How Languages Are Learned Oxford Handbooks For Language Teachers

This work investigates real-world problems involving language. As such it has the difficult task of mediating between academic expertise and lived experience, attempting to reconcile opposed interests and perspectives. It provides a comprehensive overview of pressing issues in the field.

Now in its second edition, Teaching and Researching Language Learning Strategies: Self-Regulation in Context charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self-Regulation Model. It is enriched by many new features, such as the first-ever major content analysis of published learning strategy definitions, leading to a long-awaited, encompassing strategy definition that, to a significant degree, brings order out of chaos in the strategy field. Rebecca L. Oxford provides an intensive discussion of self-regulation, agency, and related factors as the "soul of learning strategies." She ushers the strategy field into the twenty-first century with the first in-depth treatment of strategies and complexity theory. A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary. The last chapter presents innovations for strategy instruction, such as ways to deepen and differentiate strategy instruction to meet individual needs; a useful, scenario-based emotion regulation questionnaire; insights on new research methods; and results of two strategy instruction meta-analyses. This revised edition includes in-depth questions, tasks, and projects for readers in every chapter. This is the ideal textbook for upper-level undergraduate and graduate courses in TESOL, ELT, education, linguistics, and psychology.

This volume is the first handbook dedicated to language attrition, the study of how a speaker's language may be affected by crosslinguistic interference and non-use. The effects of language attrition can be felt in all aspects of language knowledge, processing, and production, and can offer unique insights into the mind of bilingual language users. In this book, international experts in the field explore a comprehensive range of topics in language attrition, examining its theoretical implications, psycho- and neurolinguistic approaches, linguistic and extralinguistic factors, L2 attrition, and heritage languages. The chapters summarize current research and draw on insights from related fields such as child language development, language contact, language change, pathological developments, and second language acquisition.

The Oxford Handbook of Chinese Linguistics offers a broad and comprehensive coverage of the entire field from a multi-disciplinary perspective. All chapters are contributed by leading scholars in their respective areas. This Handbook contains eight sections: history, languages and dialects, language contact, morphology, syntax, phonetics and phonology, socio-cultural aspects and neuro-psychological aspects. It provides not only a diachronic view of how languages evolve, but also a synchronic view of how languages in contact enrich each other by borrowing new words, calquing loan translation and even developing new syntactic structures. It also accompanies traditional linguistic studies of grammar and phonology with empirical evidence from psychology and neurocognitive sciences. In addition to research on the Chinese language and its major dialect groups, this handbook covers studies on sign languages and non-Chinese languages, such as the Austronesian languages spoken in Taiwan.

This textbook approaches second language acquisition from the perspective of generative linguistics. Roumyana Slabakova reviews and discusses paradigms and findings from the last thirty years of research in the field, focussing in particular on how the second or additional language is represented in the mind and how it is used in communication. The adoption and analysis of a specific model of acquisition, the Bottleneck Hypothesis, provides a unifying perspective. The book assumes some non-technical knowledge of linguistics, but important concepts are clearly introduced and defined throughout, making it a valuable resource not only for undergraduate and graduate students of linguistics, but also for researchers in cognitive science and language teachers.

Task-based teaching has created enormous interest among teachers in recent years. But how does the idea of designing tasks (e.g. discussions, problems, games) that encourage learners to use real language work in practice? This book explains the basic principles behind task-based learning and teaching and gives practical examples of how to make it work in different teaching situations.

Motivational Teaching provides a clear overview of the many factors that affect learner motivation and connects each of them to innovative teaching ideas and strategies. • Features over 100 tried and tested teaching ideas, underpinned by the latest research into learner motivation. • Explores how motivation to learn works both on an individual level and within the classroom environment. • Provides insights to enhance motivation through key teaching processes, from choosing materials and designing tasks to closing lessons and giving feedback. • Investigates how teachers can raise learner motivation across a range of ages, abilities, and backgrounds.

As an ESL teacher, have you looked at the phonetics textbooks on the market and decided that they don't directly address your needs? Unlike pronunciation books aimed at students of linguistics or at learners of English, Teaching American English Pronunciation has been written specifically for ESL teachers. It doesn't only give academic descriptions, but also helps you to improve your students' pronunciation effectively.

