An Introduction to Foreign Language Learning and Teaching

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.
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 Fremdsprachenunterrichts. 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 zweifarbigem Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. Dieses umfassende Werk präsentiert die fundamentale Themen und Issues der TEFL (Teaching English as a Foreign Language) in 14 Kapiteln. 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.

Foreign Language Learning - Robert Louis Politzer 1970

How to Learn a Foreign Language - Paul Pimsleur 2013-10-01

Explain how to learn foreign languages, offering practical advice for overcoming the obstacles.

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.

Bringing the Standards for Foreign Language Learning to Life - Deborah Blaz 2002

What does a student-centered social studies classroom really look like? Renowned educator Bil Johnson reveals how to teach social studies so that your students become engaged, active, and responsible learners. This book demonstrates how student-centered strategies can be applied in your classroom. It shows you how to:

First Language Use in Second and Foreign Language Learning - Assoc. Prof. 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.
Foreign Language Made Easy - Ken Jeremiah 2005-04 Many high school and university students find foreign language classes difficult. Although learning a language is a natural process, students study languages inefficiently and they lack effective strategies for language learning. Foreign Language Made Easy is designed to make studying a foreign language an easy and enjoyable experience. The best techniques for foreign language success are explained in a simple format that anyone can follow. Effective techniques for note taking specifically designed for the foreign language classroom are addressed, as are successful methods to learn grammatical structures and effectively increase vocabulary. The last sections of Foreign Language Made Easy are language-specific, and include the most common languages taught in the United States, such as Latin, Spanish, Italian, French, Portuguese, German, Japanese, and Chinese. Common errors are explained, and simple techniques are presented that will help students to succeed. Everyone can learn a foreign language. By following the suggestions presented in this text, even students that previously found learning a foreign language difficult will meet with success.

Exploring Languages - Dora F. Kennedy 1994

Self-Esteem and Foreign Language Learning - Fernando Rubio 2021-02-19 Self-Esteem and Foreign Language Learning deals with a topic which has been given surprisingly little attention in Second and Foreign Language Acquisition studies. Although there are several studies dealing with general education, this volume addresses the need to take self-esteem into consideration in the language classroom and adopts both theoretical/research and practical perspectives, with the hope of being useful for both researchers and practitioners. The book is organized into three main parts. Part I serves as an introduction to self-esteem. Part II reports on the existing literature about the theory and research dealing with self-esteem and foreign language learning, and Part III includes procedures for implementation and activities for classroom applications. Self-Esteem and Foreign Language Learning is edited by Fernando Rubio (PhD.), a researcher and teacher at the University of Huelva in Spain. Most of the chapters have been written by members of the research group “Affective factors in language learning”, which has also published a book on Multiple Intelligences and the teaching of English (Dr. Jane Arnold, Dr. Carmen Fonseca, etc.). There are two outside contributions: one is by Andrew Wright, author of numerous publications for language teachers, and the other by Veronica de Andrés, teacher trainer from the University of El Salvador (Argentina) and member of the executive board of the International Council for Self-Esteem. Dr. Elaine Horwitz of the University of Texas has contributed a preface.


Learning a Foreign Language - Alex Poole 2020 This book introduces aspiring bilinguals to second language acquisition research, but in a way that is accessible to non-specialists and relevant to their lives as language learners.--Elliot Blanton, Spanish Teacher, Butler County High School, Morgantown, Kentucky

An Introduction to Second Language Acquisition Research - Diane Larsen-Freeman 2014-09-25 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 Teaching and the Environment - Charlotte Ann Melin 2019-10-01 At a time when environmental humanities and sustainability studies are creating new opportunities for curricular innovation, this volume...
examines factors key to successful implementation of cross-curricular initiatives in 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.

