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interactive effective and fun start speaking spanish in minutes and learn key vocabulary phrases and grammar in just minutes more with learn spanish level 1 introduction a completely new way to learn spanish with ease learn spanish level 1 introduction will arm you with language and cultural insight to utterly shock and amaze your spanish speaking friends and family teachers and colleagues what you get in learn spanish level 1 introduction 5 basic bootcamp lessons dialog transcripts with translation vocabulary sample sentences and a grammar section 15 all about lessons cultural insight and insider only tips from our teachers in each lesson 5 pronunciation lesson tips and techniques on proper pronunciation discover or rediscover how fun learning a language can be with the future of language learning and start speaking spanish instantly

this is part of a series which covers the nvq and gnvq language options in business and leisure tourism and is available in french german and spanish each course comprises a student book a resource and assessment file two presentation cassettes and two consolidation cassettes end of unit progress checks are cross matched with nvq criteria for assessment in reading speaking and writing and each of the resource files contains photocopiable worksheets and a cassette for preparation and assessment in all four skills

this work identifies developmental stages in the acquisition of object pronouns by instructed second language learners of spanish it examines learners ranging from beginner to advanced where the most advanced are themselves teachers of spanish language courses study abroad experience is also a variable in the data the book explores language production from a functionalist perspective examining form to function and function to form mappings it provides insights into related developments in production placement and processing of object pronouns detailed analysis reveals that the most powerful predictor of performance across levels and within levels for each of these is the level of the learner formal instruction and the study abroad experience is examined both the specific instruction on object pronouns and overall exposure to instruction

this updated edition of the combination textbook and workbook is designed as an introduction to spanish for classroom use the emphasis is on oral proficiency conversational speaking and listening comprehension but the authors also present detailed instruction in the fundamentals of spanish grammar vocabulary reading comprehension and writing in spanish the book is filled with exercises and answers true to life dialogues illustrations of hispanic art and photos that capture the flavor of spanish culture in spain and latin america in this new edition the vocabulary sections and readings have been updated to include the latest technology while the cultural sections now include information about the hispanic individuals currently making a splash on the world scene

four studies explored patterns of language growth and processing in 64 19 31 month old bilingual children acquiring english and spanish in the first study cross sectional and longitudinal methods revealed significant relationships between vocabulary size and grammatical development replicating previous studies with monolingual children the compositions of children s lexicons in each language were linked to vocabulary size in

that language with few exceptions utterance length and complexity and the emergence of closed class and predicate terms in each language were linked more closely to vocabulary size in the same language than to total conceptual vocabulary tcv size in the second study performance on english and spanish sentence repetition tests was compared for bilingual and monolingual children matched for vocabulary size in each language the performance of the bilingual children was similar to that of their monolingual controls indicating links between grammatical ability and vocabulary development within the same language the slightly better performance of the bilingual children on a few comparisons suggested some degree of cross linguistic bootstrapping in the third study event related potentials erps were used to investigate the neural activity of bilingual children as they processed known and unknown words there were differences in the timing and distribution of the erp amplitude differences to known vs unknown words for each language and differences in these effects when children with larger tcv sizes were compared to those with smaller tcv sizes these results thus replicated studies with monolingual children that found links between vocabulary development and the organization of erp effects although the exact patterns were different for the bilingual and monolingual children in the fourth study the effects of mixed vs blocked language testing conditions on erp patterns were investigated results indicated that some of the differences in erp effects between the monolingual children noted in the third study may have been due to processing demands created by the mixed language testing condition in which the bilingual children were tested the results of these four studies support experience based accounts of early language acquisition and further establish the use of combined behavioral neural imaging approaches for studying language development in bilingual toddlers

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