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Second-language acquisition - Wikipedia

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English as a Second Language (ESL or TESL) is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment (it is also known as English for speakers of other languages

English as a Second Language (ESL)

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The Study of Second
Language Acquisition.

The first section of this
book outlines a general
framework for the study
of second language
acquisition. Subsequent
sections provide a
description of...

The Study of Second
Language Acquisition -
Rod Ellis ...

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The two main, well documented findings of SLA research of the past few decades are as follows: second language acquisition is highly systematic second language acquisition is highly variable Although these two statements might appear contradictory at first sight, they are not.

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acquisition (SLA)
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Second Language Acquisition and guides the novice researcher in critically analysing existing research and to

eventually carry out their own study. The book will be of use to beginning researchers who are new to linguistics in the areas of study abroad and second language acquisition.

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Researching Second
Language Acquisition in
the Study ...

The vast majority of
work on second
language acquisition is
carried out by scholars
and educators working
within approaches other
than that of generative
linguistics. In this
volume, this gap is
bridged as leading
generative linguists

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apply their intellectual
and disciplinary skills to
issues in second
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Smith, Mike Sharwood

2015. SLR today,

yesterday and

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Language Research,

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History of the study of
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reading and analysing
existing research, you'll
develop skills to
critically appraise
current issues in second
language education.

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Someone's second
language is a language
which is not their native
language but which they
use at work or at school.

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Lucy teaches English as
a second language.

French remained her
second language for the
rest of her life.

COBUILD Advanced
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Second language
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A person's second
language, or L2, is a
language that is not the

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native language of the speaker, but is learned later. A speaker's dominant language, which is the language a speaker uses most or is most comfortable with, is not necessarily the speaker's first language. The second language can also be the dominant one. For example, the Canadian census defines first

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language for its purposes as "the first language learned in childhood and still spoken", recognizing that for some, the earliest lang

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Abstract In this study of the placement of sentence negation in third language acquisition (L3), we

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argue that there is a qualitative difference between the acquisition of a true second language (L2) and the subsequent acquisition of an L3.

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speak differently,

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elements of language.

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commonalities between

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language acquisition

that can be understood

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linguistic analyses of
construction acquisition
following associative and
cognitive principles of
learning and
categorization.

Second Language
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University of ...

Applied Linguistics is an
interdisciplinary field
which mediates between
the theory of language

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Second Language Acquisition and the practice of language learning. It is also an overarching field that includes Second Language Acquisition (SLA), and as such, can shed light on the teaching and learning of a second or foreign language.

An up to date

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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

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individual differences in language learning and reviews the expanding research on classroom second language acquisition.

A survey and analysis of second language theory discusses the development of ideas in this expanding area of language studies. It looks at the implications

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of these ideas and directions for future research. Contains study questions and activities as well as practical guidelines on the use of available research resources.

The vast majority of work in theoretical linguistics from a generative perspective is based on first language

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Acquisition and
performance. The vast
majority of work on
second language

acquisition is carried out
by scholars and
educators working
within approaches other
than that of generative
linguistics. In this
volume, this gap is
bridged as leading
generative linguists
apply their intellectual

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and disciplinary skills to
issues in second
language acquisition.

The results will be of
interest to all those who
study second language
acquisition, regardless of
their theoretical
perspective, and all
generative linguists,
regardless of the topics
on which they work.

A clear and practical

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Introduction to second language acquisition, written for students encountering the topic for the first time.

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

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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

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(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

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Second Language Acquisition 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.

This book will be of

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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

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profession, including
researchers, worldwide

This book is intended to introduce novice student researchers to second language acquisition in the study abroad learning environment. It reviews the existing literature and provides the emerging researcher an overview of the important factors to

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consider, informs them where to begin, and how to move forth an agenda for future research in this field.

The book recognizes that aside from the academic advantages, study abroad programmes are an excellent tool for fostering extended and relevant interaction with native speakers. It

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Second Language Acquisition provides reflection questions and activities, and guides the novice researcher in critically analysing existing research and to eventually carry out their own study. The book will be of use to beginning researchers who are new to linguistics in the areas of study abroad and second language

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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

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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

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Second Language Acquisition 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.

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage

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language in later years.

The field of Second language acquisition (SLA, for short)

investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have

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already been acquired. Understanding Second Language Acquisition offers a wide-

encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual,

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Second Language Acquisition and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a

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learners in diverse

contexts through a

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and methodological

approaches, studies in

this volume look at the

acquisition of language

use, socialization

processes, learner

motivation, identity and

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learning strategies. In

this way, the volume

offers a privileged

window into learner

experiences abroad

while addressing current

concerns central to

second language

acquisition.

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