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

Incorporating Foreign Language Content in Humanities Courses-Priya Ananth 2019-08-09 Incorporating Foreign Language Content in Humanities Courses introduces innovative ways to integrate aspects of foreign language study into courses containing humanities concepts. The edited collection offers case studies from various universities and across multiple languages. It serves as a useful guide to all foreign language faculty with any language expertise (as well as others interested in promoting foreign languages) for the adaptation and development of their own curricula. Infusing foreign language content into English-taught humanities courses helps promote languages as practical and relevant to students. It will be of interest to language educators, including teachers, teachers-in-training, teacher educators, and administrators.

Teaching and Learning Foreign Languages-Nicola McLelland 2017-07-14 Teaching and Learning Foreign Languages provides 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. Experiences outside school are discussed with reference to examples from adult education, teach-yourself courses and military language learning. 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.

An Introduction to Language-Victoria Fromkin 2013-01-01 Assuming no prior knowledge of linguistics, AN INTRODUCTION TO LANGUAGE, Tenth Edition, is appropriate for a variety of fields—including education,
Introduction to Linguistics: For Students of English as a Foreign Language- Husayn ‘Abd al-Ra’ıf 2014

Working Collaboratively in Second/Foreign Language Learning- María 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.

Decolonizing Foreign Language Education- Donaldo Macedo 2019-01-10 Decolonizing Foreign Language Education interrogates current foreign language and second language education approaches that prioritize white, western thought. Edited by acclaimed critical theorist and linguist Donaldo Macedo, this volume includes cutting-edge work by a select group of critical language scholars working to rigorously challenge the marginalization of foreign language education and the displacement of indigenous and non-standard language varieties through the reification of colonial languages. Each chapter confronts the hold of colonialism and imperialism that inform and shape the relationship between foreign language education and literary studies by asserting that a critical approach to applied linguistics is just as important a tool for FL/ESL/EFL educators as literature or linguistic theory.

New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education- Izumi Walker 2018-08-21 Nearly half a century has passed since Hymes proposed the concept of communicative competence to describe the knowledge and skills required for the appropriate use of language in a social context. During these decades, a number of scholars have applied and refined this concept. In language education, communicative competence has been identified as a major objective of learning. This book will inform readers about communicative competence as a highly complex construct encompassing an array of sub-competencies such as linguistic skills and proficiencies, knowledge of socio-cultural and socio-pragmatic codes, and the ability to engage in textual and conversational discourse. Findings from research in related disciplines have pointed to the significance of factors that can contribute to the attainment of communicative competence. Various teaching practices and relevant Information and Communication Technology (ICT) tools will be also introduced and discussed to achieve communicative competence as a complex ability. It is a timely contribution to current research on key areas in the teaching, learning and acquisition of...
second/foreign languages.

New Methodological Approaches to Foreign Language Teaching
Laura Torres-Zúñiga 2017-06-23 This volume explores how the traditional academic disciplines of linguistics, translation, literature and cultural studies can contribute to, or be integrated into, the teaching of a foreign language by means of innovative methodologies, techniques and instruments. The book begins with a selection of essays on applied linguistics that share some significant findings in the context of second or foreign language acquisition. It then examines the ways in which linguistics, translation theory, literature and cultural studies are brought into the foreign language classroom not just as objects of study but also as vehicles for language-learning. By presenting studies on four main foreign languages, English, Spanish, French and German, the collection offers, to the foreign language profession, an opportunity for the sharing and comparison of strategies across languages at both the secondary and higher education level. The text is a valuable resource for language teachers with a more philologically-oriented background who would like to learn how to apply their research knowledge and experience to the design and implementation of new methodological approaches.

Age and Foreign Language Learning in School-A. Lambelet 2015-04-21 This book discusses the empirical studies on how biological age influences foreign language learning in school. It provides a succinct overview of a complex field for both experts and researchers interested in the teaching and learning of foreign languages.

Calling All Foreign Language Teachers-Tony Erben 2013-12-04 This book is a comprehensive guide to help foreign language teachers use technology in their classrooms. It offers the best ways to integrate technology into your teaching for student-centered learning.

