

**Second Language  
Proficiency, Foreign  
Language Aptitude,  
and Intelligence**

Quantitative and  
Qualitative Analyses

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Miyuki Sasaki

THEORETICAL STUDIES  
IN SECOND  
LANGUAGE ACQUISITION

# Second Language Proficiency Foreign Language Aptitude And Intelligence Quantitative And Qualitative Analyses

**Mirosław Pawlak, Ewa Waniek-  
Klimczak, Jan Majer**



## **Second Language Proficiency Foreign Language Aptitude And Intelligence Quantitative And Qualitative Analyses:**

*Second Language Proficiency, Foreign Language Aptitude, and Intelligence* Miyuki Sasaki, 1999 General second language proficiency continues to intrigue researchers This study investigates the relationships between general second language proficiency SLP and selected cognitive abilities i e foreign language aptitude verbal intelligence and reasoning in 160 EFL Japanese college students Structural equation modeling disconfirmed the hypothesis that general SLP forms the center of what has traditionally been called general intelligence However it suggests a strong relation between SLP and other cognitive abilities The study also analyzed the protocol data provided by the actual text takers revealing that SLP is related to the ability to assess plan and execute in problem solving processes

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**Language Aptitude Theory and Practice** Zhisheng (Edward) Wen, Peter Skehan, Richard L. Sparks, 2023-04-27 Provides a comprehensive up to date account of language aptitude theories test development research paradigms and practical implications

**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

*Cognitive Individual Differences in Second Language Acquisition* Zhisheng (Edward) Wen, Richard L. Sparks, Adriana Biedroń, Mark Feng Teng, 2023-04-03 This book presents comprehensive thorough and updated analyses of key cognitive individual difference factors e g age intelligence language aptitude working memory metacognition learning strategies and anxiety as they relate to the acquisition processing assessment and pedagogy of second or foreign languages Critical reviews and in depth research syntheses of these pivotal

cognitive learner factors are put into historical and broader contexts drawing upon the multiple authors extensive research experience penetrating insights and unique perspectives spanning applied linguistics teacher training educational psychology and cognitive science The carefully crafted chapters provide essential course readings and valuable references for seasoned researchers and aspiring postgraduate students in the broad fields of instructed second language acquisition foreign language training teacher education language pedagogy educational psychology and cognitive development *The Routledge Handbook of Second Language Acquisition and Writing* Rosa M. Manchón, Charlene Polio, 2021-12-30 This unique state of the art volume offers a comprehensive systematic discussion of second language L2 writing and L2 learning Led by experts Rosa Manchón and Charlene Polio top international scholars synthesize and contextualize the salient theoretical approaches methodological issues empirical findings and emerging themes in the connection between L2 writing and L2 learning and set the future research agenda to move the field forward This will be an indispensable resource for scholars and students of second language acquisition SLA applied linguistics education and composition studies

**The Psychology of the Language Learner** Zoltán Dörnyei, 2014-04-04 The scope of individual learner differences is broad yet there is no current comprehensive and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences until now

**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

The Routledge Handbook of Second Language Acquisition Susan M. Gass, Alison Mackey, 2013-06-17 This handbook brings together 50 leading international figures in the field to produce a state of the art overview of second language acquisition

The Psychology of the Language Learner Revisited Zoltan Dörnyei, Stephen Ryan, 2015-04-24 Over the past decade the focus of inquiry into the psychology of SLA has shifted from the analysis of various characteristics within individuals towards a greater consideration of individuals dynamic interactions with diverse contexts This revisit of the bestselling *The Psychology of the Language*

Learner reflects on these developments by challenging some of the assumptions upon which the original text was based maintaining the familiar structure of the original while situating the discussion within a very different theoretical framework Written in a lively accessible style the book considers how the field has evolved and maintains a keen eye on the future suggesting exciting new directions for the psychology of SLA The Psychology of the Language Learner Revisited will appeal to students and researchers in a wide range of disciplines including applied linguistics second language acquisition modern languages and psychology

### **Cognitive Individual Differences in Second Language Processing and Acquisition**

Gisela Granena, Daniel O. Jackson, Yucel Yilmaz, 2016-12-23 Cognitive Individual Differences in Second Language Processing and Acquisition contains 14 chapters that focus on the role of cognitive IDs in L2 learning and processing The book brings together theoretical and methodological approaches to the study of cognitive IDs as well as empirical studies that investigate the mediating role of cognitive IDs in various linguistic domains Chapters include contributions from researchers working within second language acquisition SLA psycholinguistics and cognitive psychology sharing a common interest in the application of cognitive IDs to their respective areas of study The interdisciplinary understanding of cognitive IDs presented in this book makes the book of interest to a wide readership of graduate students faculty members and academic researchers in the fields of SLA psycholinguistics cognitive psychology and education

**Interfaces Between Second Language Acquisition and Language Testing Research** Lyle F. Bachman, Andrew D. Cohen, 1998 Second language acquisition SLA and language testing LT research have largely been viewed as distinct areas of inquiry in applied linguistics This book provides a fresh look at areas of common interest to both SLA and LT research and ways in which research in these two areas of applied linguistics can be fruitfully integrated

