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The Role of the First Language in Foreign Language LearningHandbook for Arabic Language Teaching Professionals in the 21st Century

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Second Language Acquisition of Articles

The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarizing the current state of second language acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics current reflection is necessary. The author concludes that the solution to language teaching lies not so much in expensive equipment, execis new methods, or sophisticated language analysis, but rather in the full utilization of the most important resources - native speakers of the language - in real communication.

Cross-Linguistic Transfer of Writing Strategies

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.

Assessing Vocabulary

Concise Encyclopedia of Applied Linguistics formalizes, organizes and analyzes the relation of knowledge about language to decisions-making in practice. It synthesizes research in psycholinguistics, educational linguistics and sociolinguistics, freely crossing subject fields to establish innovative and expert responses to some of the key debates in the field. Authored and compiled by leaders in their various specialties and collected and extensively re-edited from the award-winning Encyclopedia of Language and Linguistics, Second Edition, this collection will be an ideal one-stop desk reference solution for any linguistics professional and researcher interested in how language operates at the leading edge. Authoritative review of this dynamic field placed in an interdisciplinary context Over 100 articles by leaders in the field Compact and affordable single-volume format.

An Introduction to Second Language Acquisition Research

Although educational theories are presented in a variety of methods and in some discipline specific handbooks and encyclopedia, no publication exists which serves as a comprehensive, consolidated collection of the most influential and most frequently quoted and consulted theories. There is a need to put such theories into a single, easily accessible volume. A unique feature of the Handbook is the way in which it conveys the theories. The organization of the chapters within each section makes the volume an easy-to-use and to understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks. In addition to the traditional theories, the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles. An appendix which indicates which theories have instruments associated with them and where those instruments can be is also included. The Handbook consists of 12 sections. Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice. The remaining sections address Philosophical Educational Constructs, Learning Theory, Instructional Theory, Curriculum Theory, Literacy and Language Acquisition Theory, Counseling Theory, Moral Development Theory, Classroom Management Theory, Assessment Theory. Organizational Theory, and Leadership/Management Theory. Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors. Each chapter within the section will include (a) a description of the theory with goals, assumptions, and aspects particular to the theory, (b) the original development of and interactions of the theory, (c) validation of the theory, (d) generalizability of the theory across cultures, ethnicities, and genders, (e) the use and application of the theory, (f) critiques of the theory, (g) any instruments associated with the theory, and (h) two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or papers. Articles will be written by leading experts or prominent contributors to the theory. The Handbook is aimed at graduate students enrolled in research courses or completing theses and dissertations. Additionally, professors of all educational disciplines in the social sciences would be an interested audience.

New Perspectives on Transfer in Second Language Learning

The studies in this collection address a topic that has recently become the focus of considerable interest in second language acquisition (SLA) research: the acquisition of articles. Languages appear to vary in whether they have articles (English, German, Norwegian do, but Chinese, Japanese, Russian do not). Languages that have articles also appear to divide into those that realize definiteness (e.g. English) and those that realize specificity (e.g. Samoan). When speakers of one type of language learn an L2 of a different type, issues of central concern to SLA research arise: the nature of L1 influence, the time course of development, ultimate attainment, the relationship between performance and competence, and the role of Universal Grammar. These issues are considered in nine studies, written by researchers whose work is at the forefront of inquiry, that offer new data, new perspectives and new insights into the way L2 speakers acquire articles.

Lexical Errors and Accuracy in Foreign Language Writing

This state-of-the-art volume provides an interdisciplinary overview of current topics and research in the areas of linguistic diversity and migration-induced multilingualism and aims to lay the foundations for interdisciplinary work and the development of a common methodological framework for the field. Linguistic diversity and multilingualism are complex phenomena that need to be studied from different, complementary perspectives. The volume comprises a total of fourteen contributions from linguistic, educationist, and urban sociological perspectives and highlights the areas of language acquisition, contact and change, multilingual identities, urban spaces, and education. Linguistic diversity can be framed as a result of current processes of migration and globalization. As such the topic of the present volume addresses both a general audience interested in migration and globalization on a more general level, and a more specialized audience interested in the lipuistic repercussions of these large-scale societal developments.

Cross-linguistic Influences in the Second Language Lexicon

The study of vocabulary is a flourishing area in applied linguistics and language teaching which is creating a need for new approaches to vocabulary assessment. This volume presents a framework that expands the traditional concept of a vocabulary test to cover a range of procedures for assessing the vocabulary knowledge of second language learners. These procedures can be useful for addressing practical assessment needs as well as providing tools for conducting research into the lexical dimension of language.

Language Transfer in Language Learning

This book is concerned with the foreign language learner's underlying processes. The book analyses the different ways in which the learner's knowledge of the first language and other languages affects the processes of comprehension and production.

