

LANGUAGE LEARNING *and* TEACHING

Issues and Trends

Nuril Huda

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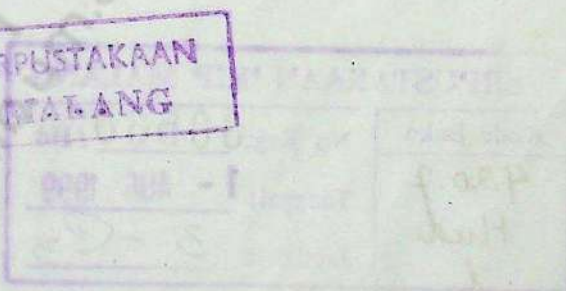
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To My Beloved Parents

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Preface

A substantial amount of research which has been conducted in the field of language teaching for the last three decades has resulted in significant advancements, although many questions remain unanswered. A number of publications have appeared in addition to many conferences which explore and discuss the issues. The search for theoretical foundations for classroom practices has affected, in a positive way, teaching-learning activities in the classroom all over the world.

In Indonesia, in which there are more than 300 indigenous languages, language teaching is inevitably a significant educational enterprise. In addition to the teaching of *Bahasa Indonesia*, which is a second language for the majority of the Indonesian people, the teaching of English has been considered as a prerequisite to national development. For years efforts have been made to improve the teaching of languages in Indonesia, both Indonesian as a second language as well as English (in particular) as a foreign language. Following a global trend in the field of language teaching, attempts have been made to change methods of teaching and revise curriculums and other aspects of instructions. And yet no satisfactory results have been achieved.

The content of this book, to a certain degree, reflects the issues and trends which have been addressed to in publications and meetings in search of quality language teaching. The first section of the book is addressed to areas of concerns in language learning in general as well as those relevant to Indonesian contexts. The areas of concerns include learner language, theories of second language acquisition, communicative competence, and research method in second language acquisition. In the second section we discuss topics related to curriculum development and management of ELT.

The volume contains papers which I have presented in seminars or published elsewhere in addition to several unpublished papers. All of the papers have been edited and some have been revised to constitute a single volume. The book is intended for readings in the courses in second/foreign language teaching and language acquisition, and for teachers of language who wish to refresh their knowledge in the field of second and foreign language teaching. Although efforts have been made to compile the papers under two sections—learning and teaching—a chapter may be read or discussed separately without referring to the order of its appearance in the volume.

My gratitude to my colleagues and students who have given suggestions and comments to me during the preparation of this book.

Nuril Huda

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