Leading scholars present critical accounts of every aspect of the field, including work in animal behaviour; anatomy, genetics and neurology; the prehistory of language; the development of our uniquely linguistic species; and language creation, transmission, and change.

This book sets out to answer a question that many linguists have been hesitant to ask: are some languages better than others? Can we say, for instance, that because German has three genders and French only two, German is a better language in this respect? Jarawara, spoken in the Amazonian jungle, has two ways of showing possession: one for a part

(e.g. 'Father's foot') and the other for something which is owned and can be given away or sold (e.g. 'Father's knife'); is it thus a better language than English, which marks all possession in the same way? R. M. W. Dixon begins by outlining what he feels are the essential components of any language, such as the ability to pose questions, command actions, and provide statements. He then discusses desirable features including gender agreement, tenses, and articles, before concluding with his view of what the ideal language would look like - and an explanation of why it does not and probably never will exist. Written in the author's usual accessible and engaging style, and full of personal anecdotes and unusual linguistic phenomena, the book will be of interest to all general language enthusiasts as well as to a linguistics student audience, and particularly to anyone with an interest in linguistic typology.

Developed directly with the IB to be fully integrated with the revised MYP Language Acquisition framework, for first teaching in 2020. This comprehensive, inquiry-based resource equips learners to acquire and practice essential language skills while developing wider conceptual and contextual awareness. An inquiry-led, concept-based approach applies key and related concepts to relevant learning material, helping you fully deliver the MYP approach and build meaningful conceptual connections. Fully comprehensive, the resource addresses all the topics suggested in the MYP Language Acquisition Framework to help learners progress into the Diploma Programme.

Now in its fifth edition, the award-winning How Languages are Learned has established itself as an indispensable introduction to research in language acquisition and its relationship with classroom practice. Patsy Lightbown and Nina Spada have worked for over four decades in second language research and education. They are highly respected worldwide for making theory and research about language learning accessible and relevant to classroom teaching. This widely acclaimed book remains essential reading for second language teachers. • Updated content highlights the latest research into second language learning and its relevance to classroom practice • Activities and questions for reflection personalize content and support critical thinking • Chapter summaries, discussion questions, weblinks and supplementary activities are available online at www.oup.com/elt/teacher/hlal

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This work investigates the close relationship between language and culture. It explains key concepts such as social context and cultural authenticity, using insights from fields which includes linguistics, sociology, and anthropology.

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Teachers are often told that new teaching methods and materials are 'based on the latest research'. But what does this mean in practice? This book introduces you to some of the language acquisition research that will help you not just to evaluate existing materials, but also to adapt and use them in a way that fits what we currently understand about how languages are learned.

Second Language Learning Theories is a clear and concise overview of the field of second language acquisition (SLA) theories. Written by a team of leading academics working in different SLA specialisms, this book provides expert analysis of the main theories from multiple perspectives to offer a broad and balanced introduction to the topic. The book covers all the main theoretical perspectives currently active in the SLA field and sets them in a broader perspective per chapter, e.g. linguistic, cognitive or sociolinguistic. Each chapter examines how various theories view language, the learner, and the acquisition process. Summaries of key studies and examples of data relating to a variety of languages illustrate the different theoretical perspectives. Each chapter concludes with an evaluative summary of the theories discussed. This third edition has been thoroughly updated to reflect the very latest research in the field of SLA. Key features include: a fully re-worked chapter on cognitive models of language and language learning a new chapter on information processing, including the roles of different types of memory and knowledge in language learning the addition of a glossary of key linguistic terms to help the non-specialist a new timeline of second language learning theory development This third edition takes account of the significant developments that have taken place in the field in recent years. Highly active domains in which theoretical and methodological advances have been made are treated in more depth to ensure that this new edition of Second Language Learning Theories remains as fresh and relevant as ever.

