

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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From Theory to Practice

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CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,
New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108835954

DOI: [10.1017/9781108869812](https://doi.org/10.1017/9781108869812)

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First published 2021

A catalogue record for this publication is available from the British Library.

Library of Congress Cataloging-in-Publication Data

Names: Erlam, Rosemary, author. | Philp, Jenefer, author. | Feick, Diana, author.

Title: Teaching languages to adolescent learners / Rosemary Erlam, University of Auckland ; Jenefer Philp, Lancaster University ; Diana Feick, University of Auckland.

Description: Cambridge ; New York : Cambridge University Press, 2021. | Includes bibliographical references and index.

Identifiers: LCCN 2021014518 (print) | LCCN 2021014519 (ebook) | ISBN 9781108835954 (hardback) | ISBN 9781108869812 (ebook)

Subjects: LCSH: Second language acquisition. | Language and languages – Study and teaching (Middle school) – Foreign speakers. | Language and languages – Study and teaching (Secondary) – Foreign speakers. | Language teachers – Training of. | BISAC: LANGUAGE ARTS & DISCIPLINES / Linguistics / General

Classification: LCC P118.2 .E75 2021 (print) | LCC P118.2 (ebook) | DDC 418.0071/2–dc23

LC record available at <https://lccn.loc.gov/2021014518>

LC ebook record available at <https://lccn.loc.gov/2021014519>

ISBN 978-1-108-83595-4 Hardback

ISBN 978-1-108-79899-0 Paperback

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