

Approaches To Research In Second Language Learning

Donna M Johnson

Foreign and Second Language Learning
Conditions for Second Language Learning
Usage-Based Perspectives on Second Language Learning
Second Language Acquisition and Second Language Learning
Brave New Digital Classroom
Second Language Acquisition
Teaching English to Second Language Learners in Academic Contexts
Second Language Task Complexity
Introducing Second Language Acquisition
The Age Factor in Second Language Acquisition
Key Terms in Second Language Acquisition
Learning a Second Language through Interaction
Tasks in Second Language Learning
Second Language Learning Before Adulthood
Meaning in the Second Language
Culture in Second Language Teaching and Learning
Second Language Acquisition
Translation in Second Language Learning and Teaching
Attitudes and Motivation in Second-language Learning
Peer Interaction and Second Language Learning
William Littlewood Bernard Spolsky Teresa Cadierno Stephen D. Krashen Robert J. Blake Susan M. Gass Jonathan M. Newton Peter Robinson Muriel Saville-Troike David Michael Singleton Bill VanPatten Rod Ellis Virginia Samuda Vanessa De Wilde Roumyana Slabakova Eli Hinkel Kees De Bot Arnd Witte Robert C. Gardner Jenefer Philp
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Language Learning Second Language Learning Before Adulthood Meaning in the Second Language Culture in Second Language Teaching and Learning Second Language Acquisition Translation in Second Language Learning and Teaching Attitudes and Motivation in Second-language Learning Peer Interaction and Second Language Learning William Littlewood Bernard Spolsky Teresa Cadierno Stephen D. Krashen Robert J. Blake Susan M. Gass Jonathan M. Newton Peter Robinson Muriel Saville-Troike David Michael Singleton Bill VanPatten Rod Ellis Virginia Samuda Vanessa De Wilde Roumyana Slabakova Eli Hinkel Kees De Bot Arnd Witte Robert C. Gardner Jenefer Philp

the relevance of language acquisition to the day to day concerns of teaching and learning languages

spolsky here examines the conditions under which languages are learned and how learning related to teaching his theory set out in the form of a preference model emphasizes the need to be precise and clear on the nature of the goals and outcomes of learning and to recognize the complexity of the concept of knowing a second language

this edited volume brings together perspectives that find mutual kinship in a view of language as an embodied semiotic symbolic tool used for communicative and interactional purposes and an understanding of language use as the preeminent condition for language learning perspectives that we conjoin under the umbrella term of usage based perspectives

on the monitor theory of adult second language acquisition

robert blake now with gabriel guillén updates his successful book 1st ed 2008 2nd ed 2013 on how to teach foreign languages using technology brave new digital classroom touches on all of the key concepts and challenges of teaching with technology

focusing on issues specific to fll or l2 learning and call originally referred to as computer assisted language learning call has come to encompass any kind of learning that uses digital tools for language learning this edition reframes the conversation to account for how technology has been integrated into our lives blake and guillén address the ways technology can help with l2 how to choose the right digital tools how to use those tools effectively and how technology can impact literacy and identity the book is primed for use in graduate courses terminology is in bold and a comprehensive glossary is included each chapter finishes with a short list of references for further reading on the topic and discussion questions the authors provide short interview videos free via gup website to enhance discussions on each chapter s topic

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

teaching english to second language learners in academic contexts reading writing listening and speaking provides the fundamental knowledge that esl and efl teachers need to teach the four language skills this foundational text written by internationally renowned experts in the field explains why skills based teaching is at the heart of

effective instruction in english for academic purposes eap contexts each of the four main sections of the book helps readers understand how each skill reading writing listening and speaking works and explains what research has to say about successful skill performance pedagogically focused chapters apply this information to principles for eap curriculum design and to instructional activities and tasks adaptable in a wide range of language learning contexts options for assessment and the role of digital technologies are considered for each skill and essential information on integrated skill instruction is provided moving from theory to practice this teacher friendly text is an essential resource for courses in tesol programs for in service teacher training seminars and for practicing eap teachers who want to upgrade their teaching abilities and knowledge bases

understanding how task complexity affects second language learning interaction and spoken and written performance is essential to informed decisions about task design and sequencing in tblt programs the chapters in this volume all examine evidence for claims of the cognition hypothesis that complex tasks should promote greater accuracy and complexity of speech and writing as well as more interaction and learning of information provided in the input to task performance than simpler tasks implications are drawn concerning the basic pedagogic claim of the cognition hypothesis that tasks should be sequenced for learners from simple to complex during syllabus design containing theoretical discussion of the cognition hypothesis and cutting edge empirical studies of the effects of task complexity on second language learning and performance this book will be important reading for language teachers graduate students and researchers in applied linguistics second language acquisition and cognitive and educational psychology

third edition of the leading interdisciplinary introduction to second language acquisition covering linguistic psychological and social aspects

this book takes a hard look at some of the assumptions that are customarily made

concerning the role of age in second language acquisition the evidence and arguments the contributors present run counter to the notion that an early start in second language learning is of itself either absolutely sufficient or necessary for the attainment of native like mastery of a second language another theme of the book is a doubt that there is a particular stage of maturity beyond which language learning is no longer fully possible in short the book presents a challenge to those who take it as given that second language learning is inevitably different in its essential nature from language acquisition in the childhood years and that second language knowledge acquired beyond the critical period is in all circumstances and in all respects doomed to fossilize at a non native like level

the new edition of key terms in second language acquisition defines the key terminology within second language acquisition and also provides accessible summaries of the key issues within this complex area of study the final section presents a list of key readings in second language acquisition that signposts the reader towards classic articles and also provides a springboard to further study the whole book has been updated and expanded to take into account a wider range of theories and developments since the first edition it remains at the top of its game the text is accessibly written with complicated terms and concepts explained in an easy to understand way key terms in second language acquisition is an essential resource for students

this book examines different theoretical perspectives on the role that interaction plays in second language acquisition the principal perspectives are those afforded by the interaction hypothesis socio cultural theory and the levels of processing model interaction is therefore defined broadly it is seen as involving both intermental and intramental activity the theoretical perspectives are explored empirically in a series of studies which investigate the relationship between aspects of interaction and second language acquisition a number of these studies consider the effects of interaction on

the acquisition of vocabulary word meanings by both adult and child L2 learners in addition the effects of language aptitude on input processing are considered further studies consider the contribution that interaction makes to the acquisition of grammatical knowledge these studies provide clear evidence that social and intermental interaction are major forces in the acquisition of an L2 finally the book considers a number of pedagogic specifications in particular the importance of discourse control as a means of learners obtaining the quality of interaction likely to foster acquisition is discussed

tasks in second language learning aims to re centre discussion of the ways in which language learning tasks can help offer a holistic approach to language learning and to explore the research implications it relates the broad educational and social science rationale for the use of tasks to the principles and practices of their classroom use the authors provide a balanced review of research as a basis for exploring a broader research agenda throughout the book offers telling illustration of the contributions of a range of specialists in research teaching methodology and materials development and of the authors own argument

researchers have looked into the role of individual differences in second language learning and found that differences between learners in areas such as language aptitude language learning motivation and exposure to the language influence second language learning most of this research concerned adults far fewer studies have addressed the role of individual differences in second language learning of young learners as second language learning programmes tend to start earlier than before and children are nowadays frequently exposed to a foreign language in social settings such as online games and social media studying the role of individual differences in young learners can contribute both to SLA theories and to evidence based L2 education this book discusses recent findings concerning the role of individual differences in language learning in young learners the chapters in the book

concern different topics linked to internal individual differences such as language aptitude motivation attitude and external individual differences such as exposure and type of instruction the relative contribution of internal and external factors to language learning and the interplay between the two types of individual differences

the book examines which linguistic properties are hard and which are easy to acquire when learning a second language the bottleneck hypothesis is proposed which states that inflectional morphemes and their features present the most formidable challenge to learners while syntax and phrasal semantics pose less difficulty the numerous empirical studies reviewed in the book indicate that there is no critical period for acquisition of meaning the findings suggest that an enhanced focus on practicing grammar in language classrooms will be beneficial to learners book jacket

this book identifies the many facets of culture that influence second language learners and teachers the paperback edition identifies the many facets of culture that influence second language learners and teachers it addresses the impact of culture on learning to interact speak construct meaning and write in a second language while staying within the sociocultural paradigms specific to a particular language and its speakers by providing a comprehensive introduction to research from other disciplines on the interaction between language and culture this volume offers an important contribution to the field of second language acquisition

second language acquisition introduces the key areas in the field including multilingualism the role of teaching the mental processing of multiple languages and patterns of growth and decline explores the key theories and debates and elucidates areas of controversy gathers together influential readings from key names in the discipline including Vivian Cook William E. Dunn and James P. Lantolf S. P. Corder and Nina Spada and Patsy Lightbown

proceedings of a conference translation in second language teaching and learning

that took place at the national university of ireland maynooth march 27 29 2008

peer interaction and second language learning synthesizes the existing body of research on the role of peer interaction in second language learning in one comprehensive volume in spite of the many hours that language learners spend interacting with peers in the classroom there is a tendency to evaluate the usefulness of this time by comparison to whole class interaction with the teacher yet teachers are teachers and peers are peers as partners in interaction they are likely to offer very different kinds of learning opportunities this book encourages researchers and instructors alike to take a new look at the potential of peer interaction to foster second language development acknowledging the context of peer interaction as highly dynamic and complex the book considers the strengths and limitations of peer work from a range of theoretical perspectives in doing so peer interaction and second language learning clarifies features of effective peer interaction for second language learning across a range of educational contexts age spans proficiency levels and classroom tasks and settings

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