

Social contexts of Second Language Acquisition

- 1. What must L2 learners know and be able to do in order to communicate effectively?**
- 2. What difference does group membership and identity make in regard to what is learned, how it is acquired, and why some learners are more**

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The microsocial focus deals with the potential effects of

Creating Contexts For Second Language Acquisition

Susan M. Gass



Creating Contexts For Second Language Acquisition:

Creating Contexts for Second Language Acquisition Arnulfo G. Ramirez, 1995 **The Study of Second Language Acquisition in the Asian Context**, 2006 This book will be of special interest to English teachers and those in professional development in the region and or who have classrooms with Asian learners Paradigms appear to be shifting in Asian L2 learning in a region providing huge growth in English education This will have an important bearing on the profession including researchers worldwide **Preparing Classroom Teachers to Succeed with Second Language Learners** Thomas Levine, Elizabeth Howard, David Moss, 2014-07-11 This volume identifies resources models and specific practices for improving teacher preparation for work with second language learners It shows how faculty positioned themselves to learn from resources experts preservice teachers their own practice and each other The teacher education professionals leverage their experience to offer theoretical and practical insights regarding how other faculty could develop their own knowledge improve their courses and understand their influence on the preservice teachers they serve The book addresses challenges others are likely to experience while improving teacher preparation including preservice teacher resistance the challenge of adding to already packed courses the difficulty of recruiting and retaining busy faculty members and the question of how to best frame the larger issues The authors also address options for integrating the work of improving teacher preparation for linguistic diversity into a variety of different teacher education program designs Finally the book demonstrates a data driven approach that makes this work consistent with many institutions mandate to produce research and to collect evidence supporting accreditation Conversational Interaction in Second Language Acquisition Alison Mackey, 2013-12-02 This edited collection of empirical studies examines the link between interaction and second language learning The studies provide readers with insights into a wide variety of issues at the centre of current research into the relationship between conversational interaction and second language learning outcomes **Second Language Acquisition** Susan M. Gass, 2013-08-21 Now in a fourth edition this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition SLA Its chapters have been fully updated and reorganized where appropriate to provide a comprehensive yet accessible overview of the field and its related disciplines To reflect current developments new sections on using learner corpora semantics and morphosyntax within formal approaches to SLA sociocultural approaches gesture priming research and chaos theory have been added Students will also find expanded discussions of heritage language learning bilingualism pragmatics and much more The redesigned fourth edition of Second Language Acquisition retains the features that students found useful in the current edition but also provides new pedagogical tools that encourage students to reflect upon the experiences of second language learners As with previous editions discussion questions and problems at the end of each chapter help students apply their knowledge and a glossary defines and reinforces must know terminology This clearly written comprehensive and current textbook by expert Sue Gass is the ideal textbook for the introductory SLA course

in second language studies applied linguistics linguistics TESOL and language education programs **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 **Second**

Language Acquisition and the Younger Learner Jenefer Philp,Rhonda Oliver,Alison Mackey,2008-10-01 This new volume of work highlights the distinctiveness of child SLA through a collection of different types of empirical research specific to younger learners Characteristics of children s cognitive emotional and social development distinguish their experiences from those of adult L2 learners creating intriguing issues for SLA research and also raising important practical questions regarding effective pedagogical techniques for learners of different ages While child SLA is often typically thought of as simple and often enjoyable and universally effortless in other words as child s play the complex portraits of young second language learners which emerge in the 16 papers collected in this book invite the reader to reconsider the reality for many younger learners Chapters by internationally renowned authors together with reports by emerging researchers describe second and foreign language learning by children ranging from pre schoolers to young adolescents in home and school contexts with caregivers peers and teachers as interlocutors **Typology and Second Language Acquisition** Anna

Giacalone Ramat,2011-07-11 In recent years research on comparative typology has led to reveal regularities and to formulate new constraints upon variation for a broad range of phenomena As the amount of typological research increased a growing interest arose for the implications that findings in the typological field might have on second language acquisition Written by

experts in the field of typology and or second language acquisition this volume addresses theoretical and empirical issues on structural domains such as relative clauses and possessive constructions as well as pragmatic considerations on information organization in learners productions *A Philosophy of Second Language Acquisition* Marysia Johnson,2008-10-01

