

CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE COURSEBOOK 1 WITH CDS THIRD EDITION CAMBRIDGE EDUC SAMPLES

CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE COURSEBOOK 1 WITH CDS THIRD EDITION CAMBRIDGE EDUC SAMPLES MASTERING ENGLISH A DEEP DIVE INTO THE CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE COURSEBOOK 1 THIRD EDITION THE CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE COURSEBOOK 1 THIRD EDITION IS A COMPREHENSIVE RESOURCE DESIGNED TO HELP STUDENTS DEVELOP THEIR ENGLISH LANGUAGE SKILLS IN A STRUCTURED AND ENGAGING MANNER THIS COURSEBOOK ACCOMPANIED BY CDS PROVIDES LEARNERS WITH A SOLID FOUNDATION IN ALL FOUR LANGUAGE SKILLS READING WRITING LISTENING AND SPEAKING CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE ESL LANGUAGE LEARNING COURSEBOOK THIRD EDITION READING WRITING LISTENING SPEAKING GRAMMAR VOCABULARY EXAM PREPARATION ASSESSMENT CD RESOURCES THIS COURSEBOOK IS A VALUABLE TOOL FOR STUDENTS PREPARING FOR THE CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE EXAM IT COVERS A WIDE RANGE OF TOPICS RELEVANT TO THE CURRICULUM INCLUDING GRAMMAR VOCABULARY WRITING TECHNIQUES AND COMMUNICATION STRATEGIES THE COURSEBOOK IS DIVIDED INTO UNITS EACH FOCUSING ON A SPECIFIC SKILL OR THEME AND INCLUDES VARIOUS ACTIVITIES EXERCISES AND ASSESSMENTS TO REINFORCE LEARNING THE ACCOMPANYING CDS OFFER SUPPLEMENTARY AUDIO MATERIALS FOR LISTENING PRACTICE AND PRONUNCIATION EXERCISES ANALYSIS OF CURRENT TRENDS THE CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE COURSEBOOK 1 THIRD EDITION IS A TIMELY RESOURCE REFLECTING CURRENT TRENDS IN LANGUAGE LEARNING HERE ARE SOME KEY ASPECTS LEARNERCENTRED APPROACH THE COURSEBOOK EMBRACES A LEARNERCENTRED APPROACH FOCUSING ON ACTIVE ENGAGEMENT AND PERSONALIZED LEARNING