Language Learning, Discourse and Communication

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 ranging 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 ELF, and methods. The second part of the volume offers a theoretical counterpart 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.

Multilingualism and Language Diversity in Urban Areas

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, emphasizing the design and execution of appropriate research.

Second Language Acquisition

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.

Third language acquisition

The Routledge Handbook of Second Language Acquisition and Corpora is a state-of-the-art collection of cutting-edge scholarship at the intersection of second language acquisition and learner corpus research. It draws on data-driven, statistical analysis to outline the background, methods, and outcomes of language learning, with a range of global experts providing detailed guidelines and findings. The volume is organized into five sections: Methodological and theoretical contributions to the study of learner language corpora - setting the scene Key aspects in corpus design, annotation, and analysis for SLA Corpora in SLA theory and practice SLA constructs and corpora Future directions This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in second language acquisition, learner corpus research, and applied linguistics.

Current Research on Language Learning and Teaching
This book deals with the phenomena of third language (L3) acquisition. As a research field, L3 acquisition is established as a branch of multilingualism that is concerned with how multilinguals learn additional languages and the role that their multilingual background plays in the process of language learning. The volume points out some current directions in this particular research area with a number of studies that reveal the complexity of multilingual language learning and its typical variation and dynamics. The eight studies gathered in this book represent a wide range of theoretical positions and offer empirical evidence from learners belonging to different age groups, and with varying levels of proficiency in the target language, as well as in other non-native languages of the learner’s repertoire. Diverse linguistic phenomena and language-related processes are viewed from a perspective where all previously acquired languages have a potential role in language learning. The volume demonstrates that language learning in school or at university level constitute the main outlet for data collection. The studies involve several language backgrounds and language combinations and focus on various linguistic features. The specific target language transfer is integrated within current concepts and theoretical models. The afterword unites the issues discussed in the volume from the perspective of the field’s developments and an insightful analysis of interdisciplinary studies in the field.

The Usage-based Study of Language Learning and Multilingualism

This chapter presents the first collection of essays on research dedicated to the work of scholars and experts from Bonn 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 interdisciplinary 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 Bonn and Herzegovina, and to appreciate the qualities of rigor and trustworthiness required to evaluate and interpret current studies in Bonn and Herzegovina. Indeed, this volume provides an informed perspective on the field’s developments and an insightful analysis of interdisciplinary studies in the field.

Multilingual Trends in a Globalized World

Usage-based linguistics, which is currently very popular, bases its understanding of language on two key points: Languages are cognitive-social constructs (i.e., learned vs genetically endowed), and, in order for communication and meaning to happen, speakers must find a way to meet/understand each other, overcoming various differences (lexicon, social, register, etc.) to arrive there. In this book, high-level contributors combine research from various usage-based perspectives to explore these questions: How do proficient speakers accomplish 'mental contact' or communication through the available semiotic linguistic resources they share with other members of their discourse community? How do young children learn to accomplish this across languages?

Crosslinguistic Influence and Distinctive Patterns of Language Learning

This textbook introduces an overview of the field of teaching Arabic as a foreign or second language. Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of qualified professionals in Arabic language instruction and administration. The purpose of this Handbook is to address that need. The most significant feature of this volume is its role as a practical guide in approaching the field of Arabic language teaching from many different perspectives and contexts. It offers readers the opportunity to consider the role, status, and content of Arabic language teaching in the world today. The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in shaping future academic research. Thirty-four chapters authored by experts in the field are organized around nine themes: *Background of Arabic Language Teaching; *Concepts of Arabic Language Teaching; *Communicating Competence in Arabic; *The Learner; *Assessment; *Technology Applications; *Curriculum Development, Design, and Models; *Arabic Language Program Administration and Management; and *Planning for the Future of Arabic Language Learning and Teaching. The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers, administrators, graduate students, and scholars around the world. It is intended to introduce dialogue among scholars and professionals in the field and in related fields-dialogues that will contribute to creating new models for curricula and course design, materials and assessment tools, and, ultimately, better instructional effectiveness for all Arabic learners everywhere, in both Arabic-speaking and non-Arabic speaking countries.

Negative Transfer in the Writing of Proficient Students of Russian

The assessment of language learners is having a growing impact in English language teaching and applied linguistics. A formal evaluation of students writing abilities is important for language teachers in order to assess the pedagogical needs of their students. While there has been a considerable body of work undertaken on assessing the writing abilities of native speakers, the issues surrounding the assessment of second language learners writing abilities are still emerging. At present, no one volume has explored these issues and their implications for language teaching practitioners wishing to evaluate their students writing. This book outlines in an accessible manner the major tenets of research in the field and provide language teachers with guidelines to design and develop suitable writing assessment tasks for their students.