In 1578, the Anglo-Italian author, translator, and teacher John Florio wrote that English was 'a language that wyl do you good in England, but passe Dover, it is woorth nothing'. Learning Languages in Early Modern England is the first major study of how English-speakers learnt a variety of continental vernacular languages in the period between 1480 and 1720. English was practically unknown outside of England, which meant that the English who wanted to travel and trade with the wider world in this period had to become language-learners. Using a wide range of printed and manuscript sources, from multilingual conversation manuals to travellers' diaries and letters where languages mix and mingle, Learning Languages explores how early modern English-speakers learned and used foreign languages, and asks what it meant to be competent in another language in the past. Beginning with language lessons in early modern England, it offers a new perspective on England's 'educational revolution'. John Gallagher looks for the first time at the whole corpus of conversation manuals written for English language-learners, and uses these texts to pose groundbreaking arguments about reading, orality, and language in the period. He also reconstructs the practices of language-learning and multilingual communication which underlay early modern travel. Learning Languages offers a new and innovative study of a set of practices and experiences which were crucial to England's encounter with the wider world, and to the fashioning of English linguistic and cultural identities at home. Interdisciplinary in its approaches and broad in its chronological and thematic scope, this volume places language-learning and multilingualism at the heart of early modern British and European history.

This book provides a practical overview of the most important methods in the field. Readers are drawn into classrooms where

various teaching methods and approaches are being used. They are encouraged to reflect on their own beliefs and to develop their own approach to language teaching. - Publisher.

Raciolinguistics reveals the central role that language plays in shaping our ideas about race and vice versa. The book brings together a team of leading scholars-working both within and beyond the United States-to share powerful, much-needed research that helps us understand the increasingly vexed relationships between race, ethnicity, and language in our rapidly changing world. Combining the innovative, cutting-edge approaches of race and ethnic studies with fine-grained linguistic analyses, authors cover a wide range of topics including the struggle over the very term "African American," the racialized language education debates within the increasing number of "majority-minority" immigrant communities in the U.S., the dangers of multicultural education in a Europe that is struggling to meet the needs of new migrants, and the sociopolitical and cultural meanings of linguistic styles used in Brazilian favelas, South African townships, Mexican and Puerto Rican barrios in Chicago, and Korean American "cram schools" in New York City, among other sites. Taking into account rapidly changing demographics in the U.S and shifting cultural and media trends across the globe--from Hip Hop cultures, to transnational Mexican popular and street cultures, to Israeli reality TV, to new immigration trends across Africa and Europe--Raciolinguistics shapes the future of scholarship on race, ethnicity, and language. By taking a comparative look across a diverse range of language and literacy contexts, the volume seeks not only to set the research agenda in this burgeoning area of study, but also to help resolve pressing educational and political problems in some of the most contested raciolinguistic contexts in the world.

Oxford Take Off in Japanese is designed specifically to meet the needs of beginner speakers learning Japanese on their own. With 5 hours of audio, this course helps develop listening and comprehension skills from the very first lesson, so that you learn to understand, speak, and read authentic Japanese quickly and easily. The course contains a course book packaged with 4 x 75 minute cassettes or CDs. There are 14 units: every unit contains dialogues and activities, pronunciation practice, detailed grammatical help, cultural information, reading practice, test and revision sections, language learning techniques. Cassette and Book

Examines the challenges of learning both language and content in the same class, and reviews classroom-based research on instructional practices that can meet those challenges in primary and secondary schools.

Relates theories of first and second language acquisition to what actually goes on in the classroom Uses activities throughout to explore the practical implications of the ideas presented NEW Updated content gives teachers information about recent research on L2 learning NEW Activities and Questions for Reflection personalise content and support critical thinking NEW Extra Activities, Study Questions, and videos available online at www.oup.com/elt/teacher/hlal

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega.

In thirty-three chapters, The Oxford Handbook of Language Contact examines the various forms of contact-induced linguistic change and the levels of language which have provided instances of these influences. In addition, it provides accounts of how language contact has affected some twenty languages, spoken and signed, from all parts of the world.

Unlike any other species, humans can learn and use language. In this book, Michael Arbib presents the Mirror System Hypothesis, which suggests how complex imitation supported the breakthrough to pantomime, protosign and protospeech and then, through cultural evolution, to fully fledged languages.

Arturo Hernandez presents the results of 25 years of research into the factors that might help us to understand how two (or more) languages are stored in one brain. It is clear that the brain is not egalitarian—some languages are privileged and others are not, but why?