EXPERIENCES THIS ENCOURAGES STUDENTS TO TAKE OWNERSHIP OF THEIR LEARNING JOURNEY AND DEVELOP THEIR SKILLS AT THEIR OWN PACE REALWORLD RELEVANCE THE COURSEBOOK EMPHASIZES THE PRACTICAL APPLICATION OF LANGUAGE SKILLS BY INCORPORATING REALWORLD SCENARIOS AND AUTHENTIC MATERIALS THIS ENSURES THAT STUDENTS DEVELOP SKILLS RELEVANT TO THEIR EVERYDAY LIVES AND FUTURE ENDEAVORS TECHNOLOGY INTEGRATION THE INCLUSION OF CDS DEMONSTRATES THE GROWING IMPORTANCE OF 2 TECHNOLOGY IN LANGUAGE LEARNING THE AUDIO MATERIALS ENHANCE THE LEARNING EXPERIENCE BY PROVIDING OPPORTUNITIES FOR LISTENING COMPREHENSION AND PRONUNCIATION PRACTICE ASSESSMENT FOR LEARNING THE COURSEBOOK INTEGRATES FORMATIVE ASSESSMENTS THROUGHOUT ALLOWING STUDENTS TO TRACK THEIR PROGRESS AND IDENTIFY AREAS REQUIRING FURTHER DEVELOPMENT THIS PROMOTES A GROWTH MINDSET AND ENCOURAGES STUDENTS TO STRIVE FOR CONTINUOUS IMPROVEMENT DISCUSSION OF ETHICAL CONSIDERATIONS WHILE THE CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE COURSEBOOK 1 THIRD EDITION OFFERS VALUABLE RESOURCES FOR LANGUAGE LEARNING CERTAIN ETHICAL CONSIDERATIONS ARE CRUCIAL CULTURAL SENSITIVITY ITS IMPERATIVE TO ENSURE THAT THE COURSEBOOK CONTENT IS CULTURALLY SENSITIVE AND AVOIDS PERPETUATING STEREOTYPES OR BIASES MATERIALS SHOULD REPRESENT DIVERSE PERSPECTIVES AND PROMOTE INCLUSIVITY EQUITY AND ACCESS THE COURSEBOOK SHOULD BE ACCESSIBLE TO ALL STUDENTS REGARDLESS OF THEIR BACKGROUND OR LEARNING STYLES THIS INCLUDES PROVIDING APPROPRIATE SUPPORT FOR LEARNERS WITH DIVERSE NEEDS AND ENSURING THAT THE LEARNING MATERIALS ARE AVAILABLE IN ACCESSIBLE FORMATS AUTHENTICITY AND ACCURACY THE COURSEBOOK SHOULD PROVIDE ACCURATE AND RELIABLE INFORMATION AVOIDING THE PERPETUATION OF MISINFORMATION OR PROMOTING HARMFUL VIEWPOINTS THE USE OF AUTHENTIC MATERIALS SHOULD REFLECT REALWORLD CONTEXTS AND AVOID CULTURALLY INAPPROPRIATE REPRESENTATIONS RESPECT FOR INTELLECTUAL PROPERTY THE COURSEBOOK SHOULD ACKNOWLEDGE AND RESPECT INTELLECTUAL PROPERTY RIGHTS ENSURING PROPER ATTRIBUTION AND PERMISSION FOR ANY MATERIALS USED DETAILED ANALYSIS UNIT THE COURSEBOOK IS STRUCTURED INTO UNITS EACH FOCUSING ON A SPECIFIC THEME OR SKILL EACH UNIT TYPICALLY INCLUDES THE FOLLOWING COMPONENTS INTRODUCES THE UNITS THEME AND OBJECTIVES READING ACTIVITIES OFFERS VARIOUS READING PASSAGES AND EXERCISES TO ENHANCE READING COMPREHENSION VOCABULARY DEVELOPMENT AND CRITICAL THINKING SKILLS GRAMMAR FOCUS PROVIDES CLEAR

