First And Second Language Acquisition Similarities

Bruce Bain

Are there similarities in first and second language acquisition? Eva-Maria Griese,2006-11-21 Seminar paper from the year 2006 in the subject English Language and Literature Studies - Linguistics, grade: 1,0, University of Heidelberg, language: English, abstract: In this paper, I will focus on two aspects of language acquisition, namely external factors and the acquisition process itself. They seem to me, on the one hand, basic to the topic itself and, on the other hand, suitable parameters for comparison. One should bear in mind that the external factors are concrete facts since they can be observed. Whereas the acquisition process itself happens in the learner's mind and can therefore not be described as accurate as the external factors although neurology today is able to examine a lot of the brain's functions. Since my knowledge about neurology is only very, very basic, I will not go into detail here and neglect this part of the acquisition process. Note: 1,3

Are There Similarities in First and Second Language Acquisition? Eva-Maria Griese,2008 Seminar paper from the year 2006 in the subject English Language and Literature Studies - Linguistics, grade: 1,0, University of Heidelberg, 6 entries in the bibliography, language: English, abstract: In this paper, I will focus on two aspects of language acquisition, namely external factors and the acquisition process itself. They seem to me, on the one hand, basic to the topic itself and, on the other hand, suitable parameters for comparison. One should bear in mind that the external factors are concrete facts since they can be observed. Whereas the acquisition process itself happens in the learner's mind and can therefore not be described as accurate as the external factors although neurology today is able to examine a lot of the brain's functions. Since my knowledge about neurology is only very, very basic, I will not go into detail here and neglect this part of the acquisition process. Note: 1,3

Crosscurrents in Second Language Acquisition and Linguistic Theories Thom Huebner,Charles A. Ferguson,1991-01-01 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 acquisition and linguistic theory. This book contains a selection of (mostly revised and updated) papers of this conference and two newly written papers.

The Sociogenesis of Language and Human Conduct Bruce Bain,2013-11-11 Michael Cole To the unwary reader, even the table of contents of this book will appear incon gruous. What notion, let alone set of principles, could bring coherence to the follow ing concepts: playing peekaboo with small children, aging, human alienation, con versations with Uzbeki peasants, toolmaking, sexism, the world of the deaf, the ecology of hunting groups? After sfhe has had a chance to scan the entire set, the reader can see that this book seems to center on language. But it clearly is not a book about linguistics. It is about a notion that combines two other notions that we usually find located in very different kinds of books, language and human nature. There is no widely accepted term for this combined notion. It does not fit into those ways of thinking of the world that have gotten us where we are. Walker Percy, philosopher novelist, succinctly nails the source of our problem: The importance of a study of language, as opposed to a scientific study of a space-time event like a solar eclipse or rat behavior is that as soon as one scratches the surface of the familiar and comes face to face with the nature of language, one also finds himself face to face with the nature of man. (1975, p. 10) Once we reinvent this insight, its implications begin to work into our lives; our central problem becomes to figure out how to deal with the dilemmas it implies.

Cross Currents in Second Language Acquisition and Linguistic Theory Thom Huebner,Charles A. Ferguson,1991-07-12 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 acquisition and linguistic theory. This book contains a selection of (mostly revised and updated) papers of this conference and two newly written papers.

Child Second Language Acquisition Sonia Rocca,2007 As one of the first books in child second language acquisition (SLA), this book focuses on the core area of tense-aspect morphology, reporting on three L1-Italian children learning L2 English vs. three L1-English children learning L2 Italian. An innovative longitudinal/bidirectional research design, where two

languages represent both source and target, show effects of language transfer in learners that, because of their age, still have potential to become native-speakers of the target. An unusual feature of this book is that relevant studies of acquisition of L2 Italian, some heretofore only in Italian, are reviewed, incorporated into the study and made available to a more general audience. Though the main focus is on child SLA, crucial comparisons to both first language acquisition vs. adult SLA are presented. This approach will thus be of interest more generally to readers in first and second language acquisition and child development.