Gives you a unique 'hands-on' introduction to studying ESL learners' language using video interviews and footage of students doing language tasks Uses linked exercises in the book to guide you through the stages of analysing learners' language Provides full transcripts and an answer discussion section to help you to study and refer back to the input and explanations. Case study approach gives you the skills that will help you to explore learner language in your own classroom Recommended for TESOL Masters and Diploma students and language teacher educators

John Taylor argues that an individual's knowledge of a language is a repository of memories. Similarities between items lead to generalizations then used to generate new expressions. He makes a compelling contribution to understanding language and the operations of the mind. The book will appeal to linguists, philosophers, and cognitive scientists.

"The Oxford Handbook on Deaf Studies Series began in 2010 with it first volume. The series presents state-of the art information across an array of topics pertinent to deaf individuals and deaf learners, such as cognition, neuroscience, attention, memory, learning, and language. The present handbook, The Oxford Handbook on Deaf Studies in Literacy, is the 5th in this series, rounding out the topics with the most up-to-date information on literacy learning among deaf and hard of hearing learners (DHH)"--

Language and Society is a broad introduction to the interaction of language and society, intended for undergraduate students majoring in any academic discipline. The book discusses the complex socio-political roles played by large, dominant languages around the world and how the growth of major national and official languages is threatening the continued existence of smaller, minority languages. As individuals adopt new ways of speaking, many languages are disappearing, others are evolving into hybrid languages with distinctive new forms, and even long-established languages are experiencing significant change, with young speakers creating novel expressions and innovative pronunciations. Making use of a wide range of case studies selected from the Americas, Europe, Asia and Africa, Andrew Simpson describes and explains key factors causing language variation and change which relate to societal structures and the expression of group and personal identity.Â The volume also examines how speakers' knowledge of language acts as an important force controlling access to education, advances in employment and the development of social status.Â Additional topics discussed in the volume focus on the global growth of English, gendered patterns of language use, and the influence of language on perception.

This book explores key areas of educational and social psychology and considers their relevance to language learning and teaching, using

activities and questions for reflection. The topics discussed in the book include: • learners' and teachers' beliefs about how a language should be learned and taught • learning and working in groups • relationships with others • the role of the self in teaching and learning • motivation to start and persist with tasks • the role of emotions in learning. The authors provide useful insights for the understanding of language learning and discuss the important implications for language teaching pedagogy. Extra resources are available on the website: www.oup.com/elt/teacher/exploringpsychology Marion Williams was formerly Reader in Applied Linguistics at the University of Exeter and is a past president of IATEFL. Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Stephen Ryan is Professor in the School of Economics at Senshu University, Tokyo.

Offering a timely snapshot of current theory and research in the field of psychology in foreign language learning, this book is accessible to both specialists and non-specialists. Each chapter focuses on a different psychological construct and provides an overview of current thinking in the area drawing on insights from educational psychology.

This guide to vocabulary acquisition is essential reading for teachers of English as a second or foreign language. It presents the major ideas and principles that relate to the teaching and learning of vocabulary and evaluates a wide range of practical activities designed to help boost students' vocabulary acquisition. Key questions which are answered include: • How many words should students learn at a time, and how often? • How much classroom time should be spent teaching vocabulary? • What is the best way to group vocabulary for learning? • Is it useful to provide students with the L1 translations of unknown words? • Why do some students make greater progress than others? stuart webb is Professor in Applied Linguistics at the University of Western Ontario, Canada. paul nation is Emeritus Professor in Applied Linguistics at Victoria University of Wellington, New Zealand. Teachers will find answers to many of their perennial questions about vocabulary learning—as well as some they had not yet thought to ask!

There is research evidence to support established practices, but also new evidence that challenges old ideas. patsy lightbown (co-author of How Languages are Learned, with Nina Spada)

'How Languages Are Learned' provides a readable introduction to the main theories of first and second language acquisition, relating them to approaches to classroom methodology and practice.

The model is makes quantitative and cross-linguistic predictions about child language. It may also be deployed as a predictive model of language change which, when the evidence is available, could explain why grammars change in a particular direction at a particular time.

Strategies and ideas to help you develop your personal teaching style. A guide to help teachers of English to develop teaching skills through drawing on practical classroom experience.

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