

# **Plurilingual Education in a Monolingualised Nation**

## **Exploring New Frontiers in Language Teaching in Japan**



**Daniel Roy Pearce**

new  
perspectives  
on  
language  
and  
education

# New Frontiers In Foreign Language Education

**Justin Quinn, Gabriela Kleckova**



## **New Frontiers In Foreign Language Education:**

*New Frontiers in Foreign Language Education* Central States Conference, 1980      A New Frontier in Korean as a Foreign Language Ho-min Sohn, 1995      New Frontiers in Foreign Language Education Maurice W. Conner, 1980-07

Handbook of Research on Foreign Language Education in the Digital Age Wang, Congcong, Winstead, Lisa, 2016-07-13

The role of technology in the learning process can offer significant contributions to help meet the increasing needs of students. In the field of language acquisition, new possibilities for instructional methods have emerged from the integration of such innovations. The *Handbook of Research on Foreign Language Education in the Digital Age* presents a comprehensive examination of emerging technological tools being utilized within second language learning environments. Highlighting theoretical frameworks, multidisciplinary perspectives, and technical trends, this book is a crucial reference source for professionals, curriculum designers, researchers, and upper level students interested in the benefits of technology-assisted language acquisition.

**Transforming Postsecondary Foreign Language Teaching in the United States** Janet Swaffar, Per Urlaub, 2014-07-25. This volume addresses critical challenges and issues facing foreign language departments in colleges and universities across the U.S. It presents the insights of individuals who have built or are in the process of building foreign language curricula during a major transition period in postsecondary institutions. The authors of this volume come from various language departments and institutional experience from across the U.S., including private and public postsecondary foreign language teachers, researchers, and administrators. The chapters address issues and provide templates for curricular change at all learning levels. The five sections of this book explore: Changing Perceptions about Foreign Language Learning; The Case for a Multi-literacy FL Curriculum in Concept and Assessment; Praxis; Curricular Transformations; Historical Hurdles and Faculty Heuristics; Rethinking the Graduate Curriculum; Foreign Languages Integration into the Interdisciplinary University. This thought-provoking and timely volume addresses the question of how historic and current disciplinary, institutional, and political conditions affect curricular transformation in collegiate foreign language programs. Responding to the issues raised in the 2007 MLA Report, this collection of nine essays presents a diversity of curricular models and approaches from different theoretical perspectives, focusing on the integration of language and content. The book will undoubtedly be of great interest to a broad audience such as foreign language educators, curriculum designers, administrators, graduate students, and researchers.

Nelleke Van Deusen Scholl, Yale College, CT, USA      Resources in Education, 1991      *Errors of Creativity* Xiao-ming Yang, Dr. Huaxin Xu, 2001. *Errors of Creativity* presents an in-depth analysis of both the sources and characteristics of lexical errors committed by Chinese college students who major in English language. Using theories of the semantic field and componential analysis as the theoretical basis, *Errors of Creativity* gives new insight into the specific area of error analysis as well as to the theory and practice of L2 acquisition.

*Evaluation in Foreign Language Education in the Middle East and North Africa* Sahbi Hidri, Christine Coombe, 2016-09-27. This book

presents evaluation cases from the Middle East and North Africa MENA context investigating the various facets of evaluation in different parts of the MENA region and beyond In 19 chapters it explores cases from Tunisia Saudi Arabia Egypt Sudan Syria the UAE Turkey Iran and Morocco The book highlights the impact of evaluation on a range of stakeholders arguing that it has repercussions at the individual societal economic cultural and political levels that it also has an ethical dimension and that it is tailored to people s needs helping them to remain abreast of the effectiveness and efficiency of programs Further the book explores controversial issues concerning different evaluation themes such as teacher and staff evaluation assessment practices text genre analysis evaluation assessment of productive skills textbook and ICT evaluation evaluation of ELT certificates and programs quality assurance ESP needs analysis assessment literacy and dynamic assessment It addresses key challenges such as who the right people to implement evaluation are and the appropriate use of evaluation results to avoid any misuse or harm to any stakeholder In closing the book calls for further research venues on the relevance of evaluation testing and assessment in the MENA context and beyond