Handbook of Educational Theories

This textbook provides a broad-based, state-of-the-art overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eighteen thematic sections: *social contexts of second language learning; *research methodologies in second-language learning, acquisition, and teaching; *contributions of applied linguistics to the teaching and learning of second skills; *second language processes and development; *teaching methods and curricula; *issues in second or foreign language testing and assessment; *identity, culture, and critical pedagogy in second language teaching and learning; and *important considerations in language planning and policies. The Handbook of Research in Second Language Teaching and Learning is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs; teachers; teacher trainers; curriculum and materials developers; and all other professionals in the field of second language teaching and learning.

An Introduction to Second Language 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 the Contrastive Analysis framework. The introduction presents a continuum of thought starting from the late 70s, a time in which multilingualism 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 in the book and allows the reader to place these issues in the context of future research. For the present book, the 1991 edition has been thoroughly revised, and some papers have been replaced and added.

Handbook of Research in Second Language Teaching and Learning

This book explores how lexical competence develops in a foreign language, and also asks what the meaning of lexical accuracy as a measure of quality language learning and writing as an indicator of receptive vocabulary knowledge.

Principles and Practice in Second Language Teaching

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. As 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 emphasize 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 a concise 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-exploring thinking activities in the form of questions, matching activities, choice, and conclusions and conclusions about the implications of SLA theories to the real world applications.

Cross-linguistic Influence and Third Language Acquisition

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 the Contrastive Analysis framework. The introduction presents a continuum of thought starting from the late 70s, a time in which multilingualism 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 in the book and allows the reader to place these issues in the context of future research. For the present book, the 1991 edition has been thoroughly revised, and some papers have been replaced and added.

Concise Encyclopedia of Applied Linguistics

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 the Contrastive Analysis framework. The introduction presents a continuum of thought starting from the late 70s, a time in which multilingualism 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 in the book and allows the reader to place these issues in the context of future research. For the present book, the 1991 edition has been thoroughly revised, and some papers have been replaced and added.

Handbook of Educational Theories

This textbook explores how lexical competence develops in a foreign language, and also asks what the meaning of lexical accuracy as a measure of quality language learning and writing as an indicator of receptive vocabulary knowledge.
Resources in Education

Terence Odlin reconsiders a question that many language teachers and educational researchers have addressed: how much influence can a learner's native language have in making the acquisition of a new language easy or difficult? Transfer has long been a controversial issue, but many recent studies support the view that cross-linguistic influences can have an important impact on second language acquisition. Odlin analyzes and interprets research showing many ways in which similarities and differences between languages can influence the acquisition of grammar, vocabulary, and pronunciation. In addition he provides a detailed look at work on other areas important for the study of transfer including discourse, individual variation, and sociolinguistic factors. Language teachers, applied linguists, and educational researchers will find this volume highly accessible and extremely valuable to their work.

Occupying Niches: Interculturality, Cross-culturality and Acultrality in Academic Research

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.

The Routledge Handbook of Second Language Acquisition and Corpora

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

Third Language Acquisition and Linguistic Transfer

Understanding how people learn and fail to learn second and foreign languages is increasingly recognized 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, emphasizing the design and execution of appropriate research.

The Acquisition of Spanish as a Second Language

Seminar paper from the year 2020 in the subject English Language and Literature Studies - Linguistics, grade: 1.0, University of Erfurt (Philosophische Fakultät, Fachbereich Anglistik/Amerikanistik), course: Early Second Language Acquisition, language: English, abstract: Generally, the idea is that languages of distant origins, such as English and many Asian languages, do not share many features and structures as they did not develop from the same roots. The present paper aims to analyze the transfer that occurs especially in those language combinations. Three studies are examined regarding the L1s of the subjects and the transfer types that can be observed. The main research question is the following: What types of transfer can be observed with English as a second language (ESL) learners whose L1s are not closely related to English as the target language?

Plurilingual Education

In the context of increasingly multilingual global educational settings, this book provides a timely exploration of the phenomenon of cross-linguistic transfer of writing strategies (in particular, transfer from the foreign language to the first language) and presents a compelling case for a multilingual approach to writing pedagogy. The book presents evidence from a classroom-based intervention study conducted in a secondary school in England on cross-linguistic strategy transfer. It suggests that even beginner or low proficient foreign language learners can develop effective skills and strategies in the foreign language classroom which can also positively influence writing in other languages, including their first language. This book ultimately encourages more joined-up, cross-curricular, cross-linguistic thinking related to language in schools by exploring the potential for collaboration between languages teachers.

Writing--research, Theory, and Applications

This book presents evolving language education trends by drawing examples and case studies from around the world. Over the past few decades, significant economic and political changes have taken place around the world which have had a significant impact on language teaching and learning practices across the globe. With globalization, the focus of language education has shifted from monolingualism towards bilingualism and multilingualism, in that multilingual practices have become