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978-1-108-83595-4 — Teaching Languages to Adolescent Learners
Rosemary Erlam , Jenefer Philp , Diana Feick
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Teaching Languages to Adolescent Learners

Teaching languages to adolescents can be a real struggle … but hopefully a delight! What works? What doesn't work? This book provides a reader-friendly overview on teaching modern languages to adolescents (Years 7–13). Each chapter takes an aspect of language teaching and learning, and explains the underlying theory of instructed language acquisition and its application through examples from real language classrooms. The book explores teachers' practices and the reasoning behind their pedagogic choices through the voices of both the teachers themselves and their students. At the same time, it highlights the needs of the adolescent language learner and makes the case that adolescence is a prime time for language learning. Written in an accessible, engaging way, yet comprehensive in its scope, this will be essential reading for language teachers wishing to integrate cutting-edge research into their teaching.

Rosemary Erlam comes from a background of teaching French to adolescents. She has worked with in-service teachers of a range of modern foreign languages, exploring with them how they might put second language acquisition theory into practice in their classrooms. She has published widely in a range of leading international journals.

Formerly a high school art and language teacher, **Jenefer Philp** has trained language teachers in Australia, New Zealand, Indonesia, USA, and the UK. Her publications include two books: one on peer interaction (Philp, Adams, & Iwashita, 2014), and another on language acquisition among children (Philp, Oliver, & Mackey, 2008).

Diana Feick comes from a background of teaching German as a foreign and second language. She has worked with in-service teachers of German, exploring how they use digital media in their classrooms. She has published on digital media in language teaching and learning, autonomous language learning, and language learner group interaction.

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Teaching Languages to Adolescent Learners

From Theory to Practice

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Preface

In our work, we are often inspired by the ways in which language teachers put second language acquisition theory into practice in their classrooms. So we decided to write a book that would showcase the brilliant work of modern language teachers across a range of instructional contexts. We chose instructional contexts that have two important features in common: they are high/secondary schools and the learners are adolescents. This is because a second main aim of this book is to highlight the needs of the adolescent language learner. We believe that adolescence is a prime time for language learning.

The book is written specifically for those involved in or interested in the teaching and learning of modern languages (also referred to as foreign languages), whether teachers, teacher-trainers, or students. In each chapter, we highlight theory relating to a specific aspect or aspects of language teaching and learning, drawing from both education and applied linguistics. We illustrate how this theory translates into good classroom practice using examples from naturalistic classroom contexts and from teachers who are very experienced. These examples are drawn from classroom observation and recordings, as well as teacher and student interviews. The students, from Years 7 to 13, ages 12 to 18, are all in high school and studying languages such as English, French, Spanish, Chinese, German, and Japanese, taught in a variety of contexts. We draw attention to how the instruction we observed is particularly suited to the needs of the adolescent language learner. We hope that you enjoy the stories of the teachers and students in this book and seeing excellent examples of theory in practice. We hope that these will inspire you as they have us, and that they will encourage you to reflect and perhaps even try out new ideas, whether you are a language teacher or learner!

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