**Second Language Writing Research** Paul Kei Matsuda, Tony Silva, 2014-04-08 In this original volume eighteen researchers from different parts of the world reflect on their own research projects providing insights into key methodological issues in research on second language writing By offering a glimpse into the process of constructing and negotiating knowledge in the field the messy space of situated practices of inquiry it helps to demystify the research process which can appear in published studies and in introductory methodology guides to be neater and more orderly than it actually is Taking a broad conception of research as inquiry that emphasizes the situated and constructed nature of knowledge in the field Second Language Writing Research Perspectives on the Process of Knowledge Construction encourages multiple forms of inquiry including philosophical narrative and historical modes Empirical inquiry as presented in this book encompasses both quantitative and qualitative approaches as well as those that strategically combine them A helpful discussion of the nuts and bolts of developing sustainable research programs is also provided The volume as a whole facilitates a situated issue driven research practice Its unique focus on second language writing research makes it an invaluable resource for both novice and experienced researchers in the field

**Speaking and Instructed Foreign Language Acquisition** Mirosław Pawlak, Ewa Waniek-Klimczak, Jan Majer, 2011-07-04 Developing the ability to

speaking in a foreign language is an arduous task. This is because it involves the mastery of different language subsystems, simultaneous focus on comprehension and production, and the impact of a range of social factors. This challenge is further compounded in situations in which learners have limited access to the target language. Thus, there is a need to explore issues related to teaching, learning, and testing speaking with a view to translating the guidelines based on theoretical positions and research findings into feasible and context-specific pedagogical recommendations. This is the rationale behind this book, which considers speaking from leading theoretical perspectives, investigates individual variables which affect its development, and reports the results of studies focusing on different aspects of its instructed acquisition.

**New Perspectives on Individual Differences in Language Learning and Teaching** Mirosław Pawlak, 2012-04-07. The volume constitutes an attempt to capture the intricate relationship between individual learner differences and other variables which are of interest to theorists, researchers, and practitioners representing such diverse branches of applied linguistics as psycholinguistics, sociolinguistics, pragmatics, or language teaching methodology. It brings together contributions by Polish and international authors, including leading experts in the field, touching upon changing perspectives on individual variation, cognitive, affective, and social variables, learning deficits, as well as their impact on learning and teaching. It offers a multifaceted perspective on these problems and shows how theory and research can be translated into classroom practice.

**Fossilized Second Language Grammars** Florencia Franceschina, 2005-12-22. This monograph is a theoretical and empirical investigation into the mechanisms and causes of successful and unsuccessful adult second language acquisition. Couched within a generative framework, the study explores how a learner's first language and the age at which they acquire their second language may contribute to the L2 knowledge that they can ultimately attain. The empirical study focuses on a group of very advanced L2 speakers and, through a series of tests, aims to discover what underpins their near mastery of grammatical gender and other grammatical properties. The book explores an account of persistent selective divergence based on the idea that child and adult learners are fundamentally similar, except that in adults, the L1 plays the role of a fairly rigid filter of the linguistic input. The impossibility of representing the new target language other than by using the building blocks of the previously established L1 is argued to be the main reason why near but not totally native-like language representations are formed and become established in adult L2 learners.

**Individual Differences and Task-Based Language Teaching** Shaofeng Li, 2024-06-06. This volume consists of a collection of empirical studies and research syntheses investigating the role of individual difference (ID) variables in task-based language teaching (TBLT), a pedagogical approach that emphasizes the importance of the performance of meaning-oriented tasks in facilitating second language learning. TBLT is subject to learner external as well as learner internal factors, with the former referring to task and context-related factors and the latter to ID factors pertaining to learner traits, dispositions, or propensities. To date, the research has focused primarily on learner external factors, and there has been insufficient and unsystematic research on individual difference factors. This volume brings centre

stage this important but under researched dimension by means of a comprehensive in depth examination of the role of key ID factors in TBLT The volume integrates theory research and pedagogy by spelling out the mechanism through which IDs influence learning attainment behaviours and processes examining evidence for theoretical claims and discussing ways to apply research findings and cater to individual differences in the task based classroom      *A Cognitive Approach to Language Learning* Peter Skehan,1998 This book is intended for teachers and students of applied linguistics      Extending the Boundaries of Research on Second Language Learning and Teaching Mirosław Pawlak,2011-08-30 The book contains a selection of papers reflecting cutting edge developments in the field of learning and teaching second and foreign languages The contributions are devoted to such issues as classroom oriented research sociocultural aspects of language acquisition individual differences in language learning teacher development new strands in second language acquisition research as well as methodological considerations Because of its scope the diversity of topics covered and the adoption of various theoretical perspectives the volume is of interest not only to theorists and researchers but also to methodologists and practitioners and can be used in courses for graduate students      **Learner Contributions to Language Learning** Michael Breen,2014-09-15 Since it was first established in the 1970s the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education Drawing extensively on empirical research and theoretical work in linguistics sociology psychology and education the series explores key issues in language acquisition and language use What the learner contributes is central to the language learning process *Learner Contributions to Language Learning* provides a uniquely comprehensive account of learners personal attributes their thinking their feelings and their actions that have been shown to have an impact upon language learning Containing specific chapters from leading names in the field this book provides both a review of what has been discovered from previous research and identifies important future directions for research on learner contributions It is a landmark volume setting the agenda for language learning research in the 21st century and it provides invaluable information for all those engaged in language teaching The contributors to the volume are Michael P Breen Bonny Norton Anna Chamot Rebecca Oxford Rod Ellis Anna Pavlenko James P Lantolf Anita Wenden Diane Larsen Freeman

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