

Contrastive Linguistics And The Language Teacher By Jacek Fisiak

Contrastive Linguistics And The Language Teacher By Jacek Fisiak Unlocking Language Teaching Secrets Jacek Fisiaks Contrastive Linguistics Ever wondered why certain grammatical concepts are easier for some language learners than others Or why certain sounds trip students up consistently The answer might lie in the fascinating field of contrastive linguistics and a particularly insightful book Contrastive Linguistics and the Language Teacher by Jacek Fisiak This isnt just a dusty academic tome its a practical guide packed with actionable insights for any language teacher looking to improve their craft What is Contrastive Linguistics Anyway Imagine youre building a bridge You wouldnt just start throwing planks together right Youd need a solid blueprint understanding the terrain on both sides Contrastive linguistics does the same for language learning It systematically compares and contrasts two languages usually the learners native language and the target language to identify areas of similarity and more importantly difference These differences or interference points are often the root cause of learner errors Fisiaks book illuminates how teachers can use this knowledge to anticipate problems preempt errors and tailor their teaching accordingly Image A visual representation of a bridge connecting two languages labeled Native Language and Target Language with highlighted sections representing areas of difference identified by contrastive analysis Practical Applications Turning Theory into Teaching Strategies Fisiak doesnt just present theory he provides concrete examples and practical methodologies Lets explore some key takeaways and how you can implement them in your classroom 1 Identifying Interference Points Example Lets say youre teaching English to Polish speakers Polish doesnt have articles a an the Contrastive analysis reveals this as a significant difference A Polish learner might say I saw cat instead of I saw a cat 2 Howto Fisiak emphasizes the

importance of thorough language analysis Before introducing a new grammatical structure or phonetic element compare and contrast it with the equivalent or lack thereof in the learners native language This allows you to anticipate potential difficulties

2 Designing Effective Instruction Example Knowing about the article issue you wouldnt just correct the student Instead youd dedicate explicit instruction to articles providing ample practice and potentially using visuals to highlight their function

Howto Fisiak suggests focusing teaching on the differences not just similarities Design activities that specifically address those areas where interference is likely to occur This might involve error analysis focused drills or communicative activities that highlight the relevant grammatical points

3 Developing Learner Awareness Example Encourage learners to reflect on their own language and identify potential sources of interference This metacognitive awareness empowers them to actively monitor their own language production

Howto Incorporate activities where learners compare sentences in their native language with English equivalents identify differences and discuss the potential reasons for errors This promotes selfcorrection and independent learning

4 Utilizing Error Analysis Example Instead of simply marking errors as wrong analyze the type of error Is it due to interference from the native language Is it a developmental error Understanding the root cause helps tailor your feedback and instruction

Howto Keep a record of common errors Categorize them based on their likely source interference developmental etc This datadriven approach helps you refine your teaching and adapt your materials

Image A table showing a simple error analysis template with columns for student name error type native language interference and suggested remediation

Beyond Grammar and Phonetics While Fisiaks work heavily focuses on grammar and pronunciation the principles of contrastive linguistics extend to other aspects of language learning

Vocabulary False friends words that look similar but have different meanings are a classic 3 example of interference Addressing these proactively is crucial

Discourse Different cultures have varying norms for communication Contrastive analysis can reveal these differences and help teachers adapt their teaching to cater to learners cultural backgrounds

Summary of Key Points Contrastive linguistics is a powerful tool for

anticipating and addressing learner difficulties Focusing on the differences between languages is key to effective instruction Error analysis is crucial for understanding the root causes of learner errors Teaching should explicitly address areas of potential interference Learner awareness and metacognition are essential for successful language acquisition

