

approach stimulating and effective in their particular educational contexts. If in my study of a foreign language I were not pressed by time and if I wanted to have a pleasant and interesting classroom experience, I would gladly sign up for a course following the explorative-creative methodology. If, however, I was concerned with maximum efficiency, I would opt for a different pedagogical treatment relying more on planning and guidance than on exploration and spontaneity.

(Received 4 October 1990)

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CONDITIONS FOR SECOND LANGUAGE LEARNING. *Bernard Spolsky.* Oxford: Oxford University Press, 1989. Pp. vii + 272.

The British Association for Applied Linguistics (BAAL) runs an annual Book Prize which is awarded to the author of an outstanding book in applied linguistics. This volume was the winner of the 1990 prize, and I thought it would be interesting to use this review not just to talk about Spolsky's book but also to discuss how it is that a book of this sort comes to win a prize.

As literary prizes go, the BAAL prize is relatively small beer—in comparison, say with the Booker prize for fiction or the Pulitzer prize—but many of the problems that beset these bigger prizes also affect the BAAL. My role for five of the last six prizes has been as non-voting chairman of the judging panel, and this has given me a chance to observe how several different panels of judges have come to agreement (or disagreement, as the case fell out). The views expressed here are personal ones and not those of BAAL.

Obviously, the number of books that qualify for the prize in any one year is huge. Applied linguistics is not a simple, unified field, and the entry qualifications are deliberately left vague and unspecified. In practice, books have to pass through a number of hurdles. The first hurdle is that nominations for the prize come from publishers—any publisher can put forward any number of its own books, but in practice most publishers only put forward one or two nominations. This stage usually results in 20 or so nominations, often varying wildly in topic, style and quality.

For the second stage of the judging process, all these volumes are sent to a short-listing panel. These three people are not expected to read all the books in detail, but they eventually produce a list of eight books that they would like to see short-listed. Surprisingly, it is rare for the short-listing panel to be in complete agreement: hardly any book fails to pick up at least one vote at this stage, but it is equally rare that a book is singled out by all the short-listers. We aim to produce a short-list of four or five books, and in practice, we have been able to do this by short-listing any volume chosen by at least two of the short-listing panel.

Some prizes use the same panel of judges for both short-listing and for detailed assessment. We have found that this does not work terribly well. In an extreme case, a judge could end up judging four volumes, none of which appeared on his own personal short-list, and this undesirable state of affairs is clearly one to avoid. BAAL uses three different judges for the final stage of the judging; usually the previous year's prizewinner agrees to sit on the panel, and some attempt is made to provide for continuity among the judges so as to avoid wild changes of

Second Language Learning A Review Of Related Studies

Ying-Ying Zheng



Second Language Learning A Review Of Related Studies:

Second Language Learning Suzanne Izzo, 1981 **Handbook of Undergraduate Second Language Education , Resources in Education , 1997-07 Research in Education , 1971 Second Language Acquisition and Lifelong Learning** Simone E. Pfenninger, Julia Festman, David Singleton, 2023-05-05 Language fundamentally defines and distinguishes us as humans as members of society and as individuals As we go through life our relationship with language and with learning shifts and changes but it remains significant This book is an up to date resource for graduate students and researchers in second language L2 acquisition who are interested in language learning across the lifespan The main goal is to survey and evaluate what is known about the linguistic cognition affect associations that occur in L2 learning from birth through senescence passing through the stages of childhood adolescence adulthood and third age the extent to which L2 acquisition may be seen as contributing to healthy and active aging the impact of the development of personalized technology enhanced communicative L2 environments and how these phenomena are to be approached scientifically and methodologically The effects of certain specific variables such as gender socio economic background and bilingualism are also analyzed as we argue that chronological age does not determine the positioning of L2 learners across the lifespan age is part of a complex web of social distinctions such as psychological and individual factors that intersect in the construction of a learner's relative status and opportunities **Second Language Learning in the Early School Years: Trends and Contexts** Victoria A. Murphy, 2014-05-07 Provides a much needed overview of current themes and research on child second language learning *Sensitive periods, language aptitude, and ultimate L2 attainment* Gisela Granena, Mike Long, 2013-05-22 Research on second language acquisition SLA has identified language aptitude and age of onset AO i e the age at which learners are first meaningfully exposed to the L2 as robust predictors of rate of classroom language learning and level of ultimate L2 attainment in naturalistic settings respectively It is not surprising therefore that recent years have witnessed a surge of interest in the combination of age and aptitude as a powerful explanatory factor in SLA and central to a viable SLA theory The chapters in this volume provide new studies and reviews of research findings on age effects bilingualism effects maturational constraints and sensitive periods in SLA the sub components of language aptitude and the development of new aptitude measures the influence of AO and aptitude in combination on SLA aptitude treatment interactions and the implications of the research findings for language education policy and tailored language instruction *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose

to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What's new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication

Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching Rod Ellis, Shawn Loewen, Catherine Elder, Hayo Reinders, Rosemary Erlam, Jenefer Philp, 2009-06-19 The implicit explicit distinction is central to our understanding of the nature of L2 acquisition This book begins with an account of how this distinction applies to L2 learning knowledge and instruction It then reports a series of studies describing the development of a battery of tests providing relatively discrete measurements of L2 explicit implicit knowledge These tests were then utilized to examine a number of key issues in SLA the learning difficulty of different grammatical structures the role of L2 implicit explicit knowledge in language proficiency the relationship between learning experiences and learners language knowledge profiles the metalinguistic knowledge of teacher trainees and the effects of different types of form focused instruction on L2 acquisition The book concludes with a consideration of how the tests can be further developed and applied in the study of L2 acquisition

Introduction to Instructed Second Language Acquisition Shawn Loewen, 2020-03-09 Now in its second edition Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition ISLA Loewen provides comprehensive discussions of the theoretical empirical and pedagogical aspects of a range of key issues in ISLA and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy Also new is the addition of supporting features including new end of chapter activities points for reflection and discussion questions as well as thoroughly revised content to reflect the most recent research in ISLA This is an essential resource for students new to ISLA or working in second language acquisition more generally

The

Routledge Handbook of Second Language Acquisition and Individual Differences Shaofeng Li, Phil Hiver, Mostafa Papi, 2022-05-30 The Routledge Handbook of Second Language Acquisition and Individual Differences provides a thorough in depth discussion of the theory research and pedagogy pertaining to the role individual difference ID factors play in second language acquisition SLA It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners cognitive conative affective and demographic sociocultural variation The volume examines IDs from two perspectives one is how each ID variable is associated with learning behaviors processes and outcomes the other is how each domain of SLA such as vocabulary or reading is affected by clusters of ID variables The volume also includes a section on the common methods used in ID research including data elicitation instruments such as surveys interviews and psychometric testing as well as methods of data analysis such as structural equation modeling The book is a must read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning and for any educator interested in taking account of learners individual differences to maximize the effects of second language instruction

Language Aptitude Zhisheng (Edward) Wen, Peter Skehan, Adriana Biedroń, Shaofeng Li, Richard L. Sparks, 2019-05-02 Language Aptitude Advancing Theory Testing Research and Practice brings together cutting edge global perspectives on foreign language aptitude Drawing from educational psychology cognitive science and neuroscience the editors have assembled interdisciplinary authors writing for an applied linguistics and education audience The book is broken into five major themes revisiting and updating current language aptitude theories and models emerging insights from contemporary research into language aptitude and the age factor or the critical period hypothesis redefining constructs and broadening territories of foreign language aptitude exploring language aptitude from a neurocognitive perspective and exploring future directions of foreign language aptitude research Focused on critical issues in foreign language aptitude and second language learning and teaching this book will be an important research resource and supplemental reading in both applied linguistics and cognitive psychology

Debates in Modern Languages Education Patricia Driscoll, Ernesto Macaro, Ann Swarbrick, 2014-01-03 Debates in Modern Languages Education offers a comprehensive introduction and synthesis of the major themes and research evidence in language learning and teaching today providing an up to date authoritative review of traditional and contemporary issues in language teaching With chapters by leading experts in the field thematic sections explore and consider the importance of a wide range of different knowledge bases and skills for effective teaching how to become expert practitioners approaches to teaching with reference to relevant theories complex constructs and empirical research the innovations and ideas that shape and will shape the discipline for the next decade Each thought provoking chapter is supported by reference to further reading and additional material to encourage deeper exploration which will help the reader to fully engage in the debates presented This book is a valuable resource for any student or practising teacher engaged in initial teacher education continuing professional development and Masters level

