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 ""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""

Sommario/riassunto

Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching.

- * A comprehensive reference work on language teaching, which combines the latest research findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings
- * Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation
- * Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching
- * Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume