

Fossilization In Adult Second Language Acquisition

The Role of Formal Features in Second Language Acquisition Juana Liceras 2017-09-25 Using Chomsky's minimalist program as a framework, this volume explores the role of formal (or functional) features in current descriptions and accounts of language acquisition. In engaging, up-to-date articles, distinguished experts examine the role of features in current versions of generative grammar and in learnability theory as it relates to native, non-native, and impaired acquisition.

Ultimate Attainment in Second Language Acquisition Donna Lardiere 2017-09-25 The first book-length treatment of its type, *Ultimate Attainment in Second Language Acquisition* is a case study with a solid theoretical grounding that examines the language of an immigrant learner of English, and thereby presents a much needed understanding of the linguistic competence of second language speakers. Based on longitudinal data collected over a period of 16 years, this clear and accessible presentation is well-grounded in linguistic theory and in second language acquisition research issues. Author Donna Lardiere presents the narrative of Patty, an adult Chinese immigrant learner of English, who achieves native-like proficiency in some areas of her English idiolect, although reaches a plateau in her language acquisition, known as the concept of fossilization. By addressing this concept, a central idea in second language acquisition research, Lardiere fills a void in existing literature. Individual chapters focus on Patty's end state knowledge of grammatical areas of finiteness, past-tense marking, word order, wh-movement and relativization, passivization, number marking, and use of determiners. Important topics discussed throughout the book include: *learner variability in production; *case study methodology; *the roles of motivation and prior language (L1) knowledge; and *sensitivity to input in circumscribing ultimate attainment in adult second language acquisition. *Ultimate Attainment in Second Language Acquisition* is intended for anyone whose research is in the areas of second language acquisition, language acquisition, theoretical, applied, or developmental linguistics. It is also appropriate for graduate level students of TESOL and teachers who work with more advanced learners of foreign languages.

Second Language Acquisition & Foreign Language Teaching Rosario C. Gingras 1978

Teaching Adult English Language Learners Richard A. Orem 2005 This resource brings together information about policy, second language acquisition theory and research, methods and materials for teaching adult English language learners, program design, and cross-cultural issues that effect learning in adult ESL classrooms. It also discusses the context within which adult ESOL instructors work and in which adult ESOL programs function. The framework for this discussion of context draws from the developing framework of standards for teachers of adult learners under consideration by TESOL (Teachers of English to Speakers of Other Languages, Inc.). This book is designed for faculty and students in adult education graduate programs and other TESOL preparation programs at the undergraduate and graduate levels that target adult learners. Other audiences are adult ESL program directors and policy makers as well as educators working in elementary and high school, many of whom are connected to populations of adult learners through the parents of the children they serve.

Adult Language Acquisition: Volume 2, The Results European Science Foundation 1993-08-19 These two volumes present the methodology and results of an international research project on second language acquisition by adult immigrants. This project went beyond other studies in at least three respects: in the number of languages studied simultaneously; in the organisation of co-ordinated longitudinal studies in different linguistic environments; and in the type and range of linguistic phenomena investigated. It placed the study of second languages and inter-ethnic discourse on a firm empirical footing. Volume 1 explains and evaluates the research design adopted for the project. Volume 2 summarises the cross-linguistic results, under two main headings: native/non-native speaker interaction, and language production. Together they present the reader with a complete research procedure, and in doing so, make explicit the links between research questions, methodology, and results.

Second Language Development Sascha W. Felix 1980

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.

Language and Cognitive Development in Second Language

Learning Virginia Gonzalez 1999 Major problems exist of differently diagnosing language-minority children who are in the process of learning English as a second language, and even sometimes show low levels of language proficiency. These children are often over-represented in special education classes when, in fact, they are normal children or even superior in the process of learning English as a second language. These children are also under-represented in gifted classes due to inappropriate tests and models used, as well as negative attitudes and lack of knowledge on the part of the teachers and evaluators. This edited volume seeks to increase the availability of research-derived knowledge and educational applications in the field of second-language learning. Virginia Gonzalez offers a rare and highly creative approach to second language acquisition research by applying contemporary cognitive psychology theory as a framework for investigating bilingual issues. The book offers a coherent and unified philosophy and context, presenting original research studies that provide a multidimensional socioeducational view to second-language learning and instruction in children and adults. Gonzalez and her colleagues assume the identity of the "Ethnic-Researcher," thereby emphasizing the need to include cultural and linguistic factors when studying, assessing, and instructing second-language learners. School psychologists, therapists, social workers.

Approaches to Second Language Acquisition Richard Towell 1994

Examines five central issues of second-language acquisition: transfer, staged development, cross-learner systematicity, incompleteness and variability.