Negotiating Identity in Modern Foreign Language Teaching-Matilde Gallardo 2019-10-03 This edited book examines modern foreign language teachers who research their own and others’ experiences of identity construction in the context of living and teaching in UK institutions, primarily in the Higher Education sector. The book offers an insight into a key element of the educational and socio-political debate surrounding MFL in the UK: the teachers’ voices and their sense of agency in constructing their professional identities. The contributors use a combination of empirical research and personal reflection to generate knowledge about MFL teachers’ identity that can enhance how they are perceived in the social and educational establishments and raise awareness of key issues affecting the profession. This book will be of particular interest to language teachers, teacher trainers, applied linguists and students and scholars of modern foreign languages.

Why You Need a Foreign Language & how to Learn One-Edward Trimnell 2005 "The first half of this book examines the commercial, social, and political implications of American monolingualism. The second half of the book explores the techniques and tools that a working professional can use to acquire functional skills in a new language."--Back cover.

The Diagnosis of Reading in a Second or Foreign Language-J. Charles Alderson 2014-10-03 The Diagnosis of Reading in a Second or Foreign Language explores the implications of language assessment research on classroom-based assessment practices by providing an in-depth look at the little-examined field of diagnosis in second and foreign language reading. This volume examines the development of second and foreign language reading and how subsequent research findings, couched in this knowledge, can help facilitate a more-informed teaching approach in second and foreign language classrooms. By contextualizing the latest in classroom settings and presenting implications for future research in this developing area of linguistics, this book is an ideal resource for those studying and working in applied linguistics, second language acquisition, and language assessment and education. About the NPLA Series: Headed by two of its leading scholars, the series captures the burgeoning field of language assessment by offering comprehensive and state-of-the-art coverage of its contemporary questions, pressing issues, and technical advances. It is the only active
series of its kind on the market, and will include volumes on basic and advanced topics in language assessment, public policy and language assessment, and the interfaces of language assessment with other disciplines in applied linguistics. Each text presents key theoretical approaches and research findings, along with concrete practical implications and suggestions for readers conducting their own research or developmental studies.

**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.

**Melodies, Rhythm and Cognition in Foreign Language Learning** - M. Carmen Fonseca-Mora 2016-09-23 Melodies, Rhythm and Cognition in Foreign Language Learning is a collection of essays reflecting on the relationship between language and music, two unique, innate human capacities. This book provides a clear explanation of the centrality of melodies and rhythm to foreign language learning acquisition. The interplay between language music brings to applied linguists inquiries into the nature and function of speech melodies, the role of prosody and the descriptions of rhythmical patterns in verbal behaviour. Musical students seem to be better equipped for language learning, although melodies and rhythm can benefit all types of students at any age. In fact, in this book melodies and rhythm are considered to be a springboard for the enhancement of the learning of foreign languages.

**Second and Foreign Language Learning Through Classroom Interaction** - Joan Kelly Hall 2000-06-01 This volume brings together the current theoretical interest in reconceptualizing second and foreign language learning from a sociocultural perspective on language and learning, with practical concerns about second and foreign language pedagogy. It presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language. The authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages. Not only will the findings from the studies reported in this volume help to lay a foundation for the development of a more expansive, sociocultural model of second and foreign language learning, but on a more practical level they will help language educators in creating a set of principles for identifying and sustaining classroom interactional practices that foster additional language development. The volume is distinguished in three ways: * Following a Vygotskian perspective on development, the studies assume that language learning is a fundamentally pragmatic enterprise, intrinsically linked to language use. This breaks from a more traditional understanding of second and foreign language learning, which has viewed learning and use as two distinct phenomena. The importance of classroom interaction to additional language development is foregrounded. * The investigations reported in this book are distinguished by their methodological approach. Because language learning is assumed to be a situated, context-sensitive, and dynamic process, the studies do not rely on traditional experimental methods for collecting and analyzing data, but rather, they involve primarily the use of ethnographic and discourse analytic methods. * The studies focus on interactional practices that promote second and foreign language learning. Although a great deal of research has examined first language learning in classrooms from a sociocultural perspective, little has looked at second and foreign language classrooms from such a perspective. Thus there is a strong need for this volume of studies addressing this area of research. Researchers, teacher educators, and graduate students across the fields of second and foreign language learning, applied linguistics, and language education will find this book informative and relevant. Because of the programmatic implications arising from the studies, it will also appeal to teacher educators and teachers of second and foreign languages from the elementary to the university levels.

