

one trying to write it, however, would do well to read Chinn and Ashcroft's classic work first.

*Reviewed by Elaine Miles, Dyslexia Unit, University of Wales, Bangor, Gwynedd LL57 2DG, UK.*

*(Received 9 July 1994)*

### **First language: taught and learned**

**E. L. Moerk**

*Baltimore: Paul Brookes, 1992. xiv + 256pp.*

The essence of this book is most neatly summed up in a quote from the author (p. 13):

'The arguments and analyses . . . may lead to a conclusion that appears somewhat revolutionary, not because it is difficult to establish logically, but because it goes against the dominant convictions of the last decades. This conclusion is that language acquisition is really quite simple, if analysed microanalytically in its continuous time course . . . . The old conception of the immensity of the task was a misconception'

This quote makes it clear that the book flies in the face of most current thinking on children's early language acquisition. The 'revolutionary' aspect is that Moerk questions the need to posit an innate mechanism. In recent decades, there has been a debate as to whether first language acquisition is based on imitation and rote learning, or rule learning. More recently, the idea that children have an innate language-specific mechanism for first-language learning has been widely accepted, even though the nature of this mechanism, and precisely **WHAT** is innate, is still hotly debated.

Two main arguments are used to support the idea that there must be some innate mechanism. First, children's language creativity: there is extensive evidence that children are applying rules as they learn language, and are not simply imitating the utterances that they hear around them. For example, children often misapply the past tense rule in English, not realizing that there are many exceptions. So they say *goed* and *comed* instead of *went* and *came*. Second, it is claimed that the input and teaching that children receive when they are acquiring

# First Language Taught And Learned

**Robert Kaplan, Richard Baldauf  
Jr., Nkonko Kamwangamalu**



## **First Language Taught And Learned:**

Exploring English Language Teaching Graham Hall, 2017-09-18 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics primarily designed for those entering postgraduate studies and language professionals returning to academic study. The books take an innovative practice to theory approach with a back to front structure. This leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms and an annotated further reading section. Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective. The book addresses four central themes within English language teaching: Classroom interaction and management; Method; Postmethod and methodology; Learners and the Institutional frameworks and social contexts of ELT. For each, the book identifies key dilemmas and practices, examines how teachers and other language teaching professionals might intervene and deal with these concerns, and explores how such issues link to and inform applied linguistic theory. This second edition has been extensively revised and updated to explore the latest practical developments and theoretical insights in the field of ELT. With new material including expanded discussions of CLIL, the role of new technologies in ELT and the teaching of large classes in difficult circumstances, and with an updated glossary and suggestions for additional reading, this is an indispensable textbook for language teachers and students studying in the areas of Applied Linguistics, Language Teacher Education and ELT/TESOL.

*How Languages are Learned 4th edition - Oxford Handbooks for Language Teachers* Patsy M. Lightbown, Nina Spada, 2013-01-10 Teachers are often told that new teaching methods and materials are based on the latest research. But what does this mean in practice? This book introduces you to some of the language acquisition research that will help you not just to evaluate existing materials but also to adapt and use them in a way that fits what we currently understand about how languages are learned.

**Language Teaching Through the Ages** Garon Wheeler, 2013 Konrad Koerner, a leading historian of linguistics, has long said that an academic field cannot be considered to have matured until it has history as one of its subfields. The history of linguistics is a growing area having come into its own in the 1960s, especially after Noam Chomsky looked for historical roots for his work. In contrast, the history of language teaching has been neglected, reflecting the insecurity and youth of the field. Most works on the subject have been written by linguists for other linguists and typically focus on a specific period or aspect of history. This volume concentrates on the basic issues, events, and threads of the history of the field from Mesopotamia to the present, showing how a knowledge of this history can inform the practice of language teaching in the present.

