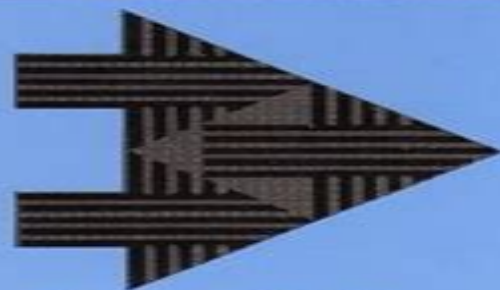


ISSUES IN SECOND LANGUAGE ACQUISITION

Multiple
Perspectives



Leslie M. Beebe, Editor

Issues In Second Language Acquisition Multiple Perspectives

Graham Hall



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Issues in Second Language Acquisition Leslie M. Beebe, 1988 *Critical Issues in Foreign Language Instruction* Ellen S. Silber, 2013-09-13 First Published in 1991 This is Volume 22 of the Source Books on Education series Politically speaking the study of foreign languages and cultures helps maintain a strong competitive position in an increasingly global marketplace It was hard to imagine in 1957 that the launching of a Soviet rocket would push the United States into its greatest investment ever in foreign language education As American policy makers attempted to play catch up with our brothers and sisters behind the iron curtain this country infused federal dollars into extensive foreign language teacher training and the creation of new foreign language educational programs As suddenly as federal support was given however so was it taken away and its withdrawal was responsible for one of the darkest periods in the history of foreign language education in America Drawing on the expertise of a number of the nation's most experienced and creative foreign language educators this volume edited by Ellen S Silber addresses some of the crucial problems we face in foreign language education today *Pedagogical Realities of Implementing Task-Based Language Teaching* Rosemary Erlam, Constanza Tolosa, 2022-02-09 This book documents how teachers working in school foreign language learning contexts and teaching beginner learners of languages other than English learn about and use tasks It first presents a pedagogically researched account of how teachers learn about design and evaluate tasks after being introduced to TBLT during an in-service programme The authors then go into classrooms to explore ways in which teachers continue to use tasks as part of their regular ongoing classroom language programmes following their in-service education The book documents how the teachers use tasks to open up opportunities for language learning for students and investigates how teachers understand and position tasks and TBLT as relevant and of value to their teaching contexts The challenges that teachers face in incorporating TBLT into their practice are also explored The book suggests how the use of the task as a pedagogic tool may contribute to ongoing understanding about TBLT

International Journal of Language Studies (IJLS) □ **volume 12(3)** Mohammad Ali Salmani Nodoushan, 2018-06-13 PAPERS IN THIS ISSUE On the impact of differential item functioning on test fairness A Rasch modeling approach 1-14 by Hossein KARAMI The effect of focalized narrative texts on reading comprehension of EFL learners at Arak University 15-30 by Mahsa YAZDANI GHAREHAGHAJ Explicit instruction of form in a task-based learning environment 31-54 by Joy WEIGAND Gender differences in Iranian EFL learners' text use and digital talk 55-72 by Azizeh CHALAK The effect of mediational artifacts on EFL learners' reading comprehension performance 73-90 by Parisa DAFTARIFARD EFL learners' proficiency level and critical thinking The case of Iraqi university students 91-108 by Abbas Ali REZAEE Inferring logical relations by male and female EFL learners 109-130 by Esmaeel ABDOLLAHZADEH **Exploring English Language Teaching** Graham Hall, 2011-03-08 Winner of the BAAL Book Prize 2012 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics primarily designed for those entering

postgraduate studies and language professionals returning to academic study The books take an innovative practice to theory approach with a back to front structure This leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations Additional features include tasks with commentaries a glossary of key terms and an annotated further reading section Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective The book addresses four central themes within English language teaching Classroom interaction and management Method Postmethod and methodology Learners and the Institutional frameworks and social contexts of ELT For each the book identifies key dilemmas and practices examines how teachers and other language teaching professionals might intervene and deal with these concerns and explores how such issues link to and inform applied linguistic theory Exploring English Language Teaching is an indispensable textbook for language teachers and for post graduate graduate students and advanced undergraduates studying in the areas of Applied Linguistics Language Teacher Education and ELT TESOL