An Introduction to Second Language Acquisition Research Diane Larsen-Freeman 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.

Second Language Acquisition Evelyn Marcussen Hatch 1978

Second Language Acquisition by Adult Immigrants: Feedback in adult language acquisition 1988

Adult Learning in the Language Classroom Stacey Margarita Johnson 2015 This book explores connections between the fields of foreign/second language teaching and adult learning through a case study of adult language learners at the college level. The book examines topics such as the value of adult language study, its effect on adult learners, as well as classroom practices that contribute to deeper learning.

Between Worlds David E. Freeman 1994 Exploring the worlds inside and outside the school, this work looks at second language acquisition theory and examines social and cultural factors that affect the school performance of language minority students. Classroom examples put the

theory into practice and promote cultural sensitivity.

Readings on Second Language Acquisition H. Douglas Brown 1995
Designed as a supplement to Brown's Principles of Language Learning and Teaching 3/E and consists of previously published articles and chapters that relate directly to the chapters in the text. These research articles and writings on 2/E and foreign language acquisition would provide readers access to authentic materials.

Mind and Context in Adult Second Language Acquisition Cristina Sanz 2005
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 pr.

Second Language Acquisition Myths Steven Brown 2012-03-15
This volume was conceived as a first book in SLA for advanced undergraduate or introductory master's courses that include education majors, foreign language education majors, and English majors. It's also an excellent resource for practicing teachers. Both the research and pedagogy in this book are based on the newest research in the field of second language acquisition. It is not the goal of this book to address every SLA theory or teach research methodology. It does however address the myths and questions that non-specialist teacher candidates have about language learning. Steven Brown is the co-author of the introductory applied linguistics textbook Understanding Language Structure, Interaction, and Variation textbook (and workbook). The myths challenged in this book are: § Children learn languages quickly and easily while adults are ineffective in comparison. § A true bilingual is someone who speaks two languages perfectly. § You can acquire a language simply through listening or reading. § Practice makes perfect. § Language students learn (and retain) what they are taught. § Language learners always benefit from correction. § Individual differences are a major, perhaps the major, factor in SLA. § Language acquisition is the individual acquisition of grammar.

Teaching Adult Second Language Learners Heather MacKay 1999
Problems in Second Language Acquisition Michael H. Long 2017-09-25
Second language acquisition has an identity problem. It is a young field struggling to emerge from the parent fields of education and applied linguistics. In his new book, Problems in Second Language Acquisition, Mike Long proposes a way to help second language acquisition develop a systematic and coherent focus using the philosophy of science as the lens. The volume is neatly organized into three parts--theory, research, and practice. This structure allows a focus on areas of SLA of interest to many in the field. These include theory proliferation and comparative theory evaluation; the Critical Period Hypothesis and negative feedback; and the practice of "synthetic" language teaching. The controversial volume will be of interest to researchers, educators, and graduate students in second language acquisition, applied linguistics, TESOL, and linguistics programs. It may be recommended as additional reading for an introductory SLA course in order to stimulate class discussions.

The Acquisition of Spatial Relations in a Second Language Angelika Becker 1997-05-23
This book is the third to appear in the SIBIL series based on results from the European Science Foundation's Additional Activity on the second language acquisition of adult immigrants. It analyses from a longitudinal and cross-linguistic perspective the acquisition of the linguistic means to express spatial relations in the target languages English, French and German. Learners' progress in the expression of spatial relations is closely followed over a period of 30 months using a wide range of oral data, and the factors determining both the specifics of individual source/target language pairings, and the general characteristics of all cases of acquisition studied, are carefully described. In particular, a basic system for the expression of spatial relations common to all learners from all language backgrounds is identified. The book is of particular significance for the field of second language acquisition in that this is the first time that results are presented in English on the acquisition of L2 means to express the basic cognitive — and communicational — category of space from a comparative linguistic point of view.

First and Second Language Acquisition Processes Carol Wollman Pfaff 1987

In Other Words Ellen Bialystok 1994-11-09
Explores the reasons why it is often difficult to learn a second language and explains how language

acquisition can be a process of self-discovery.

Third Language Acquisition in Adulthood Jennifer Cabrelli Amaro 2012
Provides an overview of present trends in the study of adult additive multilingualism from formal, psycholinguistic and sociolinguistic perspectives, adding new insights into adult multilingual epistemology. This book includes critical reviews of L3/Ln morphosyntax, phonology, and the lexicon.