**Self and Identity in Adolescent Foreign Language Learning** Florentina Taylor,2013-07-04 This book explores the role of identity in adolescent foreign language learning to provide evidence that an identity focused approach can make a difference to achievement in education It uses both in depth exploratory interviews with language learners and a cross sectional survey to provide a unique glimpse into the identity dynamics that learners need to manage in their interaction with contradictory relational contexts e g teacher vs classmates parents vs friends and that appear to impair their perceived competence and declared achievement in language learning Furthermore this work presents a new model of identity which incorporates several educational psychology theories e g self discrepancy self presentation impression management developmental theories of adolescence and principles of foreign language teaching and learning This book gives rise to potentially policy changing insights and will be of importance to those interested in the relationship between self identity and language teaching and learning

**Error Analysis in English Language Teaching** Elvina Arapah,2023-10-10 The use of language especially for second third languages or foreign languages is inseparable from errors in either oral or written use In analyzing these language errors the approach used is contrastively and non contrastively This book covers what is means by Error and Mistake types of language learning errors such as Global and Local Error In its taxonomies errors observed in the acquisition of English as a second language as 1 Overgeneralization 2 Ignorance of rule restriction 3 Incomplete application of rules and 4 False concepts hypothesized Sources of errors are divided into 1 Interference transfer 2 Intralingual transfer 3 Context of learning and 4 Communication strategies In conducting error analysis there are several procedures that can be used as a reference 1 Collecting a sample of learner language 2 identifying the errors 3 describing the errors and 4 explaining the errors Analysis of these language errors both oral and written is needed because the results of the analysis will indicate the treatment that can be done for language learning

**A Multidimensional and Cross-spherical Study of Cognitive Metaphorology** Yi Sun,2025-09-01

This book aims to illustrate and explain the Cognitive Metaphorology from experiential and cultural perspectives and highlights two prominent features of cognitive metaphor multidimensionality and cross sphere application This book demonstrates that embodied experience is the shared philosophical basis of commonalities underlying the similarities in these metaphors across Chinese and English national and cultural factors introduce variations in metaphors between the two languages The different cultural aspects revealed through metaphors related to human body parts emotions senses time colors and animals may appeal to academic readers interested in language studies or diverse cultures     *Recent*

*Perspectives on Task-Based Language Learning and Teaching* Mohammad Ahmadian,María del Pilar García Mayo,2017-12-04

The last three decades have witnessed a growth of interest in research on tasks from various perspectives and numerous books and collections of articles have been published focusing on the notion of task and its utility in different contexts Nevertheless what is lacking is a multi faceted examination of tasks from different important perspectives This edited volume with four sections of three chapters each views tasks and Task based Language Teaching TBLT from four distinct but complementary vantage points In the first section all chapters view tasks from a cognitive interactionist angle with each addressing one key facet of either cognition or interaction or both in different contexts CALL and EFL ESL Section two hinges on the idea that language teaching and learning is perhaps best conceptualized understood and investigated within a complexity theory framework which accounts for the dynamicity and interrelatedness of the variables involved Viewing TBLT from a sociocultural lens is what connects the chapters included in the third section Finally the fourth section views TBLT from pedagogical and curricular vantage points     **Insights into Senior Foreign Language Education** Marek

Derenowski,2021-08-25 This book examines the unique characteristics of teaching foreign languages to senior learners It discusses the potential age related barriers and learning difficulties which may be encountered in senior foreign language education as well as solutions to overcome these challenges The author describes the processes of human aging from different perspectives and introduces the concept of lifelong learning The book proposes classroom practices activities and materials that may be adopted when working with senior learners which will prove useful to teachers and teacher trainers as well as to educational policymakers and planners Furthermore it describes potential modifications to educational programmes that may be introduced in order to eliminate affective barriers making the learning material relevant and motivating and encouraging the use of adult learning strategies     **Anglophone Literature in Second-Language**

