

one trying to write it, however, would do well to read Chinn and Ashcroft's classic work first.

Reviewed by Elaine Miles, Dyslexia Unit, University of Wales, Bangor, Gwynedd LL57 2DG, UK.

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First language: taught and learned

E. L. Moerk

Baltimore: Paul Brookes, 1992. xiv + 256pp.

The essence of this book is most neatly summed up in a quote from the author (p. 13):

'The arguments and analyses . . . may lead to a conclusion that appears somewhat revolutionary, not because it is difficult to establish logically, but because it goes against the dominant convictions of the last decades. This conclusion is that language acquisition is really quite simple, if analysed microanalytically in its continuous time course The old conception of the immensity of the task was a misconception'

This quote makes it clear that the book flies in the face of most current thinking on children's early language acquisition. The 'revolutionary' aspect is that Moerk questions the need to posit an innate mechanism. In recent decades, there has been a debate as to whether first language acquisition is based on imitation and rote learning, or rule learning. More recently, the idea that children have an innate language-specific mechanism for first-language learning has been widely accepted, even though the nature of this mechanism, and precisely **WHAT** is innate, is still hotly debated.

Two main arguments are used to support the idea that there must be some innate mechanism. First, children's language creativity: there is extensive evidence that children are applying rules as they learn language, and are not simply imitating the utterances that they hear around them. For example, children often misapply the past tense rule in English, not realizing that there are many exceptions. So they say *goed* and *comed* instead of *went* and *came*. Second, it is claimed that the input and teaching that children receive when they are acquiring

First Language Taught And Learned

T. Bleistein, M. Lewis



First Language Taught And Learned:

Routledge Encyclopedia of Language Teaching and Learning Michael Byram, 2004 This handbook deals with all aspects of contemporary language teaching and its history Produced for language teaching professionals it is also useful as a reference work for academic studies at postgraduate level

Celebrating First Nations Languages and Language Learning in Australian Schools Carly Steele, Robyn Ober, Rhonda Oliver, 2025-04-30 This book introduces key underlying principles for teaching First Nations languages and language learners in schools across a range of contexts It takes a comprehensive approach covering traditional languages new languages and English At a critical time for Indigenous languages across the globe the United Nations Decade of Indigenous Languages 2022 2032 draws attention to the endangerment of these languages and advocates for the role of education to preserve and revitalise Indigenous languages At the same time many new language varieties spoken by Indigenous peoples often remain unrecognised in education systems and their English language learning needs are left unaddressed This book provides crucial information to enhance the reader's knowledge of these critical issues in language and education with a view to promote future action The chapters showcase the advocacy activism and allyship for First Nations languages and language learners undertaken by educators education systems and researchers in Australia With a practical focus this book illustrates innovative and contemporary approaches to language learning for First Nations students educators can use this text to guide and develop language learning approaches in their respective contexts This is a foundational resource for both Indigenous and non Indigenous teachers and aspiring teachers alike and all education professionals who appreciate the fundamental importance of language in 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 Second Language Learning and Language Teaching remains the essential textbook for all student teachers of modern languages and TESOL as well as applied linguistics

First Language Use in Second and Foreign Language Learning Miles Turnbull, Jennifer Dailey-O'Cain, 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

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

Handbook of Practical Second Language Teaching and Learning Eli Hinkel, 2022-09-29 This authoritative volume is a practical comprehensive and state of the art overview of current knowledge and research on second and foreign language teaching and learning Thorough and reader friendly the Handbook is organized logically into six parts that address all major areas of L2 FL teaching and learning Part I Learning Contexts and Language Teaching covers the diverse populations of language learners their needs and the challenges they face Part II Curriculum and Instruction addresses curriculum and materials design and includes exemplars of instructional approaches with wide applicability across contexts Part III Listening and Speaking overviews listening pedagogy speaking skills and pronunciation among other key topics Part IV Reading and Writing includes chapters on all practical matters related to learning to write in another language with attention to spelling orthography extensive reading and more Part V Vocabulary and Grammar discusses assumptions and practical approaches on vocabulary and grammar instruction with attention to important topics such as academic writing and multiword expressions Part VI Intercultural Communication and Pragmatics concludes the Handbook with an examination of language learning across social cultural and regional differences Bringing together leading experts in the field the contributors offer important perspectives on major established and emerging topics Each chapter overviews important developments key research and considerations and applications for effective second language instruction A well rounded readable and up to date resource the Handbook is a compendium of the ongoing changes innovations and practices in L2 FL teaching and learning It is an essential resource for students teachers faculty and professionals

Games and Rhymes for Language Teaching in the First Four Grades Alhambra Georgia Deming, 1919

Games and Rhymes for Language Teaching in the First Four Grades A.G. Deming,

One-on-One Language Teaching and Learning T. Bleistein, M.

Lewis, 2014-11-25 With only one learner it is possible for the teacher to give serious attention to principles of second language acquisition such as motivation error treatment and learner autonomy which are more difficult to address in classroom learning This book combines theory with practical suggestions making it invaluable for language tutors

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any

type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What's new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication

Approaches and Methods in Language Teaching Jack C. Richards, Theodore S. Rodgers, 2001-03-12 In addition to the approaches and methods covered in the first edition this edition includes new chapters such as whole language multiple intelligences neurolinguistic programming competency based language teaching co operative language learning content based instruction task based language teaching and The Post Methods Era

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 A

First Language Taught and Learned Ernst L. Moerk, 1992 *English Language Teaching Issues & Concern* Dr V. V. Bharathi,
Language Planning in Europe Robert Kaplan, Richard Baldauf Jr., Nkonko Kamwangamalu, 2016-04-22 This volume focuses on language planning in Cyprus Iceland and Luxembourg explaining the linguistic diversity historical and political contexts and current language situation including language in education planning the role of the media the role of religion and the roles of non indigenous languages The authors are indigenous to the situations described and draw on their experience and extensive fieldwork there The three extended case studies contained in this volume draw together the literature on each of the polities to present an overview of the existing research available while also providing new research based information The purpose of this volume is to provide an up to date overview of the language situation in each polity based on a series of key questions in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise This book comprises case studies originally published in the journal *Current Issues in Language Planning* *Modern Language Teaching* , 1905 *Lectures on Teaching Delivered in the University of Cambridge During the Lent Term, 1880* Sir Joshua Girling Fitch, 1889 **Educational Times** , 1882
The Bookman , 1921 The Forum , 1927 Chambers's Edinburgh Journal , 1919

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