divdivHow does a person learn a second language In this provocative book Marysia Johnson proposes a new model of second language acquisition SLA a model that shifts the focus from language competence the ability to pass a language exam to language performance using language competently in real life contexts Johnson argues that current SLA theory and research is heavily biased in the direction of the cognitive and experimental scientific tradition She shows that most models of SLA are linear in nature and subscribe to the conduit metaphor of knowledge transfer the speaker encodes a message the hearer decodes the sent message Such models establish a strict demarcation between learners mental and social processes Yet the origin of second language acquisition is located not exclusively in the learner s mind but also in a dialogical interaction conducted in a variety of sociocultural and institutional settings says the author Drawing on Vygotsky s sociocultural theory and Bakhtin s literary theory she constructs an alternative framework for second language theory research teaching and testing This approach directs attention toward the investigation of dynamic and dialectical relationships between the interpersonal social plane and the intrapersonal individual plane Johnson s model shifts the focus of SLA away from a narrow emphasis on language competence toward a broader view that encompasses the interaction between language competence and performance Original and controversial *A Philosophy of Second Language Acquisition* offers an introduction to Vygotsky s sociocultural theory and Bakhtin s literary theory both of which support an alternative framework for second language acquisition an examination of the existing cognitive bias in SLA theory and research a radically new model of second language acquisition DIV DIV **English Language Learning in the Asian Context 2nd Edn** Paul Robertson,2005

Mind and Context in Adult Second Language Acquisition Cristina Sanz,2005-11-02 How do people learn nonnative languages Is there one part or function of our brains solely dedicated to language processing or do we apply our general information processing abilities when learning a new language In this book an interdisciplinary collaboration of scholars and researchers presents an overview of the latter approach to adult second language acquisition and brings together for the first time a comprehensive picture of the latest research on this subject Clearly organized into four distinct but integrated parts *Mind and Context in Adult Second Language Acquisition* first provides an introduction to information processing approaches and the tools for students to understand the data The next sections explain factors that affect language learning both internal attention and awareness individual differences and the neural bases of language acquisition and external input interaction and pedagogical interventions It concludes by looking at two pedagogical applications processing instruction and content based instruction This important and timely volume is a must read for students of language learning second language acquisition and linguists who want to better understand the information processing approaches to learning a non primary

language This book will also be of immense interest to language scholars program directors teachers and administrators in both second language acquisition and cognitive psychology The Routledge Handbook of Second Language Acquisition, Morphosyntax, and Semantics Tania Ionin, Silvina Montrul, Roumyana Slabakova, 2024-03-11 This handbook provides innovative and comprehensive coverage of research on the second language acquisition SLA of morphosyntax semantics and the interface between the two Organized by grammatical topic the chapters are written by experts from formal and functional perspectives in the SLA of morphosyntax and semantics providing in depth yet accessible coverage of these areas All chapters highlight the theoretical underpinnings of much work in SLA and their links to theoretical syntax and semantics making comparisons to other populations including child language acquirers bilinguals and heritage speakers links to first language acquisition and bilingualism dedicating a portion of each chapter to the research methods used to investigate the linguistic phenomenon in question links to psycholinguistics and experimental linguistics and where relevant including intervention studies on the phenomenon in question links to applied linguistics The volume will be indispensable to SLA researchers and students who work on any aspect of the SLA of morphosyntax or semantics With its coverage of a variety of methodologies and comparisons to other populations such as child language acquirers early bilinguals heritage speakers and monolingual adults the handbook is expected to also be of much interest to linguists who work in psycholinguistics first language acquisition and bilingualism When Dead Tongues Speak John Gruber-Miller, 2006-11-02 When Dead Tongues Speak introduces classicists to the research that linguists psychologists and language teachers have conducted over the past thirty years and passes along their most important insights The essays cover a broad range of topics including cognitive styles peer teaching and collaboration learning disabilities feminist pedagogy speaking and writing Each contributor addresses a different problem in the learning process based on his or her own teaching experience and each chapter combines a theoretical overview with practical examples of classroom activities The book was developed for classroom use in Greek and Latin methodology classes in M A and M A T programs It will also appeal to Latin and Greek language instructors who want to get current with the latest scholarship and pedagogical models *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1

includes new authors from Asia Australia Europe and North America to broaden the Handbook's international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