**Teacher Education** Justin Quinn,Gabriela Kleckova,2021-03-15 Anglophone Literature in Second Language Teacher Education proposes new ways that literature and more generally culture can be used to educate future teachers of English as a second language Arguing that the way literature is used in language teacher education can be transformed the book foregrounds transnational approaches and shows how these can be applied in literature and cultural instruction to encourage intercultural awareness in future language educators It draws on theoretical discussions from literary and cultural studies as

well as applied linguistics and is an example how these cross discipline conversations can take place and thus help make Second language teacher education SLTE programs more responsive to the challenges faced by future English language teachers Written in the idiom of literary scholarship the book uses ideas of intercultural studies that have gained widespread support at research level yet have not affected literature cultural curricula in SLTE As the first interdisciplinary study to suggest how SLTE programs can respond with curricula this book will be of great interest for academics scholars and post graduate students in the fields of applied linguistics L2 and foreign language education teacher education and post graduate TESOL It has universal appeal addressing teaching faculty in any third level institution that prepares language teachers and includes literary studies in their curriculum as well as administrators in such organizations Teaching Grammar in Second Language Classrooms Hossein Nassaji, Sandra S. Fotos, 2011-03-17 Recent SLA research recognizes the necessity of attention to grammar and demonstrates that form focused instruction is especially effective when it is incorporated into a meaningful communicative context Designed specifically for second language teachers this text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option Each chapter includes a description of the option its theoretical and empirical background examples of activities illustrating in a non technical manner how it can be implemented in the classroom questions for reflection and a list of useful resources that teachers can consult for further information **Bloomsbury World Englishes Volume 3: Pedagogies** Yasemin Bayyurt, Mario Saraceni, 2021-05-20 Bloomsbury World Englishes offers a comprehensive and rigorous description of the facts implications and contentious issues regarding the forms and functions of English in the world International experts cover a diverse range of varieties and topics offering a more accurate understanding of English across the globe and the various social contexts in which it plays a significant role With volumes dedicated to research paradigms language ideologies and pedagogies the collection pushes the boundaries of the field to go beyond traditional descriptive paradigms and contribute to moving research agendas forward Volume 3 Pedagogies addresses the teaching of English as a world language Chapters in this volume consider the teaching and learning of Englishes from a range of perspectives and on the basis of experiences and research from many parts of the world *Research Questions in Language Education and Applied Linguistics* Hassan Mohebbi, Christine Coombe, 2022-01-13 This volume encompasses the range of research questions on language related problems that arise in language teaching learning and assessment The 150 chapters are written by experts in the field who each offer their insights into current and future directions of research and who suggest several highly relevant research questions Topics include but are not limited to language skills teaching language skills assessment and testing measurement feedback discourse analysis pragmatics semantics language learning through technology CALL MALL ESP EAP ERPP TBLT materials development genre analysis needs analysis corpus content based language teaching language teaching and learning strategies individual differences

research methods classroom research form focused instruction age effects literacy proficiency and teacher education and teacher development The book serves as a reference and offers inspiration to researchers and students in language education An important skill in reviewing the research literature is following a study's plan of attack Broadly this means that before accepting and acting upon the findings one considers a the research question Is it clear and focused Measurable b the subjects examined the methods deployed and the measures chosen Do they fit the study's goal and have the potential to yield useful results and c the analysis of the data Do the data lead to the discussion presented Has the author reasonably interpreted results to reach the conclusion Mohebbi and Coombe's book *Research Questions in Language Education and Applied Linguistics A Reference Guide* helps budding researchers take the first step and develop a solid research question As the field of language education evolves we need continual research to improve our instructional and assessment practices and our understanding of the learners language learning processes This book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base Deborah J Short Ph D Director Academic Language Research Training Past President TESOL International Association 2021-22 As a teacher in graduate programs in TESOL I frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field This frustration stems from the fact that our field is so vast and interrelated that it is often impossible to properly address all that interests them Hence I wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of TESOL and Applied Linguistics Coombe and Mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come Additionally the cutting edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world The 150 chapters are organized in a most powerful yet deceptively simple way offering a positioning within the topic suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research What is more the nine sections in which the chapters are organized leave no area of the field unexplored Dr Gabriel D az Maggioli Academic Advisor Institute of Education Universidad ORT del Uruguay President IATEFL Chapter Metacognition in Academic Writing Learning Dimensions is available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](https://link.springer.com)

