

Cross Linguistic Influence And Learner Language

Martha Bigelow, Johanna Ennser-Kananen

Cross-linguistic Influence in Third Language Acquisition Jasone Cenoz, Britta Hufeisen, Ulrike Jessner, 2001-01-01
Third language acquisition is a common phenomenon, which presents some specific characteristics as compared to second language acquisition. This volume adopts a psycholinguistic approach in the study of cross-linguistic influence in third language acquisition and focuses on the role of previously acquired languages and the conditions that determine their influence.

Cross-Linguistic Influence: From Empirical Evidence to Classroom Practice M. Juncal Gutierrez-Mangado, María Martínez-Adrián, Francisco Gallardo-del-Puerto, 2019-07-09
This book presents the latest research in various areas of cross-linguistic influence (CLI), providing educators with insights into how previously learned languages influence the learning of an additional language at different levels, such as phonetics/phonology, morphosyntax, vocabulary, pragmatics, writing style and learning context. While the majority of the chapters have English as the target language, one investigates the acquisition of French. The L1s of the learners include Arabic, Basque, Catalan, Chinese, Czech, Danish, Finnish, Galician, Georgian, German, Norwegian, Polish, Russian, Spanish and Swedish. Each chapter ends with a reflection on possible pedagogical implications of the findings and offers recommendations on how to make the most of cross-linguistic influence in the classroom.

Cross-linguistic Influences in Multilingual Language Acquisition Danuta Gabrys-Barker, 2012-05-22
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.

Language Transfer Terence Odlin, 1989

Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning Gessica De Angelis, Ulrike Jessner, Marijana Kresic, 2015-11-05
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.

Cross-linguistic Influences in the Second Language Lexicon Janusz Arabski, 2006-02-28 This volume contains a selection of papers analyzing language transfer, a phenomenon which results from language contact in bilingual and multilingual language acquisition and learning contexts. The main focus of the volume is on the lexical aspects of language transfer.

Crosslinguistic Influence in Second Language Acquisition Eric Kellerman, Michael Sharwood Smith, 1986

The Routledge Handbook of Educational Linguistics Martha Bigelow, Johanna Ennser-Kananen, 2014-08-13 The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language-related issues in educational contexts. Bringing together the expertise and voices of well-established as well as emerging scholars from around the world, the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics, issues of instruction and assessment, and teacher education, as well as coverage of key topics such as advocacy, critical pedagogy, and ethics and politics of research in educational linguistics. Each chapter relates to key issues raised in the respective topic, providing additional historical background, critical discussion, reviews of pertinent research methods, and an assessment of what the future might hold. This volume embraces multiple, dynamic perspectives and a range of voices in order to move forward in new and productive directions, making *The Routledge Handbook of Educational Linguistics* an essential volume for any student and researcher interested in the issues surrounding language and education, particularly in multilingual and multicultural settings.

Crosslinguistic Influence and Distinctive Patterns of Language Learning Anne Golden, Scott Jarvis, Kari Tenfjord, 2017-09-22 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.

Crosslinguistic Influence in Language and Cognition Scott Jarvis, Aneta Pavlenko, 2008-03-03 A cogent, clearly-written synthesis of new and classic work on crosslinguistic influences on language and thought, this book is intended as a text for upper-level undergraduates and graduate students, as well as a resource for instructors and scholars in applied linguistics, linguistics, and psycholinguistics courses.

Alternative Approaches to Second Language Acquisition Dwight Atkinson, 2011-03-01 This volume presents six alternative approaches to studying second language acquisition - 'alternative' in the sense that they contrast with and/or complement the cognitivism pervading the field. All six approaches - sociocultural, complexity theory, conversation-analytic, identity, language socialization, and sociocognitive - are described according to the same set of six headings, allowing for direct comparison across approaches. Each chapter is authored by leading advocates for the approach described: James Lantolf for the sociocultural approach; Diane Larsen-Freeman for the complexity theory approach; Gabriele Kasper and Johannes Wagner for the conversation-analytic approach; Bonny Norton and Carolyn McKinney for the identity approach; Patricia Duff and Steven Talmy for the language socialization approach and Dwight Atkinson for the sociocognitive approach. Introductory and commentary chapters round out this volume. The editor's introduction describes the significance of alternative approaches to SLA studies given its strongly cognitivist orientation. Lourdes Ortega's commentary considers the six approaches from an 'enlightened traditional' perspective on SLA studies - a viewpoint which is cognitivist in orientation but broad enough to give serious and balanced consideration to alternative approaches. This volume is essential reading in the field of second language acquisition.

Exploring Second-Language Varieties of English and Learner Englishes Joybrato Mukherjee, Marianne Hundt, 2011-05-25 The articles in this volume are intended to bridge what Sridhar and Sridhar (1986) have called the 'paradigm gap' between traditional SLA research on the one hand and research into institutionalised second-language varieties in former colonial territories on the other. Since both learner Englishes and second-language varieties are typically non-native forms of English that emerge in language contact situations, it is high time that they are described and compared on an empirical basis in order to draw conceptual and theoretical conclusions with regard to their form, function and acquisition. The present collection of articles places special emphasis on empirical evidence obtained from large-scale analyses of computerised corpora of learner Englishes (such as the International Corpus of Learner English) and of second-language varieties of English (such as the International Corpus of English). It addresses questions such as 'Are the phenomena we find in ESL and EFL varieties features or errors?' or 'How common and wide-spread are features across contact varieties of English?'

