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Eva Alcon Soler, Maria Pilar Safont Jorda

The Social Life of the Japanese Language Shigeko Okamoto, Janet S. Shibamoto-Smith, 2016-08-04 Why are different varieties of the Japanese language used differently in social interaction, and how are they perceived? How do honorifics operate to express diverse affective stances, such as politeness? Why have issues of gendered speech been so central in public discourse, and how are they reflected and refracted in language use as social practice? This book examines Japanese sociolinguistic phenomena from a fascinating new perspective, focusing on the historical construction of language norms and its relationship to actual language use in contemporary Japan. This socio-historically sensitive account stresses the different choices which have shaped Japanese and Western sociolinguistics and how varieties of Japanese, honorifics and politeness, and gendered language have emerged in response to the socio-political landscape in which a modernizing Japan found itself.

Transnational Nazism Ricky W. Law, 2019-05-23 The first English-language study of German-Japanese interwar relations to employ sources in both languages.

Intercultural Language Use and Language Learning Eva Alcon Soler, Maria Pilar Safont Jorda, 2007-05-24 Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch's argument (1998) against the native/non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

Media in Foreign Language Teaching and Learning Wai Meng Chan, Kwee Nyet Chin, Masanori Nagami, Titima Suthiwan, 2011-10-27 While educators and educational psychologists debate the influence of media on learning, there can be little doubt that media is now an integral constituent of any educational context. In particular, computer and internet media, with their immense processing power and multimedia capabilities, can have significant bearing on learning processes and outcomes in today's learning environment. Such media, which are increasingly designed to be highly interactive and adaptable, can enable reflective, productive and communicative activities and have much potential for foreign language learning. The book contains 16 papers which look at different forms of media and explore how these affect or

can be used effectively in foreign language education. The first of three parts focuses on important theoretical and pedagogical issues in selecting and using media. In the second part, insightful empirical research findings are presented on the contributions of different forms of media in language teaching and learning, including their effect on learners' learning motivation. The third and concluding part of the book provides in-depth accounts of how media can be harnessed to drive innovative curricular practice as well as students' evaluations of these curricular projects.

Teaching Language in Context Alice Omaggio Hadley, Robert Terry, 2001
TEACHING LANGUAGE IN CONTEXT, THIRD EDITION is the essential methods text for anyone teaching or learning to teach a foreign language. TEACHING LANGUAGE IN CONTEXT combines an updated, comprehensive, readable review of the literature, a thorough bibliography, and sample activities and approaches that effectively model the methodology.

Vocabulary in a Second Language Paul Bogaards, Batia Laufer-Dvorkin, 2004-01-01 The eleven chapters of *Vocabulary in a Second Language* are written by the world's leading researchers in the field of vocabulary studies in second language acquisition. Each chapter presents experimental research leading to new conclusions about and insights into the selection, the learning and teaching, or the testing of vocabulary knowledge in foreign languages. This book is intended as an up-to-date overview of the important domain of the lexicon for researchers in the field of second language acquisition, teacher trainers and professional teachers of second or foreign languages.

Performance and Competence in Second Language Acquisition Gillian Brown, Kirsten Malmkjaer, John Williams, 1996-03-28 This volume explores the competence/performance distinction with reference to second language acquisition.

Lexical Processing in Second Language Learners Tess Fitzpatrick, Andy Barfield, 2009-05-20 This book presents studies from authors at the cutting edge of second language vocabulary research, whose output represents much of the current focus and direction of work in this area. The authors address various aspects of L2 lexical processing and explore different models of acquisition, processing and storage. The studies are linked by the fact that the authors have all belonged to the same dynamic and influential vocabulary acquisition research group led by Paul Meara. Alison Wray provides an overview of how Meara has led this group's research activities in an innovative PhD programme, and John Read and Paul Nation contribute a critical evaluation of Meara's wide-ranging contributions to the field of vocabulary acquisition research. The research studies presented here are relevant and replicable, offering researchers and teachers many valuable and critical insights into lexical processing in second language learners.

Elt in Asia in the Digital Era Taylor & Francis Group, 2020-12-18 This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era's impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It's indeed a

pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.

Listening Anne Anderson, Tony Lynch, 1988-07-07 What does language comprehension involve? How can teachers best go about selecting and designing effective listening materials for themselves? In *Listening*, the authors provide a much-needed perspective on the subject and include material from their own recent work in comprehension task design.

NTCs Basic Japanese Level 2, Student Edition McGraw Hill, 1993-01-01 A communicative program in contemporary Japanese for intermediate students *NTC's Basic Japanese, Level 2* (William) extends students' speaking, listening, reading, and writing skills. Through open-ended exercises, students learn to express their thoughts and opinions in Japanese. Hiragana and katakana are continually reviewed to help your students master the syllabaries gradually and completely. This text is hardcover, 71½" × 10", and 160 pages in length.