English Teaching Forum ,2006 **Forum** ,2006 **Replication Research in Applied Linguistics** Graeme Keith Porte,2012-07-05 This edited volume brings together a number of experts who argue in favour of a more central role for replication research in second language acquisition and applied linguistics It provides a theoretical argument as well as practical examples and model replication studies The Handbook of Second Language Acquisition Catherine J. Doughty,Michael H. Long,2008-04-15 The Handbook of Second Language Acquisition presents an integrated discussion of key and sometimes controversial issues in second language acquisition research Discusses the biological and cognitive underpinnings of SLA mechanisms processes and constraints on SLA the level of ultimate attainment research methods and the status of SLA as a cognitive science Includes contributions from twenty seven of the world s leading scholars Provides an invaluable resource for all students and scholars of human cognition including those in linguistics psychology applied linguistics ESL foreign languages and cognitive science **The Study of Second Language Acquisition** Rod Ellis,1994 This thorough introduction to second language research provides a comprehensive review of the research into learner language internal and external factors in language acquisition individual differences and classroom second language learning

An Introduction to Second Language Acquisition Research Diane Larsen-Freeman,Michael H. Long,2014-09-25 Understanding how people learn and fail to learn second and foreign languages is increasingly recognised as a critical social and psycholinguistic issue Second languages are vitally important to diverse groups of people ranging from refugees to college students facing foreign language requirements This book provides a synthesis of empirical findings on second and foreign language learning by children and adults emphasising the design and execution of appropriate research

Individual Differences in Second Language Learning Peter Skehan,2014-04-04 Understanding the way in which learners differ from one another is of fundamental concern to those involved in second language acquisition either as researchers or

teachers This account is the first to review at book length the important research into differences considering matters such as aptitude motivation learner strategies personality and interaction between learner characteristics and types of instruction

Exploring Language Pedagogy through Second Language Acquisition Research Rod Ellis, Natsuko Shintani, 2013-07-31
Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics primarily designed for those beginning postgraduate studies or taking an introductory MA course as well as advanced undergraduates Titles in the series are also ideal for language professionals returning to academic study The books take an innovative practice to theory approach with a back to front structure This leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations Additional features include a glossary of key terms and discussion questions Following the back to front approach of the series the book takes problematic issues in language pedagogy as its starting points These are then examined in terms of second language acquisition Each chapter begins with a look at the pedagogical proposals found in teacher guides and then asks Do these proposals accord with what we know about how languages are acquired Pedagogical topics covered include teaching methods syllabus design explicit instruction comprehension versus production based instruction task based instruction authentic materials the role of the learners first language in the classroom error correction and catering for individual differences Including a glossary of key terms and questions for discussion at the end of each chapter and assuming no prior knowledge of second language acquisition this is the ideal text for all students studying language teaching methods language teacher education English teaching methodology and second language acquisition modules in advanced undergraduate and postgraduate graduate TESOL and Applied Linguistics courses

Enriching Esol Pedagogy Vivian Zamel, 2002-12-18 *Enriching ESOL Pedagogy Readings and Activities for Engagement Reflection and Inquiry* is a collection of thought provoking articles and activities designed to engage practicing and prospective ESOL teachers in an ongoing process of reflecting on critically examining and investigating theory and practice Its twofold purpose is to provide a theoretical perspective and to offer ways for making the teaching of English to speakers of other languages ESOL meaningful for both teachers and learners Underlying the activities and the readings themselves is the assumption that teachers need to play a role in exploring shaping and theorizing the work they do The readings included represent a range of genres They are informed by a common philosophical perspective about language acquisition and treat language teaching and learning holistically The book is organized into five integrated units that raise questions about conventional notions of methods take into account the complicated nature of real classrooms provide theoretical principles for teaching that promotes language acquisition include rich descriptions of actual classroom experiences and question assumptions about language and literacy Each set of readings begin with a Before Reading section and is followed by Reflecting on the Readings Reading for Further Reflection and Suggested Projects for Inquiry sections This volume is a valuable resource for practicing

and prospective teachers in the field of TESOL who work with diverse student populations at all levels in both mainstream and ESL bilingual settings

