

Effects Of The Second Language On The First Second Language Acquisition Buffalo N Y 3

Effects of the Second Language on the First First and Second Language Acquisition Processes First and Second Language Acquisition Second Language Acquisition Second Language Learning and Language Teaching Handbook of Undergraduate Second Language Education The Routledge Handbook of Second Language Acquisition and Technology The Acquisition of Spanish as a Second Language First and second language acquisition Contemporary Second Language Assessment The Palgrave Handbook of Decolonising the Educational and Language Sciences Introducing Second Language Acquisition Second Language Acquisition The Economics of Language Policy AFFECT IN FOREIGN LANGUAGE AND SECOND LANGUAGE LEARNING French as a Second Language Developing Advanced Literacy in First and Second Languages Universal Grammar in Second-Language Acquisition Content-based Second Language Teaching and Learning Second Language Interaction Vivian Cook Carol Wollman Pfaff Jürgen M. Meisel Susan M. Gass Vivian Cook Nicole Ziegler Kimberly L. Geeslin Susanne Wrobel Jayanti Veronique Banerjee Sangeeta Bagga-Gupta Kirsten M. Hummel Rod Ellis Michele Gazzola Dolly J. Young Elizabeth Halsall Mary J. Schleppegrell Margaret Thomas Marjorie Hall Haley Salla Kurhila

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this book looks at changes in the first language of people who know a second language thus seeing l2 users as people in their own right differing from the monolingual in both first and second languages it presents theories and research that investigate the first language of second language users from a variety of perspectives including vocabulary pragmatics cognition and syntax and using a variety of linguistic and psychological models

infants and very young children develop almost miraculously the ability of speech without apparent effort without even being taught as opposed to the teenager or the adult struggling without it seems ever being able to reach the same level of proficiency as five year olds in their first language this useful textbook serves as a guide to different types of language acquisition monolingual and bilingual first language development and child and adult second language acquisition unlike other books it systematically compares first and second language acquisition drawing on data from several languages research questions and findings from various subfields are helpfully summarized to show students how they are related and how they often complement each other the essential guide to studying first and second language acquisition it will be used on courses in linguistics modern languages and developmental psychology

this book is a thorough revision of the highly successful text first published in 1994 the authors retain the multidisciplinary approach that presents research from linguistics sociology psychology and education in a format designed for use in an introductory course for undergraduate or graduate students the research is updated throughout and there are new sections and chapters in this second edition as well new chapters cover child language acquisition first and second universal grammar and instructed language learning new sections address issues such as what data analysis doesn't show replication of research findings interlanguage transfer multilingual acquisition and transfer the aspect hypothesis general nativism connectionist approaches and implicit explicit knowledge major updates include nonlanguage influences and the lexicon the workbook second language learning data analysis second edition makes an ideal accompaniment to the text

second language learning and language teaching provides an introduction to the application of second language acquisition research to language teaching assuming no previous background in second language acquisition or language teaching methods this text starts by introducing readers to the basic issues of second language acquisition research it then examines how people learn particular aspects of the second language such as grammar vocabulary pronunciation and the writing system and at the strategies they adopt in their learning and the differences between individuals final chapters look at second language learning in a broader context the goals of language teaching and how teaching methods relate to sla research this newly updated fifth edition builds on

the comprehensive scope of earlier editions while also addressing more recent developments in the field particularly multilingual approaches to language teaching

technology mediated language learning has matured over the past few decades with various tools and contexts now widely used in language education for all ages and levels many of today's language learners have experienced technology as an ever present feature both within and beyond the classroom highlighting how the role of technology has expanded into many daily activities and underscoring how research in second language acquisition SLA can inform and support the use of established and emerging technologies the role of technology in language learning has continued to grow with the recent COVID-19 global pandemic further demonstrating the potential contributions of technology for supporting and facilitating second language development answering this increasing interest this handbook provides students teachers and scholars with a comprehensive collection of chapters on foundational topics and key issues related to technology SLA and where relevant pedagogical applications chapter 25 of this book is freely available as a downloadable open access pdf under a creative commons attribution non commercial no derivatives 4.0 license available at taylorfrancis.com

