

1. Record Nr.	UNINA9910140014103321
Titolo	Handbook of foreign language communication and learning // edited by Karlfried Knapp, Barbara Seidlhofer ; in cooperation with Henry Widdowson
Pubbl/distr/stampa	New York, : Mouton de Gruyter, 2009
ISBN	3-11-026012-3 0-470-43283-7 1-282-45685-7 9786612456855 1-61344-022-7 3-11-021424-5 0-471-65742-5
Descrizione fisica	1 online resource (752 pages) : illustrations
Collana	Handbooks of applied linguistics ; ; 6
Classificazione	ER 925
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Disciplina	418.0071
Soggetti	Languages, Modern - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- 1. Introduction. Developing foreign language communication: Principles and practices -- I. The nature of foreign language learning -- 2. What makes a language foreign? -- 3. Multilingualism and foreign language learning -- 4. Foreign language teaching and educational policy -- 5. Learning and teaching multiple languages -- 6. Developing links between second language acquisition research and language teaching -- 7. Language awareness -- II. Perspectives on foreign language learning and teaching -- 8. The linguistic perspective -- 9. Cultural perspectives on language learning and teaching -- 10. The political perspective -- 11. The cognitive perspective: Age effects and/or critical periods? -- III. The design of foreign language teaching -- 12. Foreign language syllabus design -- 13. The methodology of foreign language teaching: Methods, approaches, principles -- 14. Autonomous language learning -- 15.

Teaching the spoken foreign language -- 16. Teaching the written foreign language -- IV. Approaches to foreign language teaching -- 17. Principles of approach -- 18. Communicative language teaching -- 19. Language for specific purposes vs. general language -- 20. Content and language integrated learning -- 21. Computer assisted foreign language learning -- V. Evaluation in language learning and teaching -- 22. Principles of testing and assessment -- 23. Issues in certification -- 24. Evaluation and learning in language programmes -- Backmatter

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Sommario/riassunto

This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed.

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