EXPLANATIONS AND PRACTICE EXERCISES FOR KEY GRAMMATICAL STRUCTURES WRITING ACTIVITIES ENCOURAGES STUDENTS TO DEVELOP THEIR WRITING SKILLS THROUGH A VARIETY OF TASKS SUCH AS ESSAYS REPORTS AND LETTERS 3 LISTENING ACTIVITIES INCLUDES LISTENING COMPREHENSION TASKS AND EXERCISES FOR DEVELOPING LISTENING SKILLS SPEAKING ACTIVITIES PROVIDES OPPORTUNITIES FOR STUDENTS TO PRACTICE THEIR SPEAKING SKILLS THROUGH ROLEPLAYS DISCUSSIONS AND PRESENTATIONS VOCABULARY BUILDER INTRODUCES NEW VOCABULARY RELEVANT TO THE UNITS THEME ASSESSMENT ASSESSES STUDENTS UNDERSTANDING AND PROGRESS THROUGH QUIZZES TESTS AND WRITING ASSIGNMENTS STRENGTHS OF THE COURSEBOOK COMPREHENSIVE COVERAGE THE COURSEBOOK COMPREHENSIVELY COVERS ALL ASPECTS OF ENGLISH LANGUAGE LEARNING INCLUDING READING WRITING LISTENING AND SPEAKING SKILLS STRUCTURED APPROACH THE WELLSTRUCTURED UNITS PROVIDE A CLEAR FRAMEWORK FOR LEARNING AND PROGRESSION VARIED ACTIVITIES THE INCLUSION OF A WIDE RANGE OF ACTIVITIES ENSURES THAT STUDENTS REMAIN ENGAGED AND CHALLENGED REALWORLD RELEVANCE THE COURSEBOOK CONNECTS LANGUAGE LEARNING TO REALWORLD SCENARIOS MAKING THE LEARNING PROCESS MORE MEANINGFUL AND APPLICABLE CLEAR EXPLANATIONS THE GRAMMATICAL EXPLANATIONS ARE CLEAR AND CONCISE MAKING IT EASY FOR STUDENTS TO UNDERSTAND ASSESSMENT TOOLS THE INTEGRATED ASSESSMENT TOOLS ALLOW STUDENTS TO MONITOR THEIR PROGRESS AND IDENTIFY AREAS NEEDING IMPROVEMENT SUPPORTING RESOURCES THE ACCOMPANYING CDS PROVIDE VALUABLE SUPPLEMENTARY MATERIALS FOR LISTENING PRACTICE AND PRONUNCIATION EXERCISES WEAKNESSES OF THE COURSEBOOK LIMITED FOCUS ON PRONUNCIATION WHILE THE CDS PROVIDE SOME PRONUNCIATION EXERCISES THE COURSEBOOK COULD BENEFIT FROM MORE EXPLICIT INSTRUCTION ON PRONUNCIATION LACK OF DIGITAL COMPONENTS THE COURSEBOOK COULD BENEFIT FROM THE INCLUSION OF DIGITAL COMPONENTS SUCH AS INTERACTIVE EXERCISES AND ONLINE RESOURCES TO ENHANCE ENGAGEMENT AND ACCESSIBILITY POTENTIAL FOR CULTURAL BIAS ITS ESSENTIAL TO CAREFULLY REVIEW THE COURSEBOOK FOR ANY POTENTIAL CULTURAL BIASES OR STEREOTYPES RECOMMENDATIONS INTEGRATE TECHNOLOGY INCORPORATE INTERACTIVE DIGITAL COMPONENTS SUCH AS ONLINE QUIZZES GAMES AND VIRTUAL REALITY EXPERIENCES TO ENHANCE STUDENT ENGAGEMENT FOCUS ON PRONUNCIATION INCLUDE MORE SPECIFIC INSTRUCTION ON PRONUNCIATION POSSIBLY THROUGH 4 DEDICATED UNITS OR SUPPLEMENTARY MATERIALS PROMOTE CULTURAL SENSITIVITY CONDUCT THOROUGH REVIEWS TO ENSURE THE COURSEBOOK CONTENT IS

CULTURALLY SENSITIVE AND PROMOTES INCLUSIVITY PROVIDE ACCESSIBILITY OPTIONS OFFER THE COURSEBOOK IN ACCESSIBLE FORMATS AND PROVIDE SUPPORT FOR LEARNERS WITH DIVERSE NEEDS ENGAGE STAKEHOLDERS COLLABORATE WITH TEACHERS STUDENTS AND OTHER STAKEHOLDERS TO ENSURE THE COURSEBOOK ALIGNS WITH THEIR NEEDS AND EXPECTATIONS CONCLUSION THE CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE COURSEBOOK 1 THIRD EDITION IS A VALUABLE RESOURCE FOR STUDENTS PREPARING FOR THE CAMBRIDGE IGCSE EXAM ITS COMPREHENSIVE COVERAGE STRUCTURED APPROACH AND REALWORLD RELEVANCE MAKE IT A VALUABLE TOOL FOR ENHANCING LANGUAGE SKILLS HOWEVER ITS ESSENTIAL TO ADDRESS POTENTIAL LIMITATIONS AND INTEGRATE CURRENT TRENDS TO ENSURE THE COURSEBOOK REMAINS RELEVANT ENGAGING AND ETHICALLY RESPONSIBLE BY INCORPORATING TECHNOLOGY PROMOTING CULTURAL SENSITIVITY AND PROVIDING ACCESSIBILITY OPTIONS THE COURSEBOOK CAN CONTRIBUTE TO A MORE INCLUSIVE AND EFFECTIVE LEARNING EXPERIENCE FOR ALL STUDENTS

