

1. Record Nr.	UNINA9910877558503321
Titolo	The handbook of language teaching // edited by Michael H. Long and Catherine J. Doughty
Pubbl/distr/stampa	Malden, MA, : Wiley-Blackwell, 2009
ISBN	1-4443-1579-X 1-78034-187-3 1-4443-1578-1 1-4443-3152-3 1-282-37182-7 9786612371820 1-4443-4561-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (861 p.)
Collana	Blackwell handbooks in linguistics
Altri autori (Persone)	LongMichael H DoughtyCatherine
Disciplina	418.0071
Soggetti	Language and languages - Study and teaching Second language acquisition
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	""Cover""; ""Half Title page""; ""Series page""; ""Title page""; ""Copyright page""; ""Contributors""; ""Part I: Overview""; ""Chapter 1: Language Teaching""; ""Notes""; ""Part II: Social, Political, and Educational Contexts of Language Teaching""; ""Chapter 2: The Social and Sociolinguistic Contexts of Language Learning and Teaching""; ""The Social Context of Language Learning and Teaching""; ""The Sociolinguistic Context of Language Learning and Teaching""; ""Major Second and Foreign Language Learning and Teaching Contexts""; ""Conclusion""; ""References"" ""Chapter 3: The Politics and Policies of Language and Language Teaching""""Introduction""; ""Historical and Global Contextualization""; ""Politics and/or Policy?""; ""Linguistic Human Rights, Linguistic Diversity, and Language Maintenance in and through Education: Issues of Language Policy and Politics""; ""Language Policy, Exemplified by the European Region""; ""Notes""; ""References""; ""Further Reading"";

""Chapter 4: History of Language Teaching""; ""The Context of Second-Language Teaching""; ""Beliefs about Language Learning, Methodologies and Historical Context""
""The Role and Status of the Language Teacher""""The Role and Status of the Learner""; ""Conclusion""; ""References""; ""Part III: Psycholinguistic Underpinnings of Language Learning""; ""Chapter 5: The Language-Learning Brain""; ""What is Neurolinguistics?""; ""Some Promising Neurolinguistic Research""; ""Neurolinguistic Research and L2 Learning and Teaching""; ""Some Confusions""; ""Conclusion""; ""References""; ""Chapter 6: Sequences and Processes in Language Learning""; ""Learner Language or Interlanguage""; ""Sequences in Language Learning""; ""Processes""
""Sequences, Processes, and Instruction: Five Generalizations and a Coda""""Note""; ""References""; ""Chapter 7: The Importance of Cross-Linguistic Similarity in Foreign Language Learning""; ""Actual, Perceived, and Assumed Similarities""; ""Types of Cross-Linguistic Similarity Relationships""; ""Item Transfer and System Transfer in Comprehension, Learning, and Production""; ""Implications for Teaching""; ""References""; ""Further Reading""; ""Chapter 8: Cognitive-Psychological Processes in Second Language Learning""; ""The Components of Second Language Knowledge""
""How the Components of Second Language Knowledge Are Used""""How the Components of Second Language Knowledge Are Learned, Acquired, Practiced, Monitored, and Consolidated""; ""References""; ""Chapter 9: Optimizing the Input: Frequency and Sampling in Usage-Based and Form-Focused Learning""; ""Estimating How Language Works: From Tokens to Types to System""; ""The Units of Language Acquisition""; ""Acquiring Constructions""; ""Frequency and the Roles of Input""; ""Tuning the System: Frequency and the Attainment of Nativelike Fluency and Selection""
""The Language Calculator Has No "Clear" Button""