**Games and Rhymes for Language Teaching in the First Four Grades** Alhambra Georgia Deming, 1919

**Language Planning in Europe** Robert Kaplan, Richard Baldauf Jr., Nkonko Kamwangamalu, 2016-04-22 This volume focuses on language planning in Cyprus, Iceland, and Luxembourg, explaining the

linguistic diversity historical and political contexts and current language situation including language in education planning the role of the media the role of religion and the roles of non indigenous languages The authors are indigenous to the situations described and draw on their experience and extensive fieldwork there The three extended case studies contained in this volume draw together the literature on each of the polities to present an overview of the existing research available while also providing new research based information The purpose of this volume is to provide an up to date overview of the language situation in each polity based on a series of key questions in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise This book comprises case studies originally published in the journal *Current Issues in Language Planning*

**Second Language Learning and Language Teaching** Vivian Cook, 2013-11-26 The fourth edition of this classic textbook has been revised to reflect recent developments in language teaching and learning yet retains the basic structure and approach so popular with its readers Teaching and learning content has been updated particularly taking into account the rise of task based learning Conversational Analysis and social models of second language acquisition changes in national syllabuses and examinations and the increasing controversy over the role of the native speaker target Each chapter has been revised to stand alone enabling the text to be taught and studied out of sequence if preferred A set of focussing questions has also been added to each and further reading sections have been updated In addition icons appear throughout the text signalling where extra information summaries data lecture notes test batteries and more can be found on the author's accompanying website [www.routledge.com/cw/cook](http://www.routledge.com/cw/cook) *Second Language Learning and Language Teaching* remains the essential textbook for all student teachers of modern languages and TESOL as well as applied linguistics

*A First Language Taught and Learned* Ernst L. Moerk, 1992 **Handbook of Research on Teaching** Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the *Handbook of Research on Teaching* is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field The *Handbook* provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields

*Celebrating First Nations Languages and Language Learning in Australian Schools* Carly Steele, Robyn Ober, Rhonda Oliver, 2025-04-30 This book introduces key underlying principles for teaching First Nations languages and language learners in schools across a range of contexts It takes a comprehensive approach covering traditional languages new languages and English At a critical time for Indigenous languages across the globe the United Nations Decade of Indigenous Languages 2022-2032 draws attention to the endangerment of these languages and advocates for the role of education to preserve and revitalise Indigenous languages At the same time many new language varieties

spoken by Indigenous peoples often remain unrecognised in education systems and their English language learning needs are left unaddressed This book provides crucial information to enhance the reader's knowledge of these critical issues in language and education with a view to promote future action The chapters showcase the advocacy activism and allyship for First Nations languages and language learners undertaken by educators education systems and researchers in Australia With a practical focus this book illustrates innovative and contemporary approaches to language learning for First Nations students educators can use this text to guide and develop language learning approaches in their respective contexts This is a foundational resource for both Indigenous and non Indigenous teachers and aspiring teachers alike and all education professionals who appreciate the fundamental importance of language in education

Translation and Own-Language Use in Language Teaching Eva Skopečková, 2024-04-06 This book reconsiders the role of translation and own language use in the EFL English as a Foreign Language classroom It shows prospective teachers how to use the learners own language and translation optimally The author surveys current research about the EFL classroom and presents both a theoretical framework and a didactic model for using translation and learners mother tongues This is done through an action research project assessing the proposed didactic model for optimal translation practice in English Language teaching OTP in ELT through its integration into teacher education The book will be of interest to students and researchers in the areas of Translation Studies and Applied Linguistics particularly EFL ESL TEFL and TESOL as well as educators and designers of pre service training programmes for language teachers

*Success on your Certificate Course in English Language Teaching* Caroline Brandt, 2006-07-04 Extremely comprehensive and well written in terms of style accessible to the reader but intelligent and expressing some fairly subtle concepts Would that more ELT practitioners could do the same Certainly a good read for those thinking about and also those engaged in initial training or even post initial training stage Jenny Pugsley Head of TESOL Trinity College London It's essential reading whether you are simply curious about what is involved in training in ELT need advice on choosing the right course have already enrolled and want to make the most of your course or are a new teacher just starting out It's a book I wish I'd had when I was starting out in my ELT career and that I wish had been available to many of the course participants I have tutored Lyn Strutt ELT author and Chair of the British Council Families Association Each year thousands of people all over the world take one of the hundreds of available short pre service courses that lead to the award of a certificate in English Language Teaching ELT or Teaching English to Speakers of Other Languages TESOL Caroline Brandt's book is an invaluable guide to anyone thinking of enrolling on one of these courses With a clear and concise structure that follows your general interest in TESOL right through to the intricacies of the course itself it can be used from initial research stages to final qualifications and beyond Brandt's decades of experience in this field across the globe shine through Chapters include introducing English Language Teaching becoming qualified knowing your certificate course getting started learning working together being qualified Throughout the book there are snapshots of