**Reading to Learn in a Foreign Language** - Keiko Koda 2018-09-03 This book describes a theory-guided approach to Foreign Language (FL) course development, implementation, instruction and assessment. It documents the development and implementation of a theory-guided approach designed to exploit cross-linguistically sharable competencies as resources for promoting FL learning. The volume delineates the processes of (a)
identifying cross-linguistically sharable competencies, (b) exploring ways of exploiting sharable competencies as resources in promoting language skills through their purposeful use for content learning, (c) implementing the instructional approach in multiple EFL classrooms, and (d) evaluating the approach by comparing learning outcomes across classrooms. It presents a solid conceptual framework that integrates theories in multiple research domains, including second language acquisition, knowledge acquisition, and language assessment. It also provides detailed descriptions of framework construction and classroom implementation – the two processes that are integral to course design and development.

An Introduction to Language-Kirk Hazen 2014-06-24 An Introduction to Language offers an engaging guide to the nature of language, focusing on how language works – its sounds, words, structures, and phrases - all investigated through wide-ranging examples from Old English to contemporary pop culture. Explores the idea of a scientific approach to language, inviting students to consider what qualities of language comprise everyday skills for us, be they sounds, words, phrases, or conversation. Helps shape our understanding of what language is, how it works, and why it is both elegantly complex and essential to who we are. Includes exercises within each chapter to help readers explore key concepts and directly observe the patterns that are part of all human language. Examines linguistic variation and change to illustrate social nuances and language-in-use, drawing primarily on examples from English. Avoids linguistic jargon, focusing instead on a broader and more general approach to the study of language, and making it ideal for becoming a foreign language teacher. Includes exercises within each chapter to help readers explore key concepts and directly observe the patterns that are part of all human language. Examines linguistic variation and change to illustrate social nuances and language-in-use, drawing primarily on examples from English. Avoids linguistic jargon, focusing instead on a broader and more general approach to the study of language, and making it ideal for becoming a foreign language teacher. Includes exercises within each chapter to help readers explore key concepts and directly observe the patterns that are part of all human language. Examines linguistic variation and change to illustrate social nuances and language-in-use, drawing primarily on examples from English. Avoids linguistic jargon, focusing instead on a broader and more general approach to the study of language, and making it ideal for becoming a foreign language teacher.

Learning to Teach Foreign Languages in the Secondary School-Norbert Pachler 2013-12-17 Praise for previous editions: ‘A wealth of theory, research, practical advice, case studies and tasks in one volume...Indispensable for both HEI tutors and mentors, and an important book to recommend to all MFL students.’ - Language Learning Journal ‘Presenting clear, straightforward, factual information on all current issues facing MFL student teachers ... An excellent reference guide during the first years of teaching.’ - Mentoring and Tutoring

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.


**Addressing Difficult Situations in Foreign-Language Learning** Gerrard Mugford 2018-10-09 This book examines a neglected area of foreign-language teaching and learning: difficult and aggressive situations.

The author presents the real-life experiences of language users and analyses how these individuals have dealt with confusion, impoliteness and hostility in target-language contexts in the United States, Canada and the United Kingdom and within their home country. By constructing a student-centred pedagogical model around the data collected, the author considers the choices available to language learners in difficult situations, as well as tools for language learners to develop pragmalinguistic and sociopragmatic resources.