Handbook of Teaching and Learning Persian as a Second Language

Hooman Saeli, 2025-09-26 This collection explores relevant pedagogical and sociolinguistic topics in the teaching and learning of Persian as a foreign and second language Owing to the dearth of research in many areas pertaining to the teaching and learning of Persian this handbook provides empirically supported insights into various aspects of these areas While the literature on teaching and learning Persian is growing the field lacks a cohesive collection on Persian as a foreign second language The book addresses issues pertaining to the standardization and validation of teaching and assessment methods which remain under explored in the contexts of teaching and learning Persian It also covers the teaching of Persian pragmatics the use of corpora as well as a range of different areas within linguistics including phonetics prosody and historical linguistics This comprehensive collection contributes substantially to the scientific study of many aspects of teaching and learning Persian which have been neglected for decades A must have text in Persian language pedagogy and Persian sociolinguistics it is an essential book for those in teaching and learning in Persian language programs worldwide

Understanding Second Language Acquisition 2nd Edition Rod Ellis, 2015-10-26 In the 30 years since Rod Ellis first published the award winning Understanding Second Language Acquisition it has become a classic text This new fully updated edition continues to provide an authoritative and highly readable introduction to key areas of theory and research in second language acquisition Ellis presents a comprehensive overview of the different theories in this field and examines critical reactions to them The book reflects recent trends in looking at cognitive and social aspects of second language acquisition as well as examining the roles played by implicit and explicit instruction in language learning An excellent and much needed in depth review of the research on how children and literate adults learn a second language Ellis provides a sound knowledge base for language teachers and beginning graduate students in applied linguistics focusing on relevant findings of research on second language learning by children and literate adults in both naturalistic and instructed contexts Elaine Tarone Director of the Center for Advanced Research on Language Acquisition University of Minnesota Additional online resources are available at www.oup.com/elt/teacher/understandingsla Rod Ellis is the Distinguished Professor of Applied Language Studies in the School of Cultures Languages and Linguistics in the University of Auckland Oxford Applied Linguistics Series Advisers Anne Burns and Diane Larsen Freeman

Teaching and Learning Chinese as a Foreign Language Janet Zhiqun Xing, 2006-01-01 This book provides a research based account of how to teach and learn Chinese as a foreign language In addition to the discussion of relevant second foreign language research this volume gives detailed information on ways to develop a pedagogical model that is uniquely suited to teaching Chinese in five key areas pronunciation tones and pinyin characters and words sentences when and why different sentence structures are used

discourse and pragmatic competence coherence and genre and cultural competence Specially written for Chinese language teachers student teachers and applied linguists this is the first book written in English that systematically addresses all major aspects involved in teaching and learning Chinese as a foreign language This book covers all the fundamental grammar elements in Chinese explains their functions in discourse and communication and explores different strategies for teaching and engaging students in learning the language *Teachers' Roles in Second Language Learning* Bogum Yoon, Hoe Kyeong Kim, 2012-09-01 This book is designed to provide practical applications of sociocultural theory with regard to teachers roles in second language education By providing specific examples of teachers roles in the classroom the book aims to help researchers teacher educators and classroom teachers make clear connections between practice and theory in second language learning All the studies in this edited book are conducted in the PreK 16 classroom setting Each chapter presents rigorous research analysis within the framework of sociocultural theory and provides rich descriptions of teachers roles The book is intended to be used in teacher education courses The primary audience of the book is in service teachers who work with second language learners SLLs in their classrooms including ESL Bilingual classrooms or regular classrooms Since many SLLs receive instructions both in the ESL Bilingual classrooms and in the regular classrooms it is important to discuss teachers roles in both settings The secondary audience of the book is teacher educators and researchers who work with pre service and in service teachers in teacher education This book will be an excellent resource for book study groups and practitioners working with professional learning communities Foreign and Second Language Learning William Littlewood, 1984-04-26 The relevance of language acquisition to the day to day concerns of teaching and learning languages

Chinese as a Second Language Assessment Dongbo Zhang, Chin-Hsi Lin, 2017-04-12 This book brings together 13 original research papers that address emerging issues in the assessment of Chinese as a Second Language CSL in five major areas including standards in CSL assessment development of CSL tests assessment of diverse knowledge and skills computer supported assessment and CSL assessment in relation to instruction and teachers assessment competence It goes beyond the psychometric testing of Chinese and provides cutting edge examinations of the interfaces of assessment with sociology of language acquisition pedagogy and modern technologies as well as teacher education Given its unique features and broad range of topics the book offers an intriguing and valuable resource not only for scholars and researchers but also teacher educators and assessment practitioners who are directly or indirectly involved in CSL assessment

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