FOREIGN AND SECOND LANGUAGE LEARNING CONDITIONS FOR SECOND LANGUAGE LEARNING TEACHING ENGLISH AS A SECOND LANGUAGE VOCABULARY IN A SECOND LANGUAGE TEACHING ENGLISH AS A SECOND LANGUAGE, SECOND EDITION UNDERSTANDING SECOND LANGUAGE ACQUISITION SECOND LANGUAGE ACQUISITION AND SECOND LANGUAGE LEARNING KEY CONCEPTS IN SECOND LANGUAGE ACQUISITION SECOND LANGUAGE ACQUISITION MEANING IN THE SECOND LANGUAGE READING IN A SECOND LANGUAGE LEARNING A SECOND LANGUAGE: AN INTEGRATED VIEW OF LANGUAGE ACQUISITION SPEECH PRODUCTION AND SECOND LANGUAGE ACQUISITION THE ROLE OF PEDAGOGICAL TRANSLATION IN SECOND LANGUAGE ACQUISITION TASKS IN SECOND LANGUAGE LEARNING THE CAMBRIDGE GUIDE TO LEARNING ENGLISH AS A SECOND LANGUAGE LEARNING NEW LANGUAGES LEARNING A SECOND LANGUAGE THROUGH INTERACTION SECOND LANGUAGE ACQUISITION SPEAKING IN A SECOND LANGUAGE WILLIAM LITTLEWOOD BERNARD SPOLSKY HAROLD BYRON ALLEN PAUL BOGAARDS MANISH A. VYAS LOURDES ORTEGA STEPHEN D. KRASHEN SHAWN LOEWEN SUSAN M. GASS ROUMYANA SLABAKOVA WILLIAM GRABE HENNING WODE JUDIT KORMOS VANESSA LEONARDI VIRGINIA SAMUDA ANNE BURNS THOMAS SCOVEL ROD ELLIS THOMAS JEROME BAKER ROSA ALONSO ALONSO

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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

THE ELEVEN CHAPTERS OF VOCABULARY IN A SECOND LANGUAGE ARE WRITTEN BY THE WORLD S LEADING RESEARCHERS IN THE FIELD OF VOCABULARY STUDIES IN SECOND LANGUAGE ACQUISITION EACH CHAPTER PRESENTS EXPERIMENTAL RESEARCH LEADING TO NEW CONCLUSIONS ABOUT AND INSIGHTS INTO THE SELECTION

THE LEARNING AND TEACHING OR THE TESTING OF VOCABULARY KNOWLEDGE IN FOREIGN LANGUAGES THIS BOOK IS INTENDED AS AN UP TO DATE OVERVIEW OF THE IMPORTANT DOMAIN OF THE LEXICON FOR RESEARCHERS IN THE FIELD OF SECOND LANGUAGE ACQUISITION TEACHER TRAINERS AND PROFESSIONAL TEACHERS OF SECOND OR FOREIGN LANGUAGES

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 IMPROVED 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