study Synthesizing Research on Language Learning and Teaching John Michael Norris, Lourdes Ortega, 2006-01-01 This volume presents the first collection of work on research synthesis in applied linguistics It introduces readers to a cutting edge approach for reviewing and summarizing exactly what accumulated research has to say about theoretical and practical subjects John Norris and Lourdes Ortega first elucidate the value and practice of synthesis and they challenge all members of the research community to adopt a synthetic ethic The book then features seven empirical syntheses each modeling rigorous synthetic practice in definitively reviewing the state of knowledge and research quality in important domains Included are five meta analyses on Universal Grammar Task Based Interaction Corrective Feedback Instructed Pragmatics Development and Reading Strategy Training Also included are a qualitative meta synthesis on Effective Teaching for English Language Learners and a historiographical synthesis of Proficiency Assessment practices Rounding out the collection are commentaries by two renowned experts in language learning and teaching research Nick Ellis and Craig Chaudron Research on Second Language Teacher Education Karen E. Johnson, Paula R. Golombek, 2011-01-17 Embracing a sociocultural perspective on human cognition and employing an array of methodological tools for data collection and analysis this volume documents the complexities of second language teachers professional development in diverse L2 teacher education programs around the world including Asia South America Europe and North America and traces that development both over time and within the broader cultural historical and institutional settings and circumstances of teachers work This systematic examination of teacher professional development illuminates in multiple ways the discursive practices that shape teachers knowing thinking and doing and provides a window into how alternative mediational means can create opportunities for teachers to move toward more theoretically and pedagogically sound instructional practices within the settings and circumstances of their work The chapters represent both native and nonnative English speaking pre service and in service L2 teachers at all levels from K 12 through higher education and examine significant challenges that are present in L2 teacher education programs

Cross-Cultural Design. Applications in Learning, Arts, Cultural Heritage, Creative Industries, and Virtual Reality Pei-Luen Patrick Rau, 2022-06-16 The four volume set LNCS 13311 13314 constitutes the refereed proceedings of the 14th International Conference on Cross Cultural Design CCD 2022 which was held as part of HCI International 2022 and took place virtually during June 26 July 1 2022 The papers included in the HCII CCD volume set were organized in topical sections as follows Part I Cross Cultural Interaction Design Collaborative and Participatory Cross Cultural Design Cross Cultural Differences and HCI Aspects of Intercultural Design Part II Cross Cultural Learning Training and Education Cross Cultural Design in Arts and Music Creative Industries and Cultural Heritage under a Cross Cultural Perspective Cross Cultural Virtual Reality and Games Part III Intercultural Business Communication Intercultural Business Communication HCI and the Global Social Change Imposed by COVID 19 Intercultural Design for Well being and Inclusiveness Part IV Cross Cultural Product and Service Design Cross Cultural Mobility and Automotive UX Design Design and Culture in Social

Development and Digital Transformation of Cities and Urban Areas Cross Cultural Design in Intelligent Environments

The Ecology of Pre-Primary Foreign Language Learning Joanna Rokita-Jaśkow, 2025-01-29 This book synthesises research on very early language learning in pre primary organised instruction settings such as kindergarten nursery or afternoon classes Using a framework of ecological development it investigates the nested systems in which very young learners operate the other agents involved in each of these systems and the influence these agents have on children s foreign language learning It explores the ecosystems of the individual learner and their family educational institutions general social climate and language education policies resulting in a holistic view of early language learning and the key transitions into and out of pre primary formal instruction settings This is the first book to gather research to date on very young learners in formal settings offering a comprehensive state of the art to researchers and graduate students in early language learning second language acquisition and early years pedagogy

Minority Populations in Canadian Second Language Education Katy Arnett, Callie Mady, 2013-08-21 Until now the picture painted of French second language learning in Canada has tended to focus on successful French immersion This volume offers a broader representation in response to the demographic changes that have made the French language classroom a more complex place Focusing on inclusion and language maintenance the chapters discuss how a multilingual population can add the two official languages to their repertoire whilst maintaining their languages of origin heritage how the revitalization of Indigenous languages can best be supported in the language classroom and how students with disabilities can be helped to successfully learn languages

New Technological Applications for Foreign and Second Language Learning and Teaching Kruk, Mariusz, Peterson, Mark, 2020-03-13 Population diversity is becoming more prevalent globally with increasing immigration emigration and refugee placement These circumstances increase the likelihood that a child will be raised speaking a different language in the home than the common language used in each country This necessitates the development of comprehensive strategies that promote second language learning through the adoption of new technological advancements New Technological Applications for Foreign and Second Language Learning and Teaching is a scholarly publication that explores how the latest technologies have the potential to engage foreign and second language learners both within and outside the language classroom and to facilitate language learning and teaching in the target language Highlighting a range of topics such as learning analytics digital games and telecollaboration this book is ideal for teachers instructional designers curriculum developers IT consultants educational software developers language learning specialists academicians administrators professionals researchers and students

Early Language Learning Policy in the 21st Century Subhan Zein, Maria R. Coady, 2021-09-22 This volume analyses the policymaking expectations implementation progress and outcomes of early language learning in various education policy contexts worldwide The contributors to the volume are international researchers specialising in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at

the global level The languages considered include learning English as a second language in primary schools in Japan Mexico Serbia Argentina and Tanzania Spanish language education in the US and Australia Arabic as a second language in Israel and Bangladesh Chinese in South America and Oceania and finally early German teaching and learning in France and the UK

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