

# An Introduction To Foreign Language Learning And Teaching Learning About Language

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## WILLIAMS MAXIM

### Doing Foreign Language Walter de Gruyter

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

Content-Based Instruction in College-Level Curricula Multilingual Matters

This book presents a comprehensive account of the use and effects of foreign languages in advertising. Based on consumer culture positioning strategies in marketing, three language strategies are presented: foreign language display to express foreignness, English to highlight globalness, and local language to appeal to ethnicity (for instance, Spanish for Hispanics in the USA). The book takes a multidisciplinary approach, integrating insights from both marketing and linguistics, presenting both theoretical perspectives (e.g., Communication Accommodation Theory, Conceptual Feature Model, Country-of-origin effect, Markedness Model, Revised Hierarchical Model) and empirical evidence from content analyses and experimental studies. The authors demonstrate that three concepts are key to understanding foreign languages in advertising: language attitudes, language-product congruence, and comprehension. The book will appeal to students and researchers in the fields of sociolinguistics, applied linguistics, psycholinguistics, marketing and advertising.

*New Directions for Research in Foreign Language Education* Routledge

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' 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.

Studies in Honor of Krystyna Drożdżal-Szelest Psychology Press

Teaching Foreign Languages in the Primary School is for every teacher - whether generalist or specialist, trainee or experienced - wanting to confidently introduce foreign language teaching into their classroom. Based on the author's extensive experience of teaching across Key Stages 1-2, this book provides practical strategies that can be easily implemented in your setting. Offering comprehensive guidance on the pedagogy that underpins language teaching, it covers everything you'll need to teach foreign languages effectively: Planning, teaching and assessment Pedagogical approaches Integrating primary languages across the curriculum Where to find and how to use good resources Using TAs effectively to support language learning Inclusive practice Using ICT in language teaching How to promote children's intercultural understanding Illustrated with useful lesson ideas and a range of examples from the classroom, Teaching Foreign Languages in the Primary School is an indispensable source of support for all student and practising primary school teachers.

*The Foundations of Teaching English as a Foreign Language* Cambridge Scholars Publishing  
 Foreign language teaching is a flourishing area of the primary curriculum and can offer many

valuable, enriching and enjoyable learning experiences for children. Written to support busy schools and teachers in planning, teaching and delivering the new primary MFL entitlement for all KS2 pupils, this book brings together a wide range of key pedagogical issues into one user-friendly handbook: teaching approaches and resource ideas using new technologies getting assessment right progressing to the secondary school. Providing snapshots of good practice as well as a bank of practical ideas to help integrate foreign language teaching into the curriculum, this book will be key reading for all current and trainee teachers involved in the successful implementation of primary MFL.

*An Introduction to Foreign Language Learning and Teaching* Routledge

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.

**Foreign Language Learning** Routledge

This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning. In Part One, emphasis is placed on challenges that second language education has to face, both those more general, dealing with language policy issues, and those more specific, concerned with instructional options in the language classroom. Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom, both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction. Finally, Part Three is devoted to challenges involved in second and foreign language teacher education, the quality of which to a large extent determines the outcomes of second language education in any educational context.

**Foreign Language Made Easy** Routledge

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.

Subtitles for the Deaf and Hard-of-Hearing as Tools for Language Learning Prentice Hall

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.

**A Linguistic Introduction** Jeff Blum

An Introduction to Foreign Language Learning and Teaching

**Second and Foreign Language Learning Through Classroom Interaction** Routledge

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 zweifarbiger Gestaltung, 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.

**How to Learn a Foreign Language** Routledge

New Directions for Research in Foreign Language Education brings together contributions by reputed scholars that examine the challenges, opportunities, and benefits of teaching and learning foreign languages. With a particular focus on languages other than English, the book looks at the socio-political dimension of language learning and teaching and the need to re-theorize multilingualism for our age. The volume includes a range of perspectives, from language teaching as an act of reconciliation to language learning across the lifespan, from innovations in assessment and curriculum to critical appraisals of pedagogy and textbook materials. Each chapter presents a clear case study drawn from diverse contexts to illustrate the different concerns of the contributors. The book is a valuable resource for all students, teachers, teacher educators and researchers who share an interest in researching multilingualism and the different facets of teaching and learning foreign languages.