this volume offers an introduction to the field of second language acquisition with a particular focus on second language Spanish it connects key issues in the acquisition of Spanish as a second language to theoretical and empirical issues in the field of second language acquisition more generally by exemplifying central concepts in second language acquisition through the exploration of the most widely researched structures and most recent developments in the field of second language Spanish it is written for a non specialist audience making it suitable for advanced undergraduate and graduate courses and readers while its treatment of recent empirical developments also makes it of interest to researchers in second language Spanish as well as allied fields

studienarbeit aus dem Jahr 2013 im Fachbereich Anglistik sonstiges Note 1,0
Ruprecht Karls Universität Heidelberg Anglistisches Seminar Veranstaltung
Psycholinguistics Sprache Deutsch Abstract we acknowledge the fact that to learn any language takes time it is a process and not instantaneous as we have all experienced whether it was through our first or our second language most of us though don't remember putting much effort into learning our mother tongue but remember well the effort we put into learning a foreign language understanding the underlying processes can especially be valuable to teachers and learners of a second language it can help teachers with their teaching methods and both teacher and learner can be more patient and enjoy exploring the new language processes in first and second language acquisition share common sequences but are still different and vary especially in the outcome while all speakers achieve native proficiency in their first language they do not or

are not able to do so in their second

includes chapters on key aspects of second language assessment such as test construct diagnosis exam design and the growing range of public policy social and ethical issues each of the contributors is an expert in their area some are established names while others are talented newcomers to the field the chapters present new research or perspectives on traditional concerns such as test quality fairness and bias the testing of different language skills the needs of different groups of examinees including english language learners who need to take content tests in english and the use of language assessments for gate keeping purposes the volume demonstrates how language assessment is informed by and engages with neighbouring areas of applied linguistics such as technology and language corpora the book represents the best of current practice in second language assessment and as a one volume reference will be invaluable to students and researchers looking for material that extends their understanding of the field

this open access handbook contributes to decolonising the scholarship that lies at the intersections of the educational and language sciences contributors from across the planet interrogate issues related to mainstream western northern hegemonies of knowledge production and institutional hierarchies and practices which continue to dominate the research landscape engaging with alternative marginalised and or southern thinking the scholarship presented here goes beyond calls for multidisciplinary and instead offers multiversal undisciplinary ways and waves of doing research otherwise the handbook will appeal to scholars and students working in and beyond the broad areas of education and language who are interested in discussions about southern and decolonial perspectives positionality and the politics of knowledge production

introducing second language acquisition perspectives and practices represents a clear and concise introduction to the main concepts issues and debates in second language acquisition studies aimed specifically at undergraduates encountering the topic for the first time follows six fictitious language learners throughout the text whose stories serve to introduce various concepts and issues contains specific chapters on first language acquisition and bilingualism as well as explicit references to the most recent and important research covers key topics including acquisition contexts theoretical perspectives language teaching methods second language development and individual differences such as age aptitude and motivation grabs student attention with lighthearted cartoons that illustrate and reinforce key ideas features a full range of pedagogical tools to aid student learning including language learning in practice textboxes bolded new terms defined in the margins an end of book glossary self assessment and classroom discussion questions exercise and project ideas and further online viewing sections

in the age of the global village and the world wide web understanding the way in which people learn languages is of ever increasing importance this book makes the essentials of this rapidly expanding area of study accessible to readers encountering it for the first time

insights from the application of economic theories and research methods to the management of linguistic diversity in an era of globalization in an era of globalization issues of language diversity have economic and political implications transnational labor mobility trade social inclusion of migrants democracy in multilingual countries and companies international competitiveness all have a linguistic dimension yet economists in general do not include language as a variable in their research this volume demonstrates that the application of rigorous economic theories and research methods to issues of language policy yields valuable insights the contributors offer both theoretical and empirical analyses of such topics as the impact of language diversity on economic outcomes the distributive effects of policy regarding official languages the individual welfare consequences of bilingualism and the link between language and national identity their research is based on data from countries including canada india kazakhstan and indonesia and from the regions of central america europe and sub saharan africa theoretical models are explained intuitively for the nonspecialist the relationships among linguistic variables inequality and the economy are approached from different perspectives including economics sociolinguistics and political science for this reason the book offers a substantive contribution to interdisciplinary work on languages in society and language policy proposing a common framework for a shared research area contributors alisher aldashev katalin buzási ramon caminal alexander m danzer maxime leblanc desgagné peter h egger ainhua aparicio fenoll michele gazzola victor ginsburgh gilles grenier françois grin zoe kuehn andrea lassmann stephen may serge nadeau suzanne romaine selma k sonntag stefan sperlich josé ramón uriarte françois vaillancourt shlomo weber bengt arne wickström lauren zentz