Second Language Acquisition by Adult Immigrants Wolfgang Klein 1988

Adult Language Learners: Context and Innovation Ann F. V. Smith 2009
Adult Language Learners: Context and Innovation presents instructional practices that are particularly successful with adults. Adult language learners are goal oriented and direct their learning to fulfill particular needs or demands: to advance their studies, to progress up the career ladder, to follow business opportunities, to pass a driving test, to assist their children with homework, or simply to be successful users of the language. They usually require immediate value and relevance from their studies, and they often learn best when they are engaged in developing their own learning objectives. The volume examines learning environments as varied as Brazil, China, Iran, Japan, Thailand, the United Kingdom, the United States, and Vietnam, always with an emphasis on classroom practice rather than theory. The book is divided into three main areas of education: language teachers as adult learners themselves developing their teaching practice; different means of expanding learner autonomy, an important trait of the adult language learner; and innovative classroom practices. By reading these chapters you will gain an overview of recent developments in adult language learning and of ideas and techniques that can be easily adapted to your own teaching context.

Child-adult Differences in Second Language Acquisition Stephen D. Krashen 1982

Language Acquisition David Michael Singleton 2004-01-01
The authors examine the evidence relative to the idea that there is an age factor in first & second language acquisition & goes on to explore the various explanations that have been advanced to account for such evidence. Finally, it looks at educational ramifications of the age question.

Second Language Educational Experiences for Adult Learners John M. Norris 2017-04-21
Cover -- Title -- Copyright -- Contents -- Series Editors' Foreword -- Acknowledgments -- List of Illustrations -- 1 Introduction: Foundations for Designing Second Language Educational Experiences -- Part 1 Second Language Acquisition and the Language Learner -- 2 Second Language Learning Theories -- 3 Learner Individual Differences-Static -- 4 Learner Individual Differences-Dynamic -- Part 2 Second Language Instruction, Assessment, and Educational Design -- 5 Language Pedagogical Approaches -- 6 Teaching Language Skills -- 7 Assessment in Support of Language Learning and Teaching -- 8 Approaches to Curriculum and Materials Development for Language Education -- 9 Instructional Sequencing and Language Learning Progressions -- Part 3 Second Language Educational Innovation and Support -- 10 Localizing Language Education -- 11 Supporting Teachers in Utilizing Language Learning Materials -- 12 Monitoring and Improving Language Instruction -- 13 Implications for Technology-Mediated Language Learning and Instruction -- References and Suggested Readings -- Index

Crossing Languages and Research Methods Cindy Brantmeier 2009-11-01
In 2002, this series was launched with its first volume, Literacy and the Second Language Learner, which contained many noteworthy research studies in the learning and teaching of second language reading. The selection of this theme for the series' entry on the scene demonstrates the importance of the topic of second language reading. Because reading plays a key role in the act of acquiring new knowledge, it is important to understand this complex process. The series again explores this multifaceted and fruitful area of inquiry in this, its seventh volume. In recent years, an explosion of work that strives to create a more complete understanding of second language reading has occurred and researchers today are making gains in fitting together a model of second language reading. This current volume brings together a range of high quality analyses of adult foreign language reading across languages and research methods. It provides important research findings that will assist foreign language readers and those who support their efforts.

Second Language Acquisition by Adult Immigrants Clive Perdue 1984

Second Language Acquisition Susan M. Gass 2001
This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research

from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook, *Second Language Learning Data Analysis*, Second Edition, makes an ideal accompaniment to the text.

Linguistic Perspectives on Second Language Acquisition Susan M. Gass 1989-09-29 The author shows how similarities and differences between languages can influence grammar, vocabulary, and pronunciation acquisition.

Language Development Over the Lifespan Kees de Bot 2010-05-26 *Language Development Over the Lifespan* is a reference resource for those conducting research on language development and the aging process, and a supplementary textbook for courses in applied linguistics/bilingualism programs that focus on language attrition/aging and adult literacy development in second languages. It offers an integrative approach to language development that examines changes in language over a lifetime, organized by different theoretical perspectives, which are presented by well-known international scholars.

Second-language Acquisition in Childhood Barry McLaughlin 1978

Understanding Second Language Learning Difficulties Madeline E. Ehrman 1996-09-26 Ehrman presents the insights, techniques and skills needed to understand why some adult students have difficulties with learning a second language, emphasising the importance of careful investigation and correct diagnosis of the cause.

First and Second Language Acquisition Jürgen M. Meisel 2011-07-07 Infants and very young children develop almost miraculously the ability of speech, without apparent effort, without even being taught - as opposed to the teenager or the adult struggling without, it seems, ever being able to reach the same level of proficiency as five year olds in their first language. This useful textbook serves as a guide to different types of language acquisition: monolingual and bilingual first language development and child and adult second language acquisition. Unlike other books, it systematically compares first and second language acquisition, drawing on data from several languages. Research questions and findings from various subfields are helpfully summarized to show students how they are related and how they often complement each other. The essential guide to studying first and second language acquisition, it will be used on courses in linguistics, modern languages and developmental psychology.