ELT in Asia in the Digital Era: Global Citizenship and Identity Suwarsih Madya, Fuad Abdul Hamied, Willy A. Renandya, Christine Coombe, Yazid Basthomi, 2018-06-22 This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era's impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It's indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.

Japanese Now Esther M. T. Sato, 1987

The Routledge Handbook of English Language Teacher Education Steve Walsh, Steve Mann, 2019-07-03 The *Routledge Handbook of English Language Teacher Education* provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of 'best practice'; 'snapshots' of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The *Routledge Handbook of English Language Teacher Education* is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

Dimensions of Vocabulary Knowledge James Milton, Tess Fitzpatrick, 2017-09-16 Written for students of applied linguistics, this textbook is an indispensable introduction to the area of vocabulary knowledge. By linking the latest research to an overview of how the field is developing, the

authors explore how learners handle what they know in second and foreign language vocabulary, and how they activate this information. Dimensions of Vocabulary Knowledge: - Offers a comprehensive investigation of the dimensions that constitute the word knowledge framework and identifies links between them - Synthesizes research on individual aspects of word knowledge - Presents new empirical research findings and considers the pedagogical implications of these - Provides questions for further classroom discussion

Sonidos, Sabores Y Palabras (Book Only) Jennifer B. Eddy, 2005-07 SONIDOS, SABORES Y PALABRAS features a diverse range of activities and exercises based on each song. These activities will have students call upon prior knowledge, reflect and empathize with the lyrics, and make connections to their own experiences. The thought-provoking group activities require students to analyze the meaning behind the songs, as well as investigate and discuss how they relevantly reflect Latin cultures today. Suitable for self-study, building vocabulary, and developing reading and listening skills.

Biliteracy from the Start Kathy Escamilla, 2014 Biliteracy from the Start: Literacy Squared in Action shows bilingual education teachers, administrators, and leadership teams how to plan, implement, monitor, and strengthen biliteracy instruction that builds on students' linguistic resources in two languages, beginning in kindergarten. Escamilla and her team present a holistic biliteracy framework that is at the heart of their action-oriented Literacy Squared school-based project. Teachers learn to develop holistic biliteracy instruction units, lesson plans, and assessments that place Spanish and English side by side. Educators also learn to teach to students' potential within empirically based, scaffolded, biliteracy zones and to support emerging bilinguals' trajectories toward biliteracy. Foreword by Ofelia García. Special Features Key terms and/or guiding questions introduce every chapter. Sample instruction units, lesson plans, student writing in Spanish and English, and paired writing rubrics make chapter content accessible and practical. Empirical evidence of students' reading and writing development in Spanish and English grounds presentation of trajectories toward biliteracy and scaffolded biliteracy zones. Questions for reflection and action at the end of each chapter help biliteracy educators apply key concepts to their local district and school context.

International Legal English Teacher's Book Jeremy Day, 2006-09-21 International Legal English Teacher's Book is an essential companion for any teacher wishing to use International Legal English in the classroom. The book offers invaluable background information about the law topics discussed, giving teachers the confidence to explore these topics with their students. The Teacher's Book guides the teacher through the exercises in the book and suggests optional consolidation activities along the way. It includes 45 extra photocopiable activities and adds a whole new communicative dimension to the course, with lots of ideas for discussion and role-plays.

Globalization and Japanese Exceptionalism in Education Ryoko Tsuneyoshi, 2019-03-21 Globalization is the most common overriding characteristic of our time, with societies all over the world struggling to change their educational systems to meet what are perceived to be the needs of globalization. This book provides an insider's account of how the Japanese educational system is trying to meet that challenge while placing the developments in a larger international context. Distinguishing itself from other books in the same genre, this volume (1) brings in the diversity of

insiders' reactions concerning globalization reform in education, while placing such actions in the larger international context, and (2) covers a wide span of education (elementary to higher education) and shows how the globalization reforms as a whole are affecting Japanese education. With a focus on insiders' accounts, this book brings in information that is little known outside of Japan. It also links globalization processes in Japanese society, school education and higher education, accounting for similarities and differences across educational levels, providing insight into the multifaceted processes affecting the Japanese education system. Chapters include: From High School Abroad to College in Japan: The Difficulties of the Japanese Returnee Experience The University of Tokyo PEAK Program: Venues into the Challenges Faced by Japanese Universities Why Does Cultural Diversity Matter? Korean Higher Education in Comparative Perspective

International Encyclopedia of Educational Technology Tj Plomp, Donald P. Ely, 1996 Educational Technology is seen as a problem-solving process, concerning most aspects of teaching and learning through media and technology, in the context of education and training. This volume presents information on various aspects of educational technology.

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