affect in foreign language and second language learning offers high school and college university second language teachers or teachers in training practical suggestions for creating activities that take into account learner anxieties frustrations or discomfort in the language learning process the objective of the book is to offer concrete instructional approaches for language learning that are rooted in second language acquisition research and at the same time that promote a low anxiety classroom environment the authors of each chapter are specialists in specific areas of language learning and their essays composed specifically for this volume lay the groundwork for continued research on affect in language learning this text is part of the mcgraw hill second language professional series edited by james f lee and bill vanpatten

this book addresses the linguistic challenges faced by diverse populations of

students at the secondary and post secondary levels as they engage in academic tasks requiring advanced levels of reading and writing learning to use language in ways that meet academic expectations is a challenge for students who have had little exposure and opportunity to use such language outside of school although much is known about emergent literacy in the early years of schooling much less has been written about the development of advanced literacy as students move into secondary education and beyond developing advanced literacy in first and second languages meaning with power brings together work on first and second language acquisition and emphasizes the importance of developing advanced literacy in the first language such as spanish for bilingual students as well as english spans a range of theoretical orientations and analytic approaches drawing on work in systemic functional linguistics genre theory and sociocultural perspectives addresses the content areas of science history and language arts provides specific information about genres and grammatical features in these content areas and presents suggestions for teacher education what unites the contributors to this volume is their shared commitment to a view of literacy that emphasizes both the social contexts and the linguistic challenges the chapters collected in this volume contribute in important ways to research and pedagogy on advanced literacy development for the multilingual and multicultural students in today s classrooms this book is particularly useful for researchers and students in language and education applied linguistics and others concerned with issues and challenges of advanced literacy development in first and second languages

from the ancient mediterranean world to the present day our conceptions of what is universal in language have interacted with our experiences of language learning this book tells two stories the story of how scholars in the west have conceived of the fact that human languages share important properties despite their obvious differences and the story of how westerners have understood the nature of second or foreign language learning in narrating these two stories the author argues that modern second language acquisition theory needs to reassess what counts as its own past the book addresses greek contributions to the prehistory of universal grammar roman bilingualism the emergence of the first foreign language grammars in the early middle ages and the medieval speculative grammarians efforts to define the essentials of human language the author shows how after the renaissance expanded people s awareness of language differences scholars returned to the questions of universals in the context of second language learning including in the 1660 port royal grammar which chomsky notoriously celebrated in cartesian linguistics the book then looks at how post saussurean european linguistics and american structuralism up to modern generative grammar have each differently conceived of universals and language learning universal grammar in second language acquisition is a remarkable contribution to the history of linguistics and will be essential reading for students and scholars of linguistics specialists in second language

acquisition and language teacher educators

this text examines second language pedagogy from two critical fields of literature psycholinguistics and socio cultural offering a fresh perspective on interactive content based language teaching and learning unique in its kind this highly practical text offers more methodological approaches to teaching in esl settings than any other book on the market making it a perfect match for undergraduate pre service teachers who are learning how to teach esl students in their classrooms novice teachers will have the opportunity to interact with the text reflect and consult with colleagues partners and classmates by being able to write in the text revisit those responses and view video clips on the companion website

members of divergent societies are increasingly involved in interactional situations both publicly and privately where participants do not share linguistic resources second language conversations have become common everyday events in the globalized world and an interest has evolved to determine how interaction is conducted and understanding achieved in such asymmetric conversations this book describes how mutual intelligibility is established checked and remedied in authentic interaction between first and second language speakers both in institutional and everyday situations the study is rooted in the interactional view on language and it contributes to our knowledge on interactional practices in particular in cases where some doubt exists about the level of intersubjectivity between the participants it expands the traditional research agenda of conversation analysis that is based on the concepts of membership and members shared competences by showing in detail how speakers with restricted linguistic resources can interact successfully and achieve the institutional goals of interactions this study also adds to our knowledge of the questions that are central in second language research such as when and how the non native speakers linguistic output is modified by themselves or by the native speakers or when the non native speakers display uptake after these modifications

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