Language Transfer In Language Learning By Susan M Gass

The eleven essays in this book cover a wide range of topics from the role of 'interlanguage' and the influence of external factors on the process of language learning, to the development of syntax and the methodology of error analysis. Collectively they provide a valuable perspective on the learning process, which both enriches our theoretical understanding of the processes underlying second language acquisition and suggests ways in which teaching practice may best exploit a learner's skills.

This volume represents the first collection of essays on research dedicated to the work of scholars and experts from Bosnia and Herzegovina. It provides programmatic state-of-the-art overviews of current issues in the language sciences and their applications in first, second, and bilingual language acquisition in naturalistic and tutored contexts, and brings together disciplinary perspectives from linguistics, sociolinguistics, language teaching, education and intercultural communication. This book will be of particular interest to anyone wishing to know the value, and the pitfalls, of current research, to understand its various applications for foreign language education in Bosnia and Herzegovina, and to appreciate the qualities of rigor and trustworthiness required to evaluate and interpret current studies in Bosnia and Herzegovina. Indeed, this volume provides an informed perspective on the field’s developments and an insightful analysis of interdisciplinary studies in the country.

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.

The Routledge Encyclopedia of Second Language Acquisition offers a user-
friendly, authoritative survey of terms and constructs that are important to understanding research in second language acquisition (SLA) and its applications. The Encyclopedia is designed for use as a reference tool by students, researchers, teachers and professionals with an interest in SLA. The Encyclopedia has the following features: • 252 alphabetized entries written in an accessible style, including cross references to other related entries in the Encyclopedia and suggestions for further reading • Among these, 9 survey entries that cover the foundational areas of SLA in detail: Development in SLA, Discourse and Pragmatics in SLA, Individual Differences in SLA, Instructed SLA, Language and the Lexicon in SLA, Measuring and Researching SLA, Psycholinguistics of SLA, Social and Sociocultural Approaches to SLA, Theoretical Constructs in SLA. • The rest of the entries cover all the major subdisciplines, methodologies and concepts of SLA, from “Accommodation” to the “ZISA project.” Written by an international team of specialists, the Routledge Encyclopedia of Second Language Acquisition is an invaluable resource for students and researchers with an academic interest in SLA.

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.

Studienarbeit aus dem Jahr 2013 im Fachbereich Englisch - Pädagogik, Didaktik, Sprachwissenschaft, Note: 3,0, Universität zu Köln, Sprache: Deutsch, Abstract: This paper wants to research into the question of the existence of a Critical Period Hypothesis (CPH) in Second Language Acquisition (SLA). Further, since this theory was already introduced in the early 60's, I will have a closer look at the modifications of the CPH, i.e. the Sensitive Period Hypothesis (SPH). By the help of taking some of the findings from different studies into account, I will try to answer the underlying question.

The term “crosscurrent” is defined as “a current flowing counter to another.” This volume represents crosscurrents in second language acquisition and linguistic theory in several respects. First, although the main currents running between linguistics and second language acquisition have traditionally flowed from theory to application, equally important contributions can be made in the other direction as well. Second, although there is a strong tendency in the field of linguistics to see “theorists” working within formal models of syntax, SLA research can contribute to linguistic theory more broadly defined to include various functional as well as formal models of syntax, theories of phonology, variationist theories of sociolinguists, etc. These assumptions formed the basis for a conference held at Stanford University during the Linguistic Institute there in the summer of 1987. The conference was organized to update the relation between second language
This book contains a selection of (mostly revised and updated) papers of this conference and two newly written papers. This volume explains the detection-based approach to investigating crosslinguistic influence and illustrates the value of the approach through a collection of five empirically studies that use the approach to quantify, evaluate, and isolate the influences of learners' native-language backgrounds on their English writing.

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.

This book provides an alternative to the grammar debate in second language acquisition theory and teaching. Accepting that language acquisition is at least partially input dependent, the author asks how grammatical form is processed in the input by second language learners and is it possible to assist this in ways that help the learner to create richer grammatical intake. He answers these questions and explains why traditional paradigms are not psycholinguistically motivated. Drawing on research from both first and second language acquisition, he outlines a model for input processing in second language acquisition that helps to account for how learners construct grammatical systems. He then uses this model to motivate processing instruction, a type of grammar instruction in which learners are engaged in making form-meaning connections during particular input activities.

The chapters in this volume represent an approach to the notion of language transfer which reflects the paradigm shift originating from cognitive science. The perception and expression of ideas and events in one language in terms of another language is considered only a special case of one of the fundamental processes in human problem solving-reasoning by analogy. Transfer in language production is seen as a basic metaphorical concept denoting language interaction that must be discussed in connection with other metaphorical concepts denoting language interaction as well. If this is true, the assessment of language transfer in light of the production paradigm has hardly begun. It will continue to be a topic of far-reaching consequences for a theory of language processing and language acquisition.

