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Second Language Learning Among Young Children *Peter Lucantoni Karin McClellan Katia Carter Katia Carter Shawn Loewen Danny Steinberg Hans-Wilhelm Dechert MANISH A. VYAS Elaine Tarone Marysia Johnson Alison Digger Mary Lou McCloskey Shirley O'Neill Vivian Cook Melissa Terras Lynne T. Díaz-Rico*

this coursebook is recommended by cambridge international examinations to support the cambridge igcse english as a second language syllabus back cover

discover the intricate dynamics of L2 prosody with this pioneering study which examines how advanced learners from czech german and spanish backgrounds engage with british and american english intonation by employing a multidimensional approach spanning phonetic phonological discourse pragmatic and sociolinguistic perspectives this book provides a comprehensive overview of L2 prosodic features highlighting patterns of intonational phrasing f0 range and the use of tones and uptalk building on foundational works by pierrehumbert mennen and gut this work bridges significant gaps in the field by comparing different L1 and L2 varieties integrating diverse linguistic variables and proposing a multifactorial model of L2 prosody relevant for linguists language educators and researchers in sla the findings offer valuable insights for reducing foreign accents and enhancing intelligibility making it an essential resource for improving language teaching methodologies and learner outcomes dive into this essential guide and elevate your understanding of L2 prosody and its impact on effective communication

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the routledge handbook of instructed second language acquisition is the first collection of state of the art papers pertaining to instructed second language acquisition isla written by 45 world renowned experts the entries are full length articles detailing pertinent issues with up to date references each chapter serves three purposes 1 provide a review of current literature and discussions of cutting edge issues 2 share the authors understanding of and approaches to the issues and 3 provide direct links between research and practice in short based on the chapters in this handbook isla has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery this handbook is the ideal resource for researchers graduate students upper level undergraduate students teachers and teacher educators who are interested in second language learning and teaching

learning about language is an exciting and ambitious series of introductions to fundamental topics in language linguistics and related areas the books are designed for students of linguistics and those who are studying language as part of a wider course cognitive linguistics explores the idea that language reflects our experience of the world it shows that our ability to use language is closely related to other cognitive abilities such as categorization perception memory and attention allocation concepts and mental images expressed and evoked by linguistic means are linked by conceptual metaphors and metonymies and merged into more comprehensive cognitive and cultural models frames or scenarios it is only against this background that human communication makes sense after 25 years of intensive research cognitive linguistic thinking now holds a firm place both in the wider linguistic and the cognitive science communities an introduction to cognitive linguistics carefully explains the central concepts of categorization of prototype and gestalt perception of basic level and conceptual hierarchies of figure and ground and of metaphor and metonymy for which an innovative description is provided

it also brings together issues such as iconicity lexical change grammaticalization and language teaching that have profited considerably from being put on a cognitive basis the second edition of this popular introduction provides a comprehensive and accessible up to date overview of cognitive linguistics clarifies the basic notions supported by new evidence and examples for their application in language learning discusses major recent developments in the field the increasing attention paid to metonymies construction grammar conceptual blending and its role in online processing explores links with neighbouring fields like relevance theory uses many diagrams and illustrations to make the theoretical argument more tangible includes extended exercises provides substantial updated suggestions for further reading

this volume assembles controversial research in restricted areas of sla and attempts to convey the richness of methodology and variety of thematic scope in european sla as discussed at an international workshop current trends in european second language acquisition

english language teaching elt especially english as a second language esl and english as a foreign language efl has been witnessing unprecedented changes in curriculum teaching methodology and the application of learning theories this has created a demand for teachers who can teach english to learners of varied cultural socio economic and psychological backgrounds the book in its second edition continues to discuss the modern trends innovations as well as the difficulties and challenges in teaching and learning esl in a non native context the book with contributions from many experts each one specializing in a particular field from countries such as uk usa australia new zealand india nigeria sri lanka china and japan provides new methods strategies and application oriented solutions to overcome the problems in a practical way the book deals with all topics pertinent to english as a second language or english for the non native speakers and these are further reinforced by a large number of examples and quotations from different sources the new edition comes along with thoroughly improvised chapters on narrative inquiry for teacher development chapter 13 and mass media language attitudes and language interaction phenomena chapter 23 to provide an insight on the innovative approaches in teacher training and in classrooms and new approaches and changing language dimensions in the world of media and in general what distinguishes the text is its focus on modern innovations and use of technology in elt clt communicative language teaching postgraduate students of english teachers teacher trainees b ed m a education m ed and teacher educators who are concerned with teaching english as a second language esl should find this book immensely helpful a

the authors describe ideas techniques and procedures which will enable the practising language teacher to better identify the local needs of particular groups of second language learners and then work towards meeting those needs it is full of illustrative examples and practical exercises which teachers can adapt and use in their own classrooms

divdivhow does a person learn a second language in this provocative book marysia johnson proposes a new model of second language acquisition sla a model that shifts the focus from language competence the ability to pass a language exam to language performance using language competently in real life contexts johnson argues that current sla theory and research is heavily biased in the direction of the cognitive and experimental scientific tradition she shows that most models of sla are linear in nature and subscribe to the conduit metaphor of knowledge transfer the speaker encodes a message the hearer decodes the sent message such models establish a strict demarcation between learners mental and social processes yet the origin of second language acquisition is located not exclusively in the learner s mind but also in a dialogical interaction conducted in a variety of sociocultural and institutional settings says the author drawing on vygotsky s sociocultural theory and bakhtin s literary theory she constructs an alternative framework for second language theory research teaching and testing this approach directs attention toward the investigation of dynamic and dialectical relationships between the interpersonal social plane and the intrapersonal individual plane johnson s model shifts the focus of sla away from a narrow emphasis on language competence toward a broader view that encompasses the interaction between language competence and performance original and controversial a philosophy of second language acquisition offers an introduction to vygotsky s sociocultural theory and bakhtin s literary theory both of which support an alternative framework for second language acquisition an examination of the existing cognitive bias in sla theory and research a radically new model of second language acquisition div div

teaching english as a second language is written specifically for the needs of teacher education students and offers practical guidance to encourage quality teaching of children whose first language is other than english it provides early childhood and primary teachers in training with an overview of the learning theories relevant to tesol and esl teaching practice

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

the ink and stylus tablets discovered at the roman fort of vindolanda are a unique historical resource but are extremely difficult to read this book details the development of what appears to be the first system constructed to aid experts in the process of reading an ancient document exploring the use of techniques from artificial intelligence

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