

Language Learning & Language Teaching 23

# Second Language Acquisition and the Younger Learner Child's play?

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PHILP, OLIVER & MACKAY  
Second Language Acquisition and the Younger Learner

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# Foreign And Second Language Learning Cambridges For Language Teachers

Li Li



## **Foreign And Second Language Learning Cambridges For Language Teachers:**

*Foreign and Second Language Learning* William Littlewood,1984-04-26 The relevance of language acquisition to the day to day concerns of teaching and learning languages      *Cambridge Guide to Second Language Teacher Education* Anne Burns,Jack C. Richards,2009-03-23 This collection provides an overview of current issues debates and approaches in Second Language Teacher Education SLTE presented by internationally prominent researchers educators and emerging scholars Chapters address such issues as distance education non native English speaking educators technology assessment standards and the changing contexts of contemporary language teaching and teacher education      *Second Language Learning and Language Teaching* Vivian Cook,2013-11-26 The fourth edition of this classic textbook has been revised to reflect recent developments in language teaching and learning yet retains the basic structure and approach so popular with its readers Teaching and learning content has been updated particularly taking into account the rise of task based learning Conversational Analysis and social models of second language acquisition changes in national syllabuses and examinations and the increasing controversy over the role of the native speaker target Each chapter has been revised to stand alone enabling the text to be taught and studied out of sequence if preferred A set of focussing questions has also been added to each and further reading sections have been updated In addition icons appear throughout the text signalling where extra information summaries data lecture notes test batteries and more can be found on the author s accompanying website [www.routledge.com/cw/cook](http://www.routledge.com/cw/cook) *Second Language Learning and Language Teaching* remains the essential textbook for all student teachers of modern languages and TESOL as well as applied linguistics      **Teaching Languages to Young Learners** Lynne Cameron,2001-03-15 This book will develop readers understanding of children are being taught a foreign language

**The Cambridge Guide to Pedagogy and Practice in Second Language Teaching** Jack C. Richards,Anne Burns,2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching      **Learning to Teach Foreign Languages in the Secondary School** Norbert Pachler,Michael Evans,Ana Redondo,Linda Fisher,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 *Learning to Teach Foreign Languages in the Secondary School* has established itself as the leading textbook for student teachers of foreign languages in the UK and internationally The practical focus is underpinned by a theoretical perspective and backed up by the latest research encouraging you to develop a personal approach to foreign language teaching This new fourth edition has been comprehensively updated to take account of recent policy and curriculum changes and now covers a range of relevant statutory frameworks Fully revised chapters cover the key knowledge and skills essential for becoming a foreign

language teacher What can we learn from research into language teaching and learning Teaching methods and learning strategies Creating a meaningful learning environment Transition from Primary to Secondary The role of digital technologies Teaching in the target language Receptive skills and productive skills Teaching and learning grammar Planning and reflecting on classroom practice Pupil differences and differentiation Assessment for and of learning It includes many examples of how to analyse practice to ensure pupil learning is maximised together with activities and tasks to support you as you analyse your own learning and performance Learning to Teach Foreign Languages in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school It is an essential purchase for every aspiring secondary foreign languages school teacher

**Target Language, Collaborative Learning and Autonomy** Ernesto Macaro,1997-01-01 This book explores the relevance that second language research has for the secondary foreign language classroom It analyses the concept of teaching and learning exclusively through the target language This concept is then related to two current pedagogical tendencies peer collaboration and learner autonomy

**Debates in Modern Languages Education** Patricia Driscoll,Ernesto Macaro,Ann Swarbrick,2014-01-03 Debates in Modern Languages Education offers a comprehensive introduction and synthesis of the major themes and research evidence in language learning and teaching today providing an up to date authoritative review of traditional and contemporary issues in language teaching With chapters by leading experts in the field thematic sections explore and consider the importance of a wide range of different knowledge bases and skills for effective teaching how to become expert practitioners approaches to teaching with reference to relevant theories complex constructs and empirical research the innovations and ideas that shape and will shape the discipline for the next decade Each thought provoking chapter is supported by reference to further reading and additional material to encourage deeper exploration which will help the reader to fully engage in the debates presented This book is a valuable resource for any student or practising teacher engaged in initial teacher education continuing professional development and Masters level study

**Handbook of Research in Second Language Teaching and Learning** Eli Hinkel,2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook s international scope Volume 2 is an essential resource for researchers

faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

*Non-Native Language Teachers* Enric Llurda, 2006-02-09 Non native language teachers have often been viewed as an unavoidable fate of the profession rather than an asset worth exploring and investigating Now that non natives are increasingly found teaching languages and particularly English both in ESL and EFL contexts the identification of their specific contributions and their main strengths has become more relevant than ever As a result there has recently been a surge of interest in the role of non native teachers but little empirical research has been published so far This volume is particularly rich in providing different approaches to the study of non native teachers NNS teachers as seen by students teachers graduate supervisors and by themselves It also contributes little explored perspectives like classroom discourse analysis or a social psychological framework to discuss conceptions of NNS teachers «Hola!: A holistic approach to foreign/second language learning for kids» Manuel MEGÍAS ROSA, 2014-05-19 In *Didactic Approaches for Teachers of English in an Internacional Context* the editors have selected articles that provide an overview of the current methodology of integrated language and culture instruction with the understanding that the English language is completely embedded within a broader cultural framework The papers further define this topic into creative inter cultural approaches to teaching including content based instruction in English through CLIL holistic language learning for children the parallel development of linguistic and cultural competence and a study of language structures and discourse *Experiences of Second Language Teacher Education* T. Wright, M. Beaumont, 2014-12-03 This book brings together the voices of teacher educators working in different national and educational settings It Covers themes such as change in teacher education practices the influences of context on practice and of interculturality to provide rich insights into the processes and effects of second language teacher education *Investigating Pragmatics in Foreign Language Learning, Teaching and Testing* Eva Alcón Soler, Alicia Martínez Flor, 2008 The book focuses on investigating pragmatic learning teaching and testing in foreign language contexts The volume brings together research that investigates these three areas in different formal language learning settings and focuses on different foreign languages The book should be of interest to graduate students and researchers working in the area of second language acquisition **Research on Second Language Teacher Education** Karen E. Johnson, Paula R. Golombek, 2011-01-17 Embracing a sociocultural perspective on human cognition and employing an array of methodological tools for data collection and analysis this volume documents the complexities of second language teachers professional development in diverse L2 teacher education programs around the world including Asia South America Europe and North America and traces that development both over time and within the broader cultural historical and institutional settings and circumstances of teachers work This systematic examination of teacher professional development illuminates in multiple ways the discursive practices that shape teachers knowing thinking and doing and provides a window into how alternative mediational means can create opportunities for teachers to move toward more theoretically and pedagogically sound

instructional practices within the settings and circumstances of their work The chapters represent both native and nonnative English speaking pre service and in service L2 teachers at all levels from K 12 through higher education and examine significant challenges that are present in L2 teacher education programs

**Task-Based Language Teaching** David Nunan, 2004-12-09 The field of task based language teaching has developed considerably since the publication of Designing Tasks for the Communicative Classroom Nunan 1989 a book which helped to set the research agenda in teaching methodology for the following decade While Designing Tasks underpins this new title the material has been thoroughly updated and includes four completely new chapters Task Based Language Teaching offers a comprehensive and up to date appraisal of the field

**Routledge Encyclopedia of Language Teaching and Learning** Michael Byram, Adelheid Hu, 2013-06-26 The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study Offering a comprehensive range of articles on contemporary language teaching and its history it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level In this new edition every single entry has been reviewed and updated with reference to new developments and publications Coverage has been expanded to reflect new technological global and academic developments with particular attention to areas such as online and distance learning teacher and learner cognition testing assessment and evaluation global English and teacher education Themes and disciplines covered include Methods and materials including new technologies and materials development Contexts and concepts such as mediation risk taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines such as psychology anthropology and corpus linguistics It covers the teaching of specific languages including Japanese Chinese Arabic and African languages as well as English French German and Spanish There are thirty five overview articles dealing with issues such as communicative language teaching early language learning teacher education and syllabus and curriculum design A further 160 entries focus on topics such as bilingualism language laboratories and study abroad Numerous shorter items examine language and cultural institutions professional associations and acronyms Multiple cross references enable the user to browse from one entry to another and there are suggestions for further reading Written by an international team of specialists the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject

Social Interaction and Teacher Cognition Li Li, 2017-02-06 Investigates language teachers thoughts beliefs and knowledge through the lens of social interaction In the past decade there has been a surge of interest in the study of language teacher cognition what language teachers know think and believe and of its relationship to teachers classroom practices Social Interaction and Teacher Cognition is the first book to use a discursive psychological perspective to examine teacher cognitions Informed by conversation analysis CA the book offers a close examination of cognition in interaction in three

distinctive aspects learning to teach novice and expert teachers cognition and interactive decision making The book views cognition as a socially constructed and contextual process and treats interaction as a framework that deals with psychological matters in a public and visible way It will be of particular relevance to those researching teacher cognition in EFL contexts and will appeal to anyone interested in the study of classroom interaction Features a three part structure of survey analysis and application Takes a discursive psychological approach to teacher cognitions Uses conversation analysis to examine cognition in interaction Provides detailed examples of language in interaction in EFL contexts      **International Perspectives on English Language Teacher Education** T. Farrell, 2015-06-22 The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self initiated innovations for their teacher learners The collection suggests that a way forward for second language teacher preparation programs is through reflective practice as innovation      The Strategy Factor in Successful Language Learning Carol Griffiths, 2018-03-28 This book addresses fundamental questions regarding the relationships between successful language learning and strategy use and development according to learner situational or target variables It considers strategy effectiveness from an individual point of view and discusses pedagogical issues especially relating to teacher perceptions and training classroom and learner factors methodology and content This new edition has been reworked and revised to include an extensive review analysis and re interpretation of the existing literature and an update on the theoretical debate surrounding language learning strategies The research methodology section has been considerably extended and detailed explanations are now given for how to analyse data from research studies Rather than focusing on strategies divorced from the real world of the classroom this book explores the issues from the teaching learning point of view and will be of interest to students teachers trainee teachers teacher educators and researchers alike      Teacher Education and Professional Development in TESOL JoAnn Crandall, MaryAnn Christison, 2016-01-29 At the forefront of research on English language teacher education and professional development this volume presents new empirical research situated in different contexts around the world including Canada Denmark Israel Japan Korea Qatar Sudan and the U S It is framed by the volume editors insightful overview and analyses of previous and ongoing work in a variety of related domains and an epilogue by David Nunan The chapter studies are organized around three themes teacher identity in ESL EFL teacher education and professional development programs second language teacher education programs for diverse contexts and professional development for diverse contexts All chapters focus on the applied nature of the research and include a section on implications To provide balance and a range of views the volume includes both chapters reporting on empirical research funded by TIRF grant recipients and several from invited authors who are senior scholars in the field This is the third volume in the Global Research on Teaching and Learning English Series co published by Routledge and TIRF

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