WHETHER WE GROW UP WITH ONE TWO OR SEVERAL LANGUAGES DURING OUR EARLY YEARS OF LIFE MANY OF US WILL LEARN A SECOND FOREIGN OR HERITAGE LANGUAGE IN LATER YEARS THE FIELD OF SECOND LANGUAGE ACQUISITION SLA FOR SHORT INVESTIGATES THE HUMAN CAPACITY TO LEARN ADDITIONAL LANGUAGES IN LATE CHILDHOOD ADOLESCENCE OR ADULTHOOD AFTER THE FIRST LANGUAGE IN THE CASE OF MONOLINGUALS OR LANGUAGES IN THE CASE OF BILINGUALS HAVE ALREADY BEEN ACQUIRED UNDERSTANDING SECOND LANGUAGE ACQUISITION OFFERS A WIDE ENCOMPASSING SURVEY OF THIS BURGEONING FIELD ITS ACCUMULATED FINDINGS AND PROPOSED THEORIES ITS DEVELOPED RESEARCH PARADIGMS AND ITS PENDING QUESTIONS FOR THE FUTURE THE BOOK ZOOMS IN AND OUT OF UNIVERSAL INDIVIDUAL AND SOCIAL FORCES IN EACH CASE EVALUATING THE RESEARCH FINDINGS THAT HAVE BEEN GENERATED ACROSS DIVERSE NATURALISTIC AND FORMAL CONTEXTS FOR SECOND LANGUAGE ACQUISITION IT ASSUMES NO BACKGROUND IN SLA AND PROVIDES HELPFUL CHAPTER BY CHAPTER SUMMARIES AND SUGGESTIONS FOR FURTHER READING IDEAL AS A TEXTBOOK FOR STUDENTS OF APPLIED LINGUISTICS FOREIGN LANGUAGE EDUCATION TESOL AND EDUCATION IT IS ALSO RECOMMENDED FOR STUDENTS OF LINGUISTICS DEVELOPMENTAL PSYCHOLINGUISTICS PSYCHOLOGY AND COGNITIVE SCIENCE SUPPORTING RESOURCES FOR TUTORS ARE AVAILABLE FREE AT ROUTLEDGE COM ORTEGA

ON THE MONITOR THEORY OF ADULT SECOND LANGUAGE ACQUISITION

WHAT DOES IT MEAN TO ACQUIRE A LANGUAGE WHAT IS CONSIDERED A SECOND LANGUAGE IN MULTILINGUAL SETTINGS THIS PRACTICAL AND COMPREHENSIVE GUIDE PROVIDES AN OPPORTUNITY TO CONSIDER THESE ISSUES PROVIDING EASY ACCESS TO CONCISE DEFINITIONS OF KEY TERMS AND CONCEPTS IN THE STUDY OF SECOND LANGUAGE ACQUISITION

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

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 LEAST 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

ABSTRACT

THIS EXTREMELY UP TO DATE BOOK SPEECH PRODUCTION AND SECOND LANGUAGE ACQUISITION IS THE FIRST VOLUME IN THE EXCITING NEW SERIES COGNITIVE SCIENCE AND SECOND LANGUAGE ACQUISITION THIS NEW VOLUME PROVIDES A THOROUGH OVERVIEW OF THE FIELD AND PROPOSES A NEW INTEGRATIVE MODEL OF HOW L² SPEECH IS PRODUCED THE STUDY OF SPEECH PRODUCTION IS ITS OWN SUBFIELD WITHIN COGNITIVE SCIENCE ONE OF THE AIMS OF THIS NEW BOOK AS IS TRUE OF THE SERIES IS TO MAKE COGNITIVE SCIENCE THEORY ACCESSIBLE TO SECOND LANGUAGE ACQUISITION SPEECH PRODUCTION AND SECOND

LANGUAGE ACQUISITION EXAMINES HOW RESEARCH ON SECOND LANGUAGE AND BILINGUAL SPEECH PRODUCTION CAN BE GROUNDED IN L1 RESEARCH CONDUCTED IN COGNITIVE SCIENCE AND IN PSYCHOLINGUISTICS HIGHLIGHTED IS A COHERENT AND STRAIGHTFORWARD INTRODUCTION TO THE BILINGUAL LEXICON AND ITS ROLE IN SPOKEN LANGUAGE PERFORMANCE LIKE THE REST OF THE SERIES SPEECH PRODUCTION AND SECOND LANGUAGE ACQUISITION IS TUTORIAL IN STYLE INTENDED AS A SUPPLEMENTARY TEXTBOOK FOR UNDERGRADUATES AND GRADUATE STUDENTS IN PROGRAMS OF COGNITIVE SCIENCE SECOND LANGUAGE ACQUISITION APPLIED LINGUISTICS AND LANGUAGE PEDAGOGY