*Technology-Assisted ESL Acquisition and Development for Nontraditional Learners* Khadimali, Seda, 2018-08-31  
Creating technology integrated learning environments for adolescent and adult language learners remains a challenge to educators in the field Thoroughly examining and optimizing the experience of these students is imperative to the success of language learning classrooms *Technology Assisted ESL Acquisition and Development for Nontraditional Learners* provides innovative insights into the advancements in communication technologies and their applications in language learning The

content within this publication covers emerging research on instructional design teacher cognition and professional development It is a vital reference source for educators academics administrators and researchers seeking coverage centered on the implementation of technology based language learning systems **Global TESOL for the 21st Century** Heath Rose, Mona Syrbe, Anuchaya Montakantiwong, Natsuno Funada, 2020-05-27 This book explores the impact of the spread of English on language teaching and learning It provides a framework for change in English language teaching to better reflect global realities and current research The authors examine the pedagogical implications of the global spread of English drawing on world Englishes English as a lingua franca and global Englishes research The book proposes key innovations for teaching English as an international language and outlines key areas for future classroom based research The book is essential reading for postgraduate researchers teachers and teacher trainers in TESOL and second language education programmes

**Proceedings of the 4th International Conference on Linguistics and Culture (ICLC-4 2023)** Muhammad Hasyim, 2024-05-22 This is an open access book Research and teaching activities in the fields of language literature and culture are still being carried out even during the Covid 19 era that hit the world It is undeniable that the results of research and learning of language literature and culture at this time were a bit hindered because most activities were carried out from home During the Covid 19 period which started in early 2020 practically more activities were done at home Likewise institutions during the Covid 19 era were carried out online For example the Language Agency continues to carry out activities but it is carried out online such as online webinars that contribute to the wider community in accordance with the duties and functions of the Language Agency carried out using a hybrid method or completely online Various events are packaged creatively and innovatively to produce a new spirit in speaking Research and teaching of language literature and culture during the Covid 19 period resulted in many amazing innovations and creativity in line with technological developments Covid 19 has inspired many in research on language literature and culture In the field of language you can see research on the language used in Covid 19 such as said cases of suspected respiratory tract infection ODP People Under Monitoring confirmed cases a person who is late known to be infected with Covid 19 etc That s the content Content on YouTube about the use of language is a hot object of research to research In terms of culture the Government is making various efforts to break the chain of the spread of the Covid 19 pandemic in a massive and systematic manner Covid 19 is not only a deadly virus but has a domino effect that is also terrible One of the policies used by the government in preventing and controlling the spread of Covid 19 is implementing the Large Scale Social Restrictions PSBB policy As an investment culture also requires strategies and enablers so that it is able to achieve the target of the happiness and welfare of the Indonesian people This strategy is implemented through providing for a diversity of cultural expressions developing cultural practices utilizing cultural promotion objects accelerating institutional reform and increasing the government s role as a facilitator Teaching issues especially teaching methods of language literature and culture need to be highlighted in terms of IT based



innovation and creativity after Covid 19 How especially teaching methods in applying the material Research on learning methods has also been carried out a lot especially methods that focus on students entering the new normal era or the new era after Covid 19 with innovative research and learning of language literature and culture It is interesting to reveal a major event namely the 3rd International Conference on Linguistics and Cultural Studies sponsored by the Faculty of Cultural Sciences Hasanuddin University Makassar

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