students experiences in their own words and summaries of key points for you to take with you whether into the next stage of learning or the next day s teaching The chapters are stand alone resources as well as the building blocks to becoming a fully qualified English Language teacher The book is supported by a companion website which provides quizzes to test understanding of each chapter lesson plan proformas a full glossary and annotated website links [Teaching and Learning Foreign Languages](#) Nicola McLelland,2017-07-14 Teaching and Learning Foreign Languages provides a comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000 McLelland offers the first history of the social context of foreign language education in Britain as well as an overview of changing approaches methods and techniques in language teaching and learning The important impact of classroom external factors on developments in language teaching and learning is also taken into account particularly regarding the policies and public examination requirements of the 20th century Beginning with a chronological overview of language teaching and learning in Britain McLelland explores which languages were learned when why and by whom before examining the social history of language teaching and learning in greater detail addressing topics including the status that language learning and teaching have held in society McLelland also provides a history of how languages have been taught contrasting historical developments with current orthodoxies of language teaching Experiences outside school are discussed with reference to examples from adult education teach yourself courses and military language learning Providing an accessible authoritative history of language education in Britain Teaching and Learning Foreign Languages will appeal to academics and postgraduate students engaged in the history of education and language learning across the world The book will also be of interest to teacher educators trainee and practising teachers policymakers and curriculum developers [A Better Chance to Learn](#) United States Commission on Civil Rights,1967 **Modern Language Teaching** ,1907 *English Language Teaching Issues & Concern* Dr V. V. Bharathi, **Encyclopedia of Educational Psychology** Neil J. Salkind,Kristin Rasmussen,2008-01-17 The field of educational psychology draws from a variety of diverse disciplines including human development across the life span measurement and statistics learning and motivation and teaching And within these different disciplines many other fields are featured including psychology anthropology education sociology public health school psychology counseling history and philosophy In fact when taught at the college or university level educational psychology is an ambitious course that undertakes the presentation of many different topics all tied together by the theme of how the individual can best function in an educational setting loosely defined as anything from pre school through adult education Educational psychology can be defined as the application of what we know about learning and motivation development and measurement and statistics to educational settings both school and community based *Multi-Languaging: How to Teach and Learn Multiple Languages Simultaneously, A New Concept and Method* Beerelli Seshi, M.D.,2021-08-15 To Learn about Parallel Learning of Multiple Languages **The Routledge Handbook of English Language Studies** Philip Seargeant,Ann Hewings,Stephen

Pihlaja,2018-07-06 The Routledge Handbook of English Language Studies provides a comprehensive overview of English Language Studies The book takes a three pronged approach to examine what constitutes the phenomenon of the English language why and in what contexts it is an important subject to study and what the chief methodologies are that are used to study it In 30 chapters written by leading scholars from around the world this Handbook covers and critically examines English Language Studies as a discipline that is changing and evolving in response to local and global pressures definitions of English including world Englishes contact Englishes and historical and colonial perspectives the relevance of English in areas such as teaching politics and the media analysis of English situated in wider linguistics contexts including psycholinguistics sociolinguistics and linguistic ethnography The Routledge Handbook of English Language Studies is essential reading for researchers and students working in fields related to the teaching and study of the English language in any context *A Better Chance to Learn, Bilingual Bicultural Education* United States Commission on Civil Rights,1975

**Teaching Languages with Technology** Euline Cutrim Schmid,Shona Whyte,2014-11-03 This book draws on theories of second language acquisition SLA to illustrate how interactive white board technology can be exploited to support language acquisition It examines interaction collaboration and negotiation of meaning and focus on form in the communicative language classroom in primary secondary and vocational schools In recent years new technologies have been incorporated into second and foreign language education as tools for implementing teaching methodologies IWBs have established their role in the field of computer assisted language learning CALL and are an effective and inspiring tool which motivates both teachers and learners Although the number of IWBs in classrooms has rapidly increased over the past decade in many parts of the world teacher training materials and pedagogical support for the design evaluation and implementation of IWB based materials in the foreign language classroom has not kept pace Research also shows that language teachers do not always use IWBs in pedagogically sound ways There is a real need for the development of training models and examples of good practice which can support teachers in developing the necessary competencies for exploiting the IWB in ways consistent with current theories of language teaching pedagogy This book provides that best practice and gives a full account of in depth research in an accessible manner

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