strive to provide intensive foreign language (FL) instruction to reduce the time period needed to learn the target language. This explains the current interest in combining differ...
An Introduction To Foreign Language Learning And Teaching

Fanny Meunier 2008 This book addresses the key role of phraseology in second language acquisition and instruction. It is divided into three main sections: "Extracting and Describing Phraseological Units" investigates the role played by native and learner corpora in the extraction and description of multiword units, two initial and crucial steps in informing language pedagogy; "Learning Phraseological Units" deals with the learning aspect, an oft-neglected yet essential dimension of phraseology in second/foreign language pedagogy; this section also addresses issues in new literacies; and "Recording and Exploiting Phraseological Units" focuses on pedagogical tools, notably monolingual and bilingual dictionaries and textbooks. This stimulating collection presents cutting edge research in the field and identifies major avenues for future theoretical and applied work. It is of particular relevance to researchers and teachers interested in the patterned nature of language.

From Language Learner to Language Teacher
Don Snow 2007 This volume focuses on the challenges faced by nonnative-speaking English teachers. Four themes receive special emphasis: communicative language teaching, proficiency, language learning, and practicality.

Transformative Language Learning and Teaching
Betty Lou Leaver 2021-01-21 A seminal work in the field, this book shows how transformative education can be applied to world language programs. Contributors discuss theoretical issues pertinent to combining sustainability studies with foreign languages, describe curricular models transferable to a range of instructional contexts, and introduce program structures supportive of teaching cultures and languages across the curriculum. Exploring the intersection of ecocritical theory, second language acquisition research, and disciplinary fields, these essays demonstrate ways in which progressive language departments are being reconceived as relevant and viable programs of cross-disciplinary studies. They provide an introduction to teaching sustainability and environmental humanities topics in language, literature, and culture courses as well as a wide range of resources for teachers and diverse stakeholders in areas related to foreign language education.

Teaching-and-learning Language-and-culture
Michael Byram 1994 Increasingly, cultural learning is seen as an integral part of foreign-language learning. This book offers a practical introduction to the issues by providing descriptions of classroom practice, of curriculum innovation and of experimental courses.

The Foundations of Teaching English as a Foreign Language
Paul Lennon 2020-07-12 An introductory textbook that assumes no prior knowledge of linguistics or second language acquisition, this book presents a comprehensive overview of the theoretical foundations, methods and practices of Teaching English as a Foreign Language (TEFL) for pre-service teachers. Lennon covers the theoretical bases for TEFL and addresses second language-acquisition research, past and present EFL teaching methodology, as well as psychological and social approaches to individual language-learner variation. Further chapters provide extensive yet accessible coverage on essential foundational topics, including chapters on pronunciation, grammar, vocabulary, literature and testing. Offering a sociocultural approach in which the teacher is seen as a facilitator and supporter of students’
An Introduction To Foreign Language Learning And Teaching Learning Language

self-directed learning, this text provides the prospective teacher with the knowledge and skills to be an effective educator in the EFL classroom. The targeted EFL focus makes this book ideal for pre-service teachers and for teacher training programmes around the world. Each chapter includes a Food for Thought section with questions for reflection and a Further Reading list.

Education for Sustainable Development in Foreign Language Learning María J. de la Fuente 2021-11-29 This unique volume utilizes the UNESCO Education for Sustainable Development (ESD) framework to illustrate successful integration of sustainability education in post-secondary foreign language (FL) learning. Showcasing a variety of approaches to using content-based instruction (CBI) in college-level courses, this text valuably demonstrates how topics relating to environmental, social, and cultural dimensions of sustainability can be integrated in FL curricula. Chapters draw on case studies from colleges throughout the US and consider theoretical and practical concerns relating to models of sustainability-based teaching and learning. Chapters present examples of project-, problem-, and task-based approaches, as well as field work, debate, and reflective pedagogies to enhance students’ awareness and engagement with sustainable development issues as they acquire a foreign language. Insights and recommendations apply across languages and highlight the potential contribution of FL learning to promote sustainability literacy amongst learners. This text will benefit researchers, academics, and educators in higher education with an interest in Modern Foreign Languages, sustainability education, training, and leadership more broadly.

An Introduction to Second Language Acquisition Research Diane Larsen-Freeman 1991 Understanding how people learn and fail to learn second and foreign languages is increasingly recognised as a critical social and psycholinguistic issue. Second languages are vitally important to diverse groups of people, ranging from refugees to college students facing foreign language requirements. This book provides a synthesis of empirical findings on second and foreign language learning by children and adults, emphasising the design and execution of appropriate research.

Foreign Language Learning in the Digital Age Christiane Lütge 2022-01-31 Foreign Language Learning in the Digital Age addresses the growing significance of diversifying media in contemporary society and expands on current discourses that have formulated media and a multitude of literacies as integral objectives in 21st-century education. The book engages with epistemological and critical foundations of multiliteracies and related pedagogies for foreign language-learning contexts. It includes a discussion of how multimodal and digital media impact meaning-making practices in learning, the inherent potentials and challenges that are foregrounded in the use of multimodal and digital media and the contribution that (foreign) language education can provide in developing multiliteracies. The volume additionally addresses foreign language education across the formal educational spectrum: from primary education to adult and teacher education. This multifaceted volume presents the scope of

Becoming a Language Teacher Elaine Horwitz 2020-05-30 Becoming a Language Teacher, by respected author and experienced language teacher Elaine K. Horwitz, gives pre- and in-service teachers the skills they need to meet the needs of all language learners in today's diverse classrooms—while encouraging them to develop a personal approach to language teaching. Using a warm, supportive tone, the author clearly explains the fundamental concepts of second language acquisition and language teaching. A much-needed resource at a time when it is critical for all mainstream teachers to focus on language, this guide describes how to develop language for academic needs as well as for communication purpose and addresses the latest trends in language teaching.
media and literacies for foreign language education in the digital age and examples of best practice for working with media in formal language learning contexts. This book will be of great interest to academics, researchers, and post-graduate students in the fields of language teaching and learning, digital education, media education, applied linguistics and TESOL.

Foreign Language Learning Robert Louis Politzer 1970

Technology in Language Learning: An Overview Bryan Smith 2015-09-16 This module on computer assisted language learning provides novice and experienced second and foreign language (L2) teachers alike with an introduction to the field of computer assisted language learning (CALL). The module first provides a historical overview of the field and then explores the most widely researched areas within CALL. The module examines findings of research into computer-mediated communication for L2 learning as well as L2 skill area instruction in technology-enhanced settings. The unit then turns to a discussion of teacher and learner standards for using CALL, followed by a discussion of how one may find and evaluate CALL resources appropriate for specific instructional contexts. The module ends with an introduction to four of the newest and most exciting areas in CALL: gaming, fan fiction, digital story telling, and mobile assisted language learning. Please visit the series companion website for more information:

http://routledgetextbooks.com/textbooks/9781315679594/

Teaching English as a Foreign Language Carola Surkamp 2018-03-24 Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichermaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbig Geste, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.