Handbücher zur Sprach- und Kommunikationswissenschaft Hans Goebel, Herbert Ernst Wiegand, 1996

Crosslinguistic Influence and Second Language Learning Kevin McManus, 2021-11-01 Crosslinguistic Influence and Second Language Learning provides a comprehensive overview of what is currently known about prior language knowledge and experience in second language learning. Three bodies of research are critically reviewed to achieve this goal: (i) theories of language learning that attribute critical roles to prior experience in explaining second language development, (ii) empirical studies of second language learning that have investigated roles for crosslinguistic influence, and (iii) instructional studies that have supported second language learning by addressing the negative effects of crosslinguistic influence. Using this foundation, new research directions and theorization in the field of second language acquisition are proposed. This book will serve as an excellent resource for students and scholars with interests in (instructed) second language learning, applied linguistics, cognitive psychology, psycholinguistics, and language education.

Multilingual Selves and Motivations for Learning Languages other than English in Asian Contexts Anas Hajar, Syed Abdul Manan, 2024-07-16 This edited volume focuses on the experiences of individuals learning languages other than English (LOTEs) in a range of Asian contexts that have traditionally been under-represented in the literature. Aligning with the 'multilingual turn' in SLA, it views learners as individuals of a multilingual society with unique, complex, heterogeneous and dynamic identities. The chapters explore the learners' motivational trajectories, multilingual identities and their conceptualisations of the 'ideal multilingual self'. This volume enhances our critical understanding of language learning motivation through empirical findings and conceptual insights from studies of motivation in specific regions in Asia, including Greater China, Indonesia, Japan, Kazakhstan, Malaysia, Pakistan and Syria. Providing insight into the multilingual identities of individuals learning LOTEs, it will appeal to students and scholars in second language acquisition, researchers in language learning motivation and policymakers in language education.

The Cross-linguistic Study of First Language Influence on Learner's Language Kyoko Iwashita, 2001

Introducing Second Language Acquisition Muriel Saville-Troike, 2005-11-17 Written for students encountering the topic for the first time, this is a clear and practical introduction to second language acquisition (SLA). It explains in non-technical language how a second language is acquired; what the second language learner needs to know; and why some learners are more successful than others. The textbook introduces in a step-by-step fashion a range of fundamental concepts – such as SLA in adults and children, in formal and informal learning contexts, and in diverse socio-cultural settings – and takes an interdisciplinary approach, encouraging students to consider SLA from linguistic, psychological and social perspectives. Each chapter contains a list of key terms, a summary, and a range of graded exercises suitable for self-testing or class discussion. Providing a solid foundation in SLA, this book is set to become the leading introduction to the field for students of linguistics, psychology, and education, and trainee language teachers.

Cross-language Influences in Bilingual Processing and Second Language Acquisition Irina Elgort, Anna

Siyanova-Chanturia, Marc Brysbaert, 2023-04-15 A great majority of people around the world know more than one language. So, how does knowing one language affect the learning and use of additional languages? The question of cross-language influences is the focus of this book. Do bilinguals hear, understand, and produce language and meaning differently because of the languages they speak? How well can theoretical and computational models of language processing and acquisition explain and predict bilingual use patterns and acquisition trajectories? What learner, language, and context characteristics influence bilingual comprehension and production? This book provides a state-of-the-art review and critique of research into cross-language influences in phonology, lexicon, and morphosyntax, and suggests directions for future research. The interdisciplinary nature of the book bridges the gap between research on bilingualism and second language acquisition. The book will be of interest to graduate students, teachers, and researchers in linguistics and second language acquisition, cognitive psychology, and language education.

Principles of Language Learning and Teaching H. Douglas Brown, 2000 Language, learning, and teaching - First language acquisition - Age and acquisition - Human learning - Styles and strategies - Personality factors - Cross-linguistic influence and learner language - Communicative competence - Theories of second language acquisition.

Social and Regional Variation in World Englishes Paula Rautioaho, Hanna Parviainen, Mark Kaunisto, Arja Nurmi, 2022-09-30 This collection charts the evolution of grammatical variation in Englishes from Late Middle English to the present, using corpus linguistic tools to address divergence and convergence in local and global perspectives. The book considers both diachronic and synchronic perspectives in grammatical variation across varieties of English across the UK, North America, Europe, Africa, and Asia. The volume reflects on the questions of whether patterns of variation diverge or converge and to what extent catalysts for change are shared in time and space. Chapters look at different factors in grammatical variation at both the macro and micro level, investigating specific linguistic and grammatical features but also at wider phenomena in contact linguistics, social patterns, social networks, and media-based corpora. Chapters progress from the local to the global, all with an eye towards using the latest methodological approaches from corpus linguistics to shed light on the affordances of data-informed methods to study grammatical change and the possibilities for future research. This book will be of interest to students and scholars in sociolinguistics, corpus linguistics, and World Englishes.

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to a fine birdie on the 72nd hole to finish one stroke clear of
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