Multiple Perspectives on Interaction Alison Mackey, Charlene Polio, 2009-01-13 This volume in honor of Susan M Gass focuses on interaction in second language acquisition from multiple perspectives International experts in the field of SLA contribute insights and explanations on the interaction approach s compatibility with other theoretical approaches key empirical studies interaction in specific contexts and future directions Readers will find an enriching discussion of how the interaction research tradition is viewed in a wide range of different approaches to learning and teaching second languages

Lessons from Good Language Learners Carol Griffiths, 2008-04-03 This book considers the strategies used by successful language learners in the light of current thinking and research

Acquiring Intercultural Communicative Competence from Textbooks Lies Sercu, 2000 This book investigates whether and to what extent foreign language textbooks can contribute to promoting adolescent pupils acquisition of intercultural communicative competence It gives a full scientific account of a research project carried out amongst Flemish learners of German The focus of the research was on the relationships between the culture teaching approaches adopted in textbooks and the pupils learning of culture Although the sub title refers to a particular group of pupils learning a particular language the study has more general bearing and constitutes a substantial contribution to the literature and in particular empirical research on the development of intercultural competence in and through foreign language education The composition of the volume reflects the affective cognitive and contact dimensions of the culture learning process It also gives space to the theoretical platform on which the research was built and to the research methodology adopted Chapter 1 sets out to contextualise and define the research topic It clarifies the study s position within the field of culture and language learning and teaching theory practice and research It also situates the investigation into the specific context of teaching and learning foreign languages and cultures in Flanders In chapter 2 the theoretical framework informing the study is developed Chapter 3 provides an overview of the techniques of data collection and analysis employed of the kinds of data collected and of the chronology of data collection Chapters 4 5 and 6 provide an interpretative description and analysis of the investigation s key concepts Chapters 4 and 5 focus on the pupils culture learning processes and analyse relationships between attitude contact and perception data In chapter 6 the culture teaching approaches adopted in the investigated textbook series are described and evaluated with regard to their potential for promoting the pupils learning of culture Chapter 7 finally provides a summary overview of the study s main findings and presents the main conclusions that can be drawn from the evidence presented in earlier chapters It estimates the value of the study s research methodology and theoretical framework It also reflects on how the research findings can find application and implementation

Second Language Acquisition Tania Ionin, Silvina Montrul, 2023-01-26 Based on classic and cutting edge research this textbook shows how grammatical phenomena can best be taught to second language and bilingual learners Bringing together second language research linguistics pedagogical

grammar and language teaching it demonstrates how linguistic theory and second language acquisition findings optimize classroom intervention research The book assumes a generative approach but covers intervention studies from a variety of theoretical perspectives Each chapter describes relevant linguistic structures discusses core challenges summarizes research findings and concludes with classroom and lab based intervention studies The authors provide tools to help to design linguistically informed intervention studies including discussion questions application questions case studies and sample interventions Online resources feature lecture slides and intervention materials with data analysis exercises ensuring the content is clear and ready to use Requiring no more than a basic course in linguistics the material serves advanced undergraduates and first year graduate students studying applied linguistics education or language teaching

Positive Psychology Perspectives on Foreign Language Learning and Teaching Danuta Gabryś-Barker, Dagmara Gałajda, 2016-05-23

This book introduces readers to the principles of a fairly new branch of psychology positive psychology and demonstrates how they can be applied in the context of second language acquisition in a natural environment and in instructed foreign language FL learning It focuses both on the well being and success of the learner and the professional and personal well being of the teacher Further the book stresses the importance of the positive emotions and character strengths of those involved in the process of language learning and teaching as well as the significant role played by enabling institutions such as school and at the micro level individual FL classes

Debates in ESOL Teaching and Learning Kathy Pitt, 2005-11-16

This unique book provides a lively introduction to the theory and research surrounding the adult learning of English for Speakers of Other Languages Offering a digest and discussion of current debates the book examines a wide geographical and social spread of issues such as how to understand the universal characteristics of learning an additional language what makes a good language learner multilingualism and assumptions about monolingualism learning the written language the effect of recent Government immigration policy on language learning processes As a majority of adults learning ESOL are from communities of immigrants refugees and asylum seekers understanding the diversity of social and personal history of learners is a critical dimension of this book It also recognises the social pressures and tensions on the learners away from the classroom and discusses various types of classroom and language teaching methodologies Full of practical activities and case studies this book is essential reading for any basic skills teacher undertaking a course of professional development from GNVQ through to post graduate level

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