TRANSLATION CAN HELP IMPROVE FOREIGN LANGUAGE TEACHING AND LEARNING THIS STUDY SHOWS HOW IN AN INCREASINGLY GLOBALISED WORLD AND IN AN INCREASINGLY MULTILINGUAL EUROPE TRANSLATION PLAYS AN IMPORTANT ROLE SIGNIFICANT SIGNS OF A NEW REVIVAL OF TRANSLATION IN LANGUAGE TEACHING HAVE BECOME VISIBLE AS SHOWN BY RECENT LITERATURE ON APPLIED LINGUISTICS THIS BOOK CONTRIBUTES TO THIS MOVEMENT EMBRACING BOTH A THEORETICAL AND AN EMPIRICAL PURPOSE BY INTEGRATING VIEWPOINTS FROM APPLIED LINGUISTICS TRANSLATION STUDIES AND SECOND LANGUAGE ACQUISITION IN AN ATTEMPT TO SHOW HOW THE USE OF TRANSLATION IN FOREIGN LANGUAGE CLASSES CAN HELP ENHANCE AND FURTHER IMPROVE READING WRITING SPEAKING AND LISTENING SKILLS THIS WORK CALLS FOR A RE EVALUATION AND A REHABILITATION OF THE TRANSLATION ACTIVITIES IN THE FOREIGN LANGUAGE CLASSES

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

THIS VOLUME PROVIDES AN UP TO DATE AND COMPREHENSIVE COVERAGE OF SECOND LANGUAGE LEARNING THE FOCUS THROUGHOUT THE BOOK IS PRIMARILY ON LANGUAGE LEARNING BUT EACH CHAPTER ALSO DISCUSSES THE IMPLICATIONS FOR TEACHING AND ASSESSMENT THUS INFORMING BOTH UNDERSTANDING AND PRACTICE THE BOOK CONTAINS NINE SECTIONS WHICH AIM TO ORGANISE AND REFLECT DIFFERENT DIMENSIONS OF THE DIVERSE AND COMPLEX SCOPE OF LEARNING ENGLISH AS A SECOND OR ADDITIONAL LANGUAGE FOUR THEMES WHICH PERMEATE THE CHAPTERS ARE LEARNING AND LEARNERS LEARNING AND LANGUAGE LEARNING AND LANGUAGE DEVELOPMENT LEARNING AND LEARNING CONTEXT THE 36 CHAPTERS ARE UP TO DATE AND AUTHORITATIVE WRITTEN BY EXPERTS IN THE FIELD THE CONTENT IS ACCESSIBLY WRITTEN WITH QUESTIONS FOR DISCUSSION AND FOLLOW UP READING SUGGESTIONS PROVIDED

LEARNING NEW LANGUAGES A GUIDE TO SECOND LANGUAGE ACQUISITION IS A THOROUGH ACCOUNT OF KEY PRINCIPLES OF SECOND LANGUAGE ACQUISITION VOICES FROM THE CLASSROOM AS WELL AS ACTIVITIES FOR REFLECTIVE RESEARCH ENGAGE THE READER IN AN INTERACTIVE EXPLORATION OF HOW LEARNERS ACQUIRE NEW LANGUAGES