This volume provides a definitive view of the relationship between input, interaction, and second language acquisition. In so doing, it should prove useful to those whose major concern is with the acquisition of a second or foreign language as well as for those who are primarily interested in these issues from a pedagogical perspective. The book does not explicate or advocate a particular teaching methodology, but does attempt to lay out some of the underpinnings of what is involved in interaction -- what it is and what purpose it serves. Research in second language acquisition is concerned with the knowledge that second language learners do and do not acquire and how that knowledge comes about. This book ties these issues together from three perspectives -- input/interaction framework, information-processing, and learnability.

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. “This volume features cutting-edge research on L2 pragmatics from a wide range of theoretical and methodological approaches. It offers fresh perspectives on standard topics such as the use and learning of speech acts and the pragmatic meanings of linguistic resources, and the effect of planned intervention on pragmatic development in language instruction. The chapters also document researchers' increasing attention to different forms of computer-mediated communication as environments for using and developing L2 pragmatic competence, and of conversation analysis as an approach to different aspects of interaction in a variety of settings.”—Publisher's website (nflrc.hawaii.edu/).

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.

Provides a comprehensive overview of third language acquisition (additive multilingualism) in adulthood, an increasingly important subfield of language acquisition.

When people attempt to learn a new language, the language(s) they already know can help but also hinder their understanding or production of new forms. This phenomenon, known as language transfer, is the focus of this book. The collection offers new theoretical perspectives, some in the empirical studies and some in other chapters, and consists of four sections considering lexical, syntactic, phonological and cognitive perspectives. The volume provides a wealth of studies on the influence of Chinese on the acquisition of English but also includes studies involving Finnish, French, Hindi, Korean, Persian, Spanish, Swedish and Tamil. It will be of great interest to researchers and students working in the areas of crosslinguistic influence in second language acquisition, language pedagogy and psycholinguistics.

This study examines changes in the first language of people who know a second language. It presents theories and research that investigate the first language of second language users from a variety of perspectives including vocabulary, pragmatics, cognition and syntax.
Language Transfer in Language Learning

John Benjamins Publishing

This volume consists of papers presented at the Conference on Language Universals and Second Language Acquisition, University of Southern California, February 1982. Published with the papers are the remarks of the originally assigned discussants. The collection represents an important cross-fertilization between research in grammatical theory and in second language acquisition. Topics dealt with in a number of the papers include word order, markedness, core grammar, accessibility hierarchies, and simplified registers. The range of universals discussed embraces phonology, syntax, semantics, and discourse. Universals are also considered with reference to ontology, psychological reality, and evaluation metrics.

This volume brings together papers on a wide spectrum of topics within the broad area of language acquisition, stressing the interconnections between applied and theoretical linguistics, as well as language research methodology. These contributions in honor of Professor Jan Majer have been grouped in two sections: language learning, and discourse and communication. The former discusses issues varying from aspects of first, second, and third language acquisition, individual learner differences (i.e. gender, attitudes, learning strategies), and second language research methodology to the analysis of features of learner spoken language, the role of feedback in foreign language instruction, and the position of culture in EFL textbooks. The second part of the volume offers a theoretical counterbalance to the applied nature of the first one. Here, the contributions touch upon spoken and written language analysis, language awareness, and aspects of the English language; also, selected issues of language philosophy are discussed. The wide range of topics covered in the publication, authored by specialists in their respective areas, reflects Professor Majer’s academic interests and corresponds to the complex nature of the general field the volume aims to portray.

Suzanne Flynn and Wayne O'Neil Massachusetts Institute of Technology

INTRODUCTION

The theory of Universal Grammar (UG) as explicated e.g. in Chomsky, 1986, has led to explosive developments in the study of natural language as well as to significant advances in the study of first language (L1) acquisition. Most recently, the theory of UG has led to important theoretical and empirical advances in the field of adult second language (L2) acquisition as well. The principle impetus for this development can be traced to the work in linguistics which shifted the study "from behavior or the products of behavior to states of the mind/brain that enter into behavior" (Chomsky. 1986:3). Grammars within this framework are conceived of as theoretical accounts of "the state of the mind/brain of the person who knows a particular language" (Chomsky. 1986:3). Research within fields of language acquisition seeks to isolate and specify the properties of the underlying competence necessary for language learning. Full development of a theory of UG demands study and understanding of the nature of both the formal properties of language and of the language acquisition process...
itself. However, while there is a tradition of debate and dialogue established between theoretical linguistics and L1 acquisition research, relatively few connections have been made between linguistic theory and L2 acquisition research.

The study of native language influence in Second Language Acquisition has undergone significant changes over the past few decades. This book, which includes 12 chapters by distinguished researchers in the field of second language acquisition, traces the conceptual history of language transfer from its early role within a Contrastive Analysis framework to its current position within Universal Grammar. The introduction presents a continuum of thought starting from the late 70s, a time in which major rethinking in the field regarding the concept of language transfer was beginning to take place, and continuing through the present day in which language transfer is integrated within current concepts and theoretical models. The afterword unites the issues discussed and allows the reader to place these issues in the context of future research. For the present book, the 1983 edition has been thoroughly revised, and some papers have been replaced and added.