FAQs

- 1 Is contrastive linguistics only relevant for beginners No its principles apply throughout the learning process even for advanced learners who might struggle with nuanced grammatical structures or idiomatic expressions
- 2 How much time should I dedicate to contrastive analysis The level of detail depends on the specific needs of your students and the differences between the languages involved Its about strategic application not exhaustive comparison
- 3 What resources can help me conduct a contrastive analysis Numerous linguistic resources grammars and dictionaries both online and in print can be used for comparison
- 4 Isnt contrastive linguistics overly focused on errors While it highlights potential error points its ultimately about facilitating learning by addressing these points proactively and providing targeted support
- 5 Can I use contrastive linguistics with multiple language learners Yes you can adapt the principles to a multilingual classroom by comparing and contrasting the target language with the various native languages represented However you might find focusing on common points of interference more effective than addressing each learners language individually

Jacek Fisiaks Contrastive Linguistics and the Language Teacher remains a valuable resource for any language instructor By understanding and applying its principles you can create a more effective engaging and successful learning experience for your students Its not about eliminating errors but about understanding their origins and strategically preparing your students to navigate the complexities of language learning with confidence

4

The Language Teacher Toolkit, Second Edition
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Teacher Learning in Language Teaching
Becoming a Language Teacher
Handbook of Research on Language Teacher Identity
The Language Teaching Matrix
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this heavily revised and updated new edition of the best selling language teacher handbook is a comprehensive introduction to research informed classroom practice topics explored include language teaching methods lesson and curriculum planning intercultural understanding listening speaking reading and writing teaching in the target language vocabulary grammar and phonics fluency and lexicogrammar assessment meeting the needs of all learners teaching

advanced level students motivation songs and drama subject knowledge language teachers of any experience will be introduced to a wide range of findings from second language acquisition and cognitive science research along with a wealth of practical classroom ideas to enhance their practice this new edition lays greater emphasis on lexicogrammar fluency intercultural understanding meeting diverse learner needs lesson and curriculum planning about the first edition a treasure chest for every language teacher languages today the magazine of the association for language learning

strongly recommend the book a must have chapeau already on our trainee reading list absolutely loving this inspirational practical so sensible and backed up by research well done gentlemen and thank you the language teacher toolkit is designed with both practising and trainee pre service teachers in mind and uniquely bridges the gap between research and classroom practice it is a comprehensive and clearly written handbook particularly useful for teachers of modern foreign languages world languages who work in high schools secondary education written by two highly experienced teachers with an interest in research and theory it offers a reflective approach along with many practical classroom activities which can immediately be applied in daily teaching the book closes with sample lessons for french german and spanish chapters include methods classroom oral techniques teaching in the target language developing spontaneous talk teaching grammar and vocabulary listening reading and writing subject knowledge using song drama and games assessment using pictures teaching advanced level students technology behaviour and motivation evaluating and writing resources translation lesson planning example lesson plan the busy languages teacher can quickly find ideas for enhancing practice while insightful consideration of research helps create a basis for personal development in the field the authors are two internationally well known bloggers in the field of language teaching and applied linguistics steve smith is a former head of languages taught languages for over 30 years holds an ma in applied linguistics writes the very popular resources site frenchteacher net and the widely read blog frenchteacher net com dr gianfranco conti has taught languages for over twenty years holds a phd in applied linguistics is an award winning blogger and resource

writer for tes and runs the popular interactive website language gym com

table of contents

this book introduces a new field of educational research called teacher learning as it applies to the teaching of languages up until recently the study of second language teacher education has focused mainly on the knowledge base and specific skills needed for effective teaching this book invites us to look at teacher education from a fresh point of view through an exploration of the thinking and learning processes of individuals as they learn to teach seventeen original articles based on studies done in north america europe asia and australia provide examples of pioneering research into the ways that individuals learn to teach languages and the roles that previous experience social context and professional training play in the process the collection thus helps establish a research base for this newly developing field