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

WRITTEN FOR NEW TEACHERS EXPERIENCED TEACHERS PARENTS OF ENGLISH LANGUAGE LEARNERS WORLDWIDE AND STUDENTS FROM ALL DISCIPLINES WITH A NEED TO KNOW HOW STUDENTS LEARN ENGLISH IN ACTUAL DAY TO DAY PRACTICE THIS BOOK PROVIDES AN ACTIONABLE ANSWER TO THE QUESTION OF HOW DO STUDENTS LEARN ENGLISH THROUGH THE DISCOVERY METHOD APPLIED TO CASE STUDIES AND ACTUAL EXPERIENCE IN REALITY IF ENCOUNTERING THE TOPIC FOR THE FIRST TIME THIS IS A CLEAR AND PRACTICAL INTRODUCTION TO EXPERIENTIAL SECOND LANGUAGE ACQUISITION SLA IT SHOWS ACTUAL STUDENTS AND TEACHERS GRAPPLING WITH SLA ISSUES IN AN INTERDISCIPLINARY MANNER TO DO THIS WE STAND ON THE SHOULDERS OF GIANTS LIKE WITTGENSTEIN GASS SELINKER STORYTELLING BECOMES THE MEDIUM TO ILLUSTRATE SLA IN ACTION WITHOUT BEING HEAVY ON EXPLANATION THIS IS AN INDUCTIVE DISCOVERY APPROACH TO DEEP LEARNING ABOUT SLA IN ACTION HOW A SECOND LANGUAGE IS ACQUIRED WHETHER ENGLISH FRENCH YU PIK OR MAPUDUNGUN IS WHAT THE SECOND LANGUAGE LEARNER NEEDS TO KNOW WHETHER IN THE USA CANADA SINGAPORE CHINA CHILE OR ANY OTHER LOCATION WORLDWIDE WE ALL NEED TO FIND RELEVANT ANSWERS TO KNOW WHY SOME LEARNERS ARE MORE SUCCESSFUL THAN OTHERS THE BOOK INTRODUCES IN A WARM FRIENDLY FIRST PERSON ENGAGING FASHION A RANGE OF FUNDAMENTAL CONCEPTS SUCH AS SLA IN ADULTS AND CHILDREN IN FORMAL AND INFORMAL LEARNING CONTEXTS AND IN DIVERSE SOCIOCULTURAL SETTINGS AND TAKES IN THE TRADITION OF GASS SELINKER AN INTERDISCIPLINARY APPROACH ENCOURAGING STUDENTS TO CONSIDER SLA FROM LINGUISTIC PSYCHOLOGICAL AND SOCIAL PERSPECTIVES SECOND LANGUAGE ACQUISITION THIS BOOK IS DESIGNED TO INSPIRE READERS TO REACH FOR THEIR DREAMS IN LANGUAGE LEARNING BUY THIS BOOK READ IT SHARE IT WITH EVERYONE YOU KNOW YOU AND THEY WILL BE GLAD YOU DID

FOR MILLIONS OF INDIVIDUALS ALL OVER THE WORLD SPEAKING IN A SECOND LANGUAGE IS A DAILY ACTIVITY IT IS THEREFORE IMPORTANT THAT RESEARCH IN APPLIED LINGUISTICS SHOULD CONTRIBUTE EMPIRICALLY TO THE STUDY OF SECOND LANGUAGE SPOKEN INTERACTION THE AIM OF THIS VOLUME IS TO MAKE SUCH A CONTRIBUTION BY PROVIDING RESEARCH BASED INSIGHTS INTO CURRENT APPROACHES TO THE TEACHING AND LEARNING OF THIS SKILL TWO KEY DIMENSIONS

DEFINE THE PAPERS INCLUDED HERE THEIR NOVELTY AND SCOPE FIRST THE BOOK PROVIDES A NOVEL APPROACH TO THE STUDY OF SPEAKING IN A SECOND LANGUAGE BY COMBINING RECENT FINDINGS IN USAGE BASED LINGUISTICS WITH CURRENT ISSUES IN TEACHING SECOND THE CHAPTERS COVER A RANGE OF THEORETICAL PERSPECTIVES INCLUDING SOCIOLINGUISTIC AND INTERACTIONAL COMPETENCE GESTURES DYNAMIC SYSTEMS THEORY AND CODE SWITCHING THE VOLUME OFFERS A CONTEMPORARY ANALYSIS OF RESEARCH IN SECOND LANGUAGE SPEAKING THAT WILL BE OF INTEREST TO RESEARCHERS GRADUATE STUDENTS TEACHERS AND OTHER PROFESSIONALS WORKING IN THE FIELDS OF COMMUNICATION AND APPLIED LINGUISTICS

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