Second Language Acquisition Alessandro G. Benati 2016-02-25 This book is written in order to help undergraduate students and trainee teachers to reflect on certain topics and key issues related to second language acquisition. Despite the proliferation of books and introductory courses in second language acquisition, most of these books very often provide a very complex account of theoretical views in second language acquisition and sometimes fail to emphasise the crucial interplay between how people learn languages and what is the most effective way to teach languages. The overall purpose of this book is to provide an overview of second language acquisition research and theories by identifying the main key issues in this field and by highlighting the relevance of this research for classroom implications. The study of second language acquisition is a rich and varied enterprise, carried out by researchers, whose interests and training often lie in broader disciplines of linguistics, psychology, sociology, and education. Readers will be encouraged to critically reflect on the presented content through self-engaging thinking activities in the form of questions, matching activities, choices and conclusions about the implications of SLA theories to the real world applications.

Second Language Learning Before Adulthood Vanessa De Wilde 2022-10-24 Researchers have looked into the role of individual differences in second language learning and found that differences between learners in areas such as language aptitude, language learning motivation and exposure to the language influence second language learning. Most of this research concerned adults. Far fewer studies have addressed the role of individual differences in second language learning of young learners. As second language learning programmes tend to start earlier than before and children are nowadays frequently exposed

to a foreign language in social settings such as online games and social media, studying the role of individual differences in young learners can contribute both to SLA-theories and to evidence-based L2 education. This book discusses recent findings concerning the role of individual differences in language learning in young learners. The chapters in the book concern different topics linked to internal individual differences such as language aptitude, motivation, attitude and external individual differences such as exposure and type of instruction, the relative contribution of internal and external factors to language learning, and the interplay between the two types of individual differences.

Second Language Acquisition by Adult Immigrants: Utterance structure 1988

Fossilization in Adult Second Language Acquisition ZhaoHong Han 2004-03-16 This book is a systematic attempt to address the issue of fossilization in relation to a fundamental question in second language acquisition research, which is: why are learners, adults in particular, unable to develop the level of competence they have aspired to in spite of continuous and sustained exposure to the target language, adequate motivation to learn, and sufficient opportunity to practice?

Fobilization In Adult Second Language Acquisition

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the 1950s farm management how to achieve your farm business goals yearbook of agriculture 1989 fantasias eroticas fast road to nowhere farewell to the factory auto workers in the late twentieth century famous negro heroes of america fast and fabulous quick cuisine farm summer 1942 fantasies vol 3 farewell great king. farm woodland management fantasia on greensleeves two pianos farming in the new nation interpreting fan the flame fantasy for children an annotated checklist and reference guide fantasia on polish airs and other works for piano and orchestra fantasma de canterville y otros relatos el fashion and graphics fanfare for a teenage warrior in love freeway s. fanfares of the faith volume 2 cassette preview pak fans of sporting trivia farnhamfarnum families in america 2 vols plus supplement farm bureau and the new deal a study of the making o fascination with falcons a biologists adventures from greenland to the tropics far call the fasb original pronouncements 1990-91 edition issued through june 1973 farm incomes myths and reality undercurrents cork ireland 13 famous stories of the resistance farmland preservation directory northeastern united states famous people of hispanic heritage contemporary american succe stories ser vol iv fantasy vacations journeys beyond your imagination farm inventions in the making of america fascinating san francisco far-flung lines studies in imperial defence in honour of donald mackenzie schurman fashioning the bourgeoisie a history of clothing in the nineteenth century fast & fabulous low-sew bedroom projects fast and fabulous series fast forward vol 1 fantasmas buscan casa los farming the waters fashion merchandising and marketing fast gun fancy cats manners school fascists a social psychological view of the national front european monographs in social psychology 15 fast forward vol 2 fanuc cnc custom macros farbenspiel score only concerto for orchestra no3 fast and easy oriental wok cooking fantastic firsts fantastic creatures enthusiast color fan favorites fascist italy and nazi germany the `fascist style of rule farewells are only beginnings fast forward boogie woogie piano fast forward music sales farscape the illustrated companion fanny kemble and the lovely land fargos woman famous people stories 60 reading level fast cars & bad girls nomadic subjects fast and easy ways to cook vegetables storey country wisdom bulletin a105 fast track alto saxophone method vol. 1 farm power machinery management 2nd edition far east australasia 1982 83 14ed fascism in film the italian commercial cinema 1931-1943 fashionable clothing mid-1920s fantastic dives p farnsworth on contracts farmyard tales first words fashion -textile and laboratory workbook - 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