how do i plan a lesson how will i know if my students are learning how do i teach language while also teaching content material how do i effectively use technology in language teaching how can i ensure the academic success of my students how can i help my students have more contact with the new language these are the practical questions language and mainstream teachers struggle with as they enter today s diverse classrooms in an era when they must focus not only on their everyday teaching but also on students second language development the answers to these questions and more are here in this much needed comprehensive practical guide to language teaching in second foreign and content based settings in a warm supportive tone respected author and experienced language teacher elaine k horwitz clearly explains the fundamental concepts of second language acquisition and language teaching using actual classroom situations that help students learn to make instructional decisions in their own future teaching settings unique among other methods texts that emphasize language for communication purposes only becoming a language teacher also focuses on language for academic needs while addressing the latest trends in language teaching as well as effective approaches for teaching

language in content classes the perfect choice for esl and foreign language methods courses this guide helps teachers develop a personal approach to language teaching suited to their own unique teaching situations major additions to the text are related to socio cultural approaches to second language acquisition and teaching the second edition also includes expanded coverage of language development and content teaching coverage of the output hypothesis sociocultural theories of sla the siop method and the calla approach publication of the long awaited revision of the beliefs about language learning inventory balli an assessment for learning approach to student testing added to chapter 8 suggestions for using new technologies and digital media incorporated throughout added explanations of emergent bilingual heritage learners dual language programs world languages sheltered english newcomer centers self access language learning centers willingness to communicate and language learner autonomy

in today s educational world it is crucial for language teachers to continuously evolve in order to best serve language learners further study on the best practices and challenges in the language classroom is crucial to ensure instructors continue to grow as educators the handbook of research on language teacher identity addresses new developments in the field of language education affected by evolving learning environments and the shift from traditional teaching and assessment practices to the digital age teaching learning and assessment ideal for industry professionals administrators researchers academicians scholars practitioners instructors and students this book aims to raise awareness regarding reflective practice and continuous professional development of educators collaborative teaching and learning innovative ways to foster critical digital literacy student centered instruction and assessment development of authentic teaching materials and engaging classroom activities teaching and assessment tools and strategies cultivation of digital citizenship and inclusive learning environments

for use in courses on language teaching methodology and teacher preparation this book also serves as an invaluable

source for courses in language curriculum development materials development and teaching practice the author views effective language teaching as a network of interactions involving the curriculum methodology the teacher the learner and instructional materials hence the metaphor of a matrix each chapter discusses and examines the theoretical and practical dimensions of a central issue in language teaching among the topics covered are curriculum development designing instructional materials teaching listening speaking reading and writing the nature of effective teaching self monitoring in teacher development and language and content richards presents key issues in an accessible and highly readable style and shows how teachers and teachers in training can be involved in the investigation of classroom teaching and learning the emphasis is not on prescriptions but rather on developing effective teaching through understanding the various factors that interact in second language learning and in the second language classroom

this volume focuses on the challenges faced by nonnative speaking english teachers four themes receive special emphasis communicative language teaching proficiency language learning and practicality

this volume explores the defining element in the work of language teacher educators language itself the book is in two parts the first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under examined these include language as social institution language as verbal practice language as reflexive practice language as school subject and language as medium of language learning the chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses both pre service and in service courses and teacher education practice focusing variously on metalinguistic awareness for teachers language improvement and classroom communication the unifying factor is that collectively they illuminate how language teacher educators research their practice and reflect on underlying principles

foreign language teaching is social interaction subject to the influences and forces of the societies in which it takes place this text argues that geo political changes have an effect on language teachers in their beliefs about their work and in the everyday methods they use in their classrooms based on empirical research in denmark and england the book explores the effects of major contemporary changes as they are perceived and understood by language teachers

