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discourse as professional and institutional action -- Chapter 15: Content-and language-integrated learning, culture of education and learning theories -- Chapter 16: Content-based language teaching -- Chapter 17: Theoretical approaches to second-language learner varieties -- Chapter 18: The role of form in language learning -- Chapter 19: A methodology for evaluating the effectiveness of vocabulary treatments -- Chapter 20: The place of knowledge about language in the mother tongue and foreign-language curriculum -- Part Four: Reports -- Chapter 21: Towards an alphabetical grammar of Modern Israeli Hebrew -- Chapter 22: The use of word frequency data in the teaching of English as an alternative/additional language. Chapter 23: Helping advanced EFL learners improve their written English through self-correction tasks -- Chapter 24: A web-based foreign-language assistant -- Chapter 25: Subject didactics as the science of the foreign-language teaching profession -- Index.

Sommario/riassunto

In *Reflections on Language and Language Learning: In honour of Arthur van Essen*, thirty-one leading language scholars and educational linguists in the Netherlands and abroad with whom over the years Professor van Essen, one of the grandees of applied linguistics, has collaborated provide original essays and studies which discuss the most recent insights and trends in the fields of linguistics and foreign language teaching. While interdisciplinary in scope, the volume encompasses theoretical advances in (educational) linguistic thinking; for example, the perceptive articles written by Michael Byram, Christopher N. Candlin, Natalia Gvishiani, Peter Jordens, Jan Koster, Leo van Lier, and Bondi Sciarone - as well as a sample of the latest methodological developments in areas such as ELT, LSP, and content-based language teaching; cases in point are the useful contributions by Jeanine Deen & Hilde Hacquebord, Michaël Goethals, Paul Meara & Ignacio Rodríguez Sánchez, Rosamond Mitchell & Christopher Brumfit, and Uta Thürmer.