Ten Lectures on Grammar in the Mind Ewa Dąbrowska,2017-05-01 This volume presents a synthesis of cognitive linguistic theory and research on first and second language acquistion, language processing, individual differences in linguistic knowledge, and on the role of multi-word chunks and low-level schemas in language production and comprehension. It highlights the tension between "linguists' grammars", which are strongly influenced by principles such as economy and elegance, and "speakers' grammars", which are often messy, less than fully general, and sometimes inconsistent, and argues that cognitive linguistics is an empirical science which combines study of real usage events and experiments which rigorously test specific hypotheses.

First and Second Language Acquisition Processes Carol Wollman Pfaff,1987

Adult Minority Language Learning Colin J. Flynn,2020-03-20 This book examines the role of affective variables in the process of learning a minority language. It presents a comprehensive account of how adult learners' attitude, motivation and identity are related to their awareness of, and commitment to, different dialects and varieties as target speech models. These issues are examined in the context of Irish, a minority language which does not have a standard spoken variety and where the vast majority of learners have no regular contact with native speakers. Using a mixed methods research approach, this study explores the relationships that exist between, on the one hand, learners' attitudes towards the three main traditional dialects of Irish and non-traditional second language varieties, and on the other, their motivation and self-concept as second language learners.

Research in Teaching of Literature M.h.siddiqui,

The Handbook of Linguistics Mark Aronoff,Janie Rees-Miller,2017-04-24 The first edition of this Handbook is built on surveys by well-known figures from around the world and around the intellectual world, reflecting several different theoretical predilections, balancing coverage of enduring questions and important recent work. Those strengths are now enhanced by adding new chapters and thoroughly revising almost all other chapters, partly to reflect ways in which the field has changed in the intervening twenty years, in some places radically. The result is a magnificent volume that can be used for many purposes. David W. Lightfoot, Georgetown University The Handbook of Linguistics, Second Edition is a stupendous achievement. Aronoff and Rees-Miller have provided overviews of 29 subfields of linguistics, each written by one of the

leading researchers in that subfield and each impressively crafted in both style and content. I know of no finer resource for anyone who would wish to be better informed on recent developments in linguistics. Frederick J. Newmeyer, University of Washington, University of British Columbia and Simon Fraser University Linguists, their students, colleagues, family, and friends: anyone interested in the latest findings from a wide array of linguistic subfields will welcome this second updated and expanded edition of The Handbook of Linguistics. Leading scholars provide highly accessible yet substantive introductions to their fields: it's an even more valuable resource than its predecessor. Sally McConnell-Ginet, Cornell University No handbook or text offers a more comprehensive, contemporary overview of the field of linguistics in the twenty-first century. New and thoroughly updated chapters by prominent scholars on each topic and subfield make this a unique, landmark publication.Walt Wolfram, North Carolina State University This second edition of The Handbook of Linguistics provides an updated and timely overview of the field of linguistics. The editor's broad definition of the field ensures that the book may be read by those seeking a comprehensive introduction to the subject, but with little or no prior knowledge of the area. Building on the popular first edition, The Handbook of Linguistics, Second Edition features new and revised content reflecting advances within the discipline. New chapters expand the already broad coverage of the Handbook to address and take account of key changes within the field in the intervening years. It explores: psycholinguistics, linguistic anthropology and ethnolinguistics, sociolinguistic theory, language variation and second language pedagogy. With contributions from a global team of leading linguists, this comprehensive and accessible volume is the ideal resource for those engaged in study and work within the dynamic field of linguistics.

Pidgin and Creole Languages Suzanne Romaine,2017-09-08 This book defines and describes the linguistic features of these languages and considers the dynamic developments that bring them into being and lead to changes in their structure.

Native Language and Foreign Language Acquisition Harris Winitz,1981

Theoretical Perspectives on Second Language Acquisition Lavaun Inglis Moulton,1983

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.

Integrating First Language and Second Language Approaches to Writing Wu Yi So,1985
Proceedings of the Los Angeles Second Language Research Forum Carol Alice Henning,1977
Indian Journal of Applied Linguistics ,1983
Principles of Language Learning and Teaching H. Douglas Brown,1987
Research in Second Language Acquisition Robin C. Scarcella,Stephen D. Krashen,1980

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