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

the authors set out to define the aims principles and objectives of recent research into what exactly happens in the language classroom to describe the findings of this work and to relate these to teaching practice

bringing together multiple sources of data and combining existing theories across language teacher cognition teacher education second language motivation and psychology this empirically grounded analysis of teacher development in action offers new insights into the complex and dynamic nature of language teachers conceptual change

this anthology contains sixteen papers that were presented at the annual relc seminar on language teaching new insights

for the language teacher held from 20 to 22 april 1998 intro p i

this book seeks to understand how language teachers regulate and use their emotions to best serve themselves and their students it furthers research in the field by providing an in depth theoretical discussion of emotion regulation alongside a comprehensive exploration in japan the study at the heart of the book focuses on three important features the strategies language teachers employ to regulate their emotions the motives that they regulate in aid of and the various contextual factors shaping their strategy and motive decision making the findings reveal numerous ways that language teacher emotion regulation is empowered and constrained by identities notions of good practice critical experiences and external pressures the book provides theoretical models of emotion regulation alongside recommendations for researchers trainers and teachers who are interested in understanding more about the emotional dimension of the language classroom

the first volume to focus on race ethnicity and accent as elements of language teacher identity a valuable guide for in service teachers and teachers in training language teacher identity presents a groundbreaking critical examination of how ideologies of race ethnicity accent and immigration status impact perceptions of plurilingual teachers bringing together contributions by an international panel of established and emerging scholars this important work of scholarship addresses issues related to native speakerism monolingualism racism competence authenticity and legitimacy while examining their role in the construction of professional identity with an intersectional and holistic approach the authors draw upon case studies of practical teacher experiences from brazil canada germany norway mongolia pakistan and the united states to provide teachers with real world insights on responding to the assumptions biases and prejudices that students student teachers and teachers may bring into the classroom topics include the impact of policies and ideologies on teacher identity development the intersection between l2 teacher identity and teacher emotion research awareness of

ethnic accent bullying and the use of transraciolinguistic approaches in the classroom this unique new work provides a broad overview of the different types of challenges language teachers face in their careers focuses on race ethnicity plurilingualism and accent as fundamental elements of a language teacher's identity discusses the sensitive political and social factors that complicate the role of a language teacher in the classroom covers the teaching of a wide range of languages including english japanese portuguese french spanish and norwegian addresses key issues and significant gaps in contemporary research on language teacher education including the experiences of teachers of two or more languages employing a variety of methodological and theoretical approaches language teacher identity is a forward looking look at an exciting area of research and theory in language teacher education and training it is essential reading for students training to become language teachers in service teachers and for students and scholars in applied linguistics with a focus on tesol teacher and language education

discusses the challenges and influences novice language teachers face when teaching in their first years the volume outlines several detailed case studies of the experiences second foreign language teachers during their first year of teaching in such contexts as the usa canada singapore cambodia the uk italy europe hong kong japan

language teachers professional knowledge landscapes is a collection of fourteen narratives from teachers of different languages at different school levels in different contexts across australia this volume brings together not simply language teacher stories but also more political stories of the problems associated with school programs and contexts highlighted through these stories are some of the major political issues in schools that impact language teachers work and their students success in sustained language study the book is conceptually framed by the work of clandinin and connelly 1996 and their notion of levels of stories told by teachers about their classrooms the secret the sacred and the cover stories the term professional knowledge landscape is used to indicate how teachers can critically situate their work

and thereby understand it better the collection includes the stories of two outstanding primary language educators and a story of mixed success in a rural program in teaching the local aboriginal language ngarrabul there are stories of frustration with policy failures particularly in supporting the learning of asian languages many of the teacher narrators ask the confronting question what blocks language learning in australia they offer the strategies which they have developed that they see making a difference other narratives offer autoethnographic tracking of careers for example as a teacher of latin and classics japanese french spanish russian and of teachers ongoing vigour and creativity in advocacy a number of teachers examine their own identity story for the intercultural learning which they then offer and extend in student learning consistently expressed there is the need for teachers to take up individual responsibility while still being strongly supported by their professional community it is us who make the difference one teacher concludes supported by a strong foreword by canadian scholar f michael connelly this ground breaking collection of narratives represents a form of social research in providing critical illustrations of the issues needing attention for national language education enhancement it is the only extended inquiry into language teaching in the context of an active policy initiative environment and the first volume to address the language education landscape through the voices of active language teachers

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