Cutting-edge in its approach and international in its authorship, this fourth monograph in a series sponsored by the Chinese Language Teachers Association features eight research studies that explore a variety of themes, topics, and perspectives important to a variety of stakeholders in the Chinese language learning community. Employing a wide range of research methodologies, the volume provides data from actual Chinese language learners and will be of value to both theoreticians and practitioners alike. [in English & Chinese]

This book offers a succinct theoretical introduction to the basic concepts in language testing in a way that is easy to understand. In the Japanese context, this book is highly recommended for university faculty members involved in obtaining assessment literacy, teachers who want to validate their exploratory teaching and testing, or applied linguistics students new to the language testing field. The book is divided into four main sections. The first provides an overview of the principles of language testing. The next contains short extracts from the testing literature with questions which stimulate further thinking. Section 3 is a list of references with brief annotations and Section 4 a glossary of referenced testing terms.

This volume presents studies which approach the relatively new field of third language (L3) acquisition from the generative linguistic perspective. It aims to bring together researchers who are interested in L3 acquisition and who are at the same time working within the generative framework i.e. Chomsky's Universal Grammar (UG) approach to language acquisition. A total of nine contributions are included, reporting research on L3 involving different combinations of source/target languages and investigating various UG-related properties. An up to date comprehensive introduction to second language acquisition
research. Contains a general framework for the study of second language acquisition, provides a general description of learner language, accounts for the role of the linguistic environment, examines the learner's internal mechanisms, explores individual differences in language learning and reviews the expanding research on classroom second language acquisition.

Bilingualism is nowadays a global reality. In Spain, over a million and a half Primary School students follow a bilingual curriculum, which has brought about a change of paradigm with regard to the teaching of English as a foreign language. In fact, alongside and as a result of the MEC-British Council bilingual project of 1996, different parallel initiatives have arisen over the years which have consolidated the gradual implementation of bilingual English-Spanish teaching, as well as the teaching of certain academic content in English through the CLIL (Content and Language Integrated Learning) approach. In view of this reality, this work sheds light on the main linguistic phenomena which require our attention in bilingual educational contexts where there is strong between-language competition. Among them, it is worth highlighting the acquisition of foreign languages and second languages, the cognitive and metacognitive processes present in the bilingual brain, multilingualism, interference and reverse transfer, fossilisation and language attrition. All this knowledge will enable bilingual educators to adapt their teaching strategies to achieve a correct use of English and Spanish, as well as to maximise the acquisition of content in both languages, especially in contexts where the L1 and the L2 are used interchangeably.

The series Handbooks of Linguistics and Communication Science is designed to illuminate a field which not only includes general linguistics and the study of linguistics as applied to specific languages, but also covers those more recent areas which have developed from the increasing body of research into the manifold forms of communicative action and interaction. Which strategies do multilingual learners use when confronted with languages they don't yet know? Which factors are involved in activating prior linguistic knowledge in multilingual learning? This volume offers valuable insights into recent research in multilingualism, crosslinguistic influence and crosslinguistic interaction. Experts in the field examine the role of background languages in multilingual learning. All the chapters point to the heart of the question of what the «multilingual mind» is. Does learning one language actually help you learn another, and if so, why? This volume looks at languages and scenarios beyond English as a second language – Italian, Gaelic, Dutch and German, amongst others, are covered, as well as instances of third and additional language learning. Research into crosslinguistic influence and crosslinguistic interaction essentially contributes to our understanding of how language learning works when there are three or more languages in contact.

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.

This book details patterns of language use that can be found in the writing of adult immigrant learners of Norwegian as a second language (L2). Each study draws its data from a single corpus of texts written for a proficiency test of L2 Norwegian by learners representing 10 different first language (L1) backgrounds. The participants of the study are immigrants to Norway and the book deals with the varying levels and types of language difficulties faced by such learners from differing backgrounds. The studies examine the learners’ use of Norwegian in relation to the morphological, syntactic, lexical, semantic and pragmatic patterns they produce in their essays. Nearly all the studies in the book rely on analytical methods specifically designed to isolate the effects of the learners’ L1s on their use of L2 Norwegian, and every chapter highlights patterns that distinguish different L1 groups from one another.

This volume depicts the phenomenon of cross-linguistic influences in the specific context of multilingual language acquisition. It consists of articles on various issues relating to the syntactic and lexical development of foreign language learners from different L1 backgrounds, in many cases involving languages which are typologically distant from English, such as Russian, Croatian, Greek and Portuguese. Individual chapters highlight different areas expected to be especially transfer-prone at the level of grammatical and lexical transfer in particular contexts of language contact.

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