**Foreign Language Pedagogy in the Light of Cognitive Linguistics Research** Springer

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.

**Challenges of Second and Foreign Language Education in a Globalized World** Routledge

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.

**Bringing Concordia Language Villages Into Language Classrooms** Cambridge Scholars Publishing

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.

**Calling All Foreign Language Teachers** Walter de Gruyter GmbH & Co KG

Learning a language can be a daunting process. Should you self-study? Take a course? Buy a software program? Hire a private tutor? What kinds of learning systems are available and which might be right for you? How about the myriad online resources available? And, very importantly, where should you begin? Oh, by the way, how long will all this effort take anyway? You will find the answers to these questions in this short but thorough guide to learning a foreign language. Author Jeff Blum has taught English and studied four languages (Japanese, Spanish, Portuguese and Thai), but he still struggles just as anyone must when learning a language. Jeff did extensive research on all aspects of language learning in an effort to improve his own efforts and he has carefully curated that research into this guide to help you with your efforts as well. In the book you will find: 1. A look at the systems and techniques advocated by various language learning experts and sites. 2. A consideration of personal factors in learning a language (motivation, personality, goals, etc.). 3. A discussion of the 8 language learning blocks with recommended resources for tackling each. 4. An overview of the most popular language learning products on the market (Duolingo, Rosetta Stone, Pimsleur, etc.). 5. A comprehensive set of resources to aid you with whatever approach to study you pursue. Whether you are young or old, beginner or advanced, studying your first foreign language or your fifth, there is something for you in this book. If you are a language teacher, this book might help you better understand what your students are up against while giving you ideas and extra resources to aid your teaching efforts.

**Perspectives on Individual Characteristics and Foreign Language Education** David Fulton Publishers

This book constitutes another step of the linguistic community in translating cognitive linguistics research into a set of guidelines applicable in the foreign language classroom. The authors, language scholars, and experienced practitioners discuss a collection of both more theoretical and practical issues from the area of second and foreign language pedagogy. These are matters that not only enhance our comprehension of particular grammatical and lexical problems, but also lead to the improvement of the efficiency of teaching a foreign language. The topics range from learners' emotions, teaching grammatical constructions, prepositions, and vocabulary, to specific issues in phonology. The observations concern the teaching of three different languages: English, French, and Italian. As a result, the book is of interest to scholars dealing with further developments of particular linguistic issues and practitioners who want to learn how to improve the quality of their classroom work.

**Psycholinguistic Studies on Training and Retention** Modern Language Association

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.

**Media in Foreign Language Teaching and Learning** Walter de Gruyter

This is the first book that discusses the effect of foreign language learning on first language processing. The authors argue that multilingual development is a dynamic and cumulative process characterized by transfer of different nature, and results in a common underlying conceptual base with two or more language channels that constantly interact with each other. Language representation and processing are discussed from a cognitive-pragmatic rather than a lexical-syntactic perspective. This required the review of several crucial issues of L2 acquisition, such as transfer, vocabulary development, conceptual fluency, and pragmatic skills. The authors also reviewed a large body of literature touching on cognitive psychology, linguistics, psycholinguistics, SLA, philosophy, and education in order to explain multilingual development and the positive effect of foreign language learning on the first language. An important read for linguists and language educators alike, this volume: \* attempts to explain multilingual development from a cognitive-pragmatic perspective, \* argues that foreign language learning has a positive effect on the development and use of mother tongue skills, \* relies on research findings of several different disciplines, \* builds on the results of quantitative research conducted by the authors, and touches on a wide range of literature.

**Bringing the Standards for Foreign Language Learning to Life** Routledge

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.