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Native Language And Foreign Language Acquisition Annals Of The New York Academy Of Sciences

Michal Rosen-Zvi



Native Language And Foreign Language Acquisition Annals Of The New York Academy Of Sciences:

Native Language and Foreign Language Acquisition Harris Winitz,1981 **Interaction** Jennifer Behney,Susan Gass,2021-09-23 This Element in the Cambridge Elements in Second Language Acquisition series examines the role of interaction in Second Language Acquisition research with a focus on the cognitive interactionist approach The Element describes the major branches of the field considering the importance of conversational interaction in both the cognitive interactionist framework as well as in sociocultural approaches to second language learning The authors discuss the key concepts of the framework including input negotiation for meaning corrective feedback and output The key readings in the field and the emphases of current and future research are explained Finally the authors describe the pedagogical implications that the cognitive interactionist approach has had on the teaching of second languages *Languages in School and Society* Mary E. McGroarty,Christian J. Faltis,2011-05-09 CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students researchers and practitioners in all of the social and language related sciences carefully selected book length publications dealing with sociolinguistic theory methods findings and applications It approaches the study of language in society in its broadest sense as a truly international and interdisciplinary field in which various approaches theoretical and empirical supplement and complement each other The series invites the attention of linguists language teachers of all interests sociologists political scientists anthropologists historians etc to the development of the sociology of language

Cross-linguistic Aspects of Processability Theory Manfred Pienemann,2005-01-01 Seven years ago Manfred Pienemann proposed a novel psycholinguistic theory of language development Processability Theory PT This volume examines the typological plausibility of PT Focusing on the acquisition of Arabic Chinese and Japanese the authors demonstrate the capacity of PT to make detailed and verifiable predictions about the developmental schedule for each language This cross linguistic perspective is also applied to the study of L1 transfer by comparing the impact of processability and typological proximity The typological perspective is extended by including a comparison of different types of language acquisition The architecture of PT is expanded by the addition of a second set of principles that contributes to the formal modeling of levels of processability namely the mapping of argument structure onto functional structure in lexical mapping theory This step yields the inclusion of a range of additional phenomena in the processability hierarchy thus widening the scope of PT

Social interaction, Social Context, and Language Dan Isaac Slobin,Julie Gerhardt,Amy Kyratzis,Jiansheng Guo,2014-07-10 This collection of essays is a representative sample of the current research and researchers in the fields of language and social interactions and social context The opening chapter entitled Context in Language is written by Susan Ervin Tripp whose diverse and innovative research inspired the editors to dedicate this book to her honor Ervin Tripp is known for her work in the fields of linguistics psychology child development sociology anthropology rhetoric and women s studies She has played a central role in the definition and establishment of psycholinguistics child language development and sociolinguistics

and has been an innovator in terms of approaches and methods of study This book covers a wide range of research interests in the field from linguistically oriented approaches to social and ethnography oriented approaches The issue of the relationships between forms and structures of language and social interactions is examined in studies of both adult and child speech It is a useful anthology for graduate students studying language and social interaction as well as for researchers in this field

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

A Neurolinguistic Theory of Bilingualism Michel Paradis, 2004-06-02 This volume is the outcome of 25 years of research into the neurolinguistic aspects of bilingualism In addition to reviewing the world literature and providing a state of the art account including a critical assessment of the bilingual neuroimaging studies it proposes a set of hypotheses about the representation organization and processing of two or more languages in one brain It investigates the impact of the various manners of acquisition and use of each language on the extent of involvement of basic cerebral functional mechanisms The effects of pathology as a means to understanding the normal functioning of verbal communication processes in the bilingual and multilingual brain are explored and compared with data from neuroimaging studies In addition to its obvious research benefits the clinical and social reasons for assessment of bilingual aphasia with a measuring instrument that is linguistically and culturally equivalent in each of a patient's languages are stressed The relationship between language and thought in bilinguals is examined in the light of evidence from pathology The proposed linguistic theory of bilingualism integrates a neurofunctional model the components of verbal communication and their relationships implicit linguistic competence metalinguistic knowledge pragmatics and motivation and a set of hypotheses about language processing neurofunctional modularity the activation threshold the language cognition distinction and the direct access hypothesis

Enciclopedia de Lingüística Hispánica Volume I Javier Gutiérrez-Rexach, 2016-01-29 The Enciclopedia de Lingüística Hispánica provides comprehensive coverage of the major and subsidiary fields of Spanish linguistics Entries are

extensively cross referenced and arranged alphabetically within three main sections Part 1 covers linguistic disciplines approaches and methodologies Part 2 brings together the grammar of Spanish including subsections on phonology morphology syntax and semantics Part 3 brings together the historical social and geographical factors in the evolution of Spanish Drawing on the expertise of a wide range of contributors from across the Spanish speaking world the Enciclopedia de Linguística Hispánica is an indispensable reference for undergraduate and postgraduate students of Spanish and for anyone with an academic or professional interest in the Spanish language Spanish linguistics

Language Contact in the Territory of the Former Soviet Union Diana Forker, Lenore A. Grenoble, 2021-06-15 The former Soviet Union USSR provides the ideal territory for studying language contact between one and the same dominant language Russian and a wide range of genealogically and typologically diverse languages with varying histories of language contact This is the first book that bundles different case studies and systematically investigates the impact of Russian at all linguistic levels from the lexicon to the domains of grammar to discourse and with varying types of outcomes such as relatively rapid language shift structural changes in a relatively stable contact situation pidginization and super variability at the post pidgin stage The volume appeals to linguists studying language contact and contact induced language change from a broad range of perspectives who want to gain insight into how one of the largest languages in the world influences other smaller languages but also experts of mostly minority languages in the sphere of the former Soviet Union

Transfer and Interference in Language, 1984-01-01 The topic of this bibliography in its broadest sense is the subject of a wide range of academic disciplines Given these circumstances the particular associations and connotations of the terms transfer and interference in each of these areas are legion with resultant differences in meaning in the disparate literature on these subjects And yet it is in one way or another contact and interaction of languages in the speaker hearer and learner in language acquisition contexts as well as in society in general which is basic to these two concepts throughout the various disciplines The discovery of this basic unitary notion is surely one of the reasons for the new interest in these phenomena In light of all this a bibliography cannot at present avoid being highly selective in order to demarcate an interdisciplinary area of research in its own right and with its own status The establishment of such an area is one of our main aims The focus of interest in this bibliography admittedly is directed towards the psycholinguistics of language contact and interaction

Communication Strategies Gabriele Kasper, Eric Kellerman, 2014-06-03 This book examines the topic of communication strategies the ways in which people seek to express themselves or understand what someone else is saying or writing Typically the term has referred to the strategies that non native speakers use to address the linguistic and pragmatic problems encountered in interactions with native and non native speakers of the language in question Studies adopting a psycholinguistic perspective are well represented and updated in this volume Other chapters re examine communication strategies from a sociolinguistic perspective exploring the strategies non native speakers and their conversational partners use to create shared meanings in

ongoing discourse These studies reveal how communication strategies can serve to construct participants identities and social relationships Finally the book incorporates a number of chapters which cover strategy like behaviour in other related areas such as language pathology child bilingualism normal native adult interaction and mother tongue education These studies add fresh dimensions to the study of communication strategies showing how the concept can usefully be extended beyond the realm of second language acquisition and use and pointing out the commonalities in many domains of language behaviour

Dual Language Education Kathryn J. Lindholm-Leary, 2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages This book provides the conceptual background for the program and discusses major implementation issues Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools along with teacher and parent attitudes

Learning to Teach Modern Languages in the Secondary School Norbert Pachler, Ann Barnes, Kit Field, 2013-11-19 Focused on the key skills needed to teach modern languages at the secondary school level this text covers a range of issues that include the use of new technology assessment of students awareness of culture and the teaching of grammar

Learning to Teach Foreign Languages in the Secondary School Norbert Pachler, Michael Evans, Ana Redondo, Linda Fisher, 2013-12-17 Praise for previous editions A wealth of theory research practical advice case studies and tasks in one volume Indispensable for both HEI tutors and mentors and an important book to recommend to all MFL students Language Learning Journal Presenting clear straightforward factual information on all current issues facing MFL student teachers An excellent reference guide during the first years of teaching Mentoring and Tutoring Learning to Teach Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of foreign languages in the UK and internationally The practical focus is underpinned by a theoretical perspective and backed up by the latest research encouraging you to develop a personal approach to foreign language teaching This new fourth edition has been comprehensively updated to take account of recent policy and curriculum changes and now covers a range of relevant statutory frameworks Fully revised chapters cover the key knowledge and skills essential for becoming a foreign language teacher What can we learn from research into language teaching and learning Teaching methods and learning strategies Creating a meaningful learning environment Transition from Primary to Secondary The role of digital technologies Teaching in the target language Receptive skills and productive skills Teaching and learning grammar Planning and reflecting on classroom practice Pupil differences and differentiation Assessment for and of learning It includes many examples of how to analyse practice to ensure pupil learning is maximised together with activities and tasks to support you as you analyse your own learning and performance Learning to Teach Foreign Languages in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school It is an essential purchase for every aspiring secondary foreign languages school teacher

Patterns of Language Robbins Burling, 2023-10-09 Presents a

comprehensive introduction to linguistics This book includes chapters on variation and change in lexicon phonology and syntax It also covers topics such as pidgins and creoles first and second language acquisition development of language in the human species growth of writing printing in information technology and others **The Alex Studies** Irene M.

PEPPERBERG, Irene M Pepperberg, 2009-06-30 Can a parrot understand complex concepts and mean what it says Since the early 1900s most studies on animal human communication have focused on great apes and a few cetacean species Birds were rarely used in similar studies on the grounds that they were merely talented mimics that they were after all birdbrains Experiments performed primarily on pigeons in Skinner boxes demonstrated capacities inferior to those of mammals these results were thought to reflect the capacities of all birds despite evidence suggesting that species such as jays crows and parrots might be capable of more impressive cognitive feats Twenty years ago Irene Pepperberg set out to discover whether the results of the pigeon studies necessarily meant that other birds particularly the large brained highly social parrots were incapable of mastering complex cognitive concepts and the rudiments of referential speech Her investigation and the bird at its center a male Grey parrot named Alex have since become almost as well known as their primate equivalents and no less a subject of fierce debate in the field of animal cognition This book represents the long awaited synthesis of the studies constituting one of the landmark experiments in modern comparative psychology *Bridging Discourses in the ESL*

Classroom Pauline Gibbons, 2018-10-18 Bridging Discourses in the ESL Classroom is concerned with the nature of talk in multilingual classrooms Examining the interactions between students learning in and through English as a second language and their teachers this book identifies the patterns of discourse which support and enable both second language development and the learning of curriculum knowledge These patterns are bridging discourses combining the everyday language used by the student with the specialised language of the academic register Drawing on second language acquisition research and systemic functional linguistic theory in particular the work of Halliday and Vygotsky Pauline Gibbons develops tools to view classroom talk through a powerful interdisciplinary lens Putting forward an innovative new theory of classroom discourse analysis this book focuses on applying theory to practice This is an invaluable resource for all teachers researchers and students of linguistics and education **Discourse in Content and Language Integrated Learning (CLIL) Classrooms**

Christiane Dalton-Puffer, 2007 The label CLIL stands for classrooms where a foreign language English is used as a medium of instruction in content subjects This book provides a first in depth analysis of the kind of communicative abilities which are embodied in such CLIL classrooms It examines teacher and student talk at secondary school level from different discourse analytic angles taking into account the interpersonal pragmatics of classroom discourse and how school subjects are talked into being during lessons The analysis shows how CLIL classroom interaction is strongly shaped by its institutional context which in turn conditions the ways in which students experience use and learn the target language The research presented here suggests that CLIL programmes require more explicit language learning goals in order to fully exploit their potential for

furthering the learners appropriation of a foreign language as a medium of learning **The Primary Curriculum** Patricia Driscoll, Andrew Lambirth, Judith Roden, 2015-03-16 In order to be a successful primary teacher you need a clear understanding of good teaching practice across the subjects that make up the primary curriculum This second edition has been fully updated to include key points from the 2014 National Curriculum in England balancing a clear discussion of the principles behind high quality teaching with the requirements of current policy An emphasis on creative approaches supports you in developing inspiring cross curricular practice in your classroom New to this edition Links to the 2014 National Curriculum in England in every chapter Case studies in every chapter provide useful examples of creative teaching in each curriculum subject Expanded coverage on assessment and planning This is essential reading for students on primary initial teacher education courses including university based PGCE PGDE BA QTS BEd school based SCITT School Direct Teach First and employment based routes into teaching *Investigating Chinese HE EFL Classrooms* Lin Lin, 2014-11-03 This book presents a study on corpus driven distribution as the main method of prediction concentrating on individual semantic features to predict the senses of non defined words by using corpora and tools such as the Chinese Gigaword Corpus HowNet Chinese Wordnet and XianDai HanYu CiDian Xian Han With the help of these corpora the study determines the collocation clusters of four target words chi1 eat wan2 play huan4 change and shao1 burn through character and concept similarities The results of this sense prediction study demonstrate that it was able to use off line tasks to test some participants intuition which supports the theory that different clusters can represent different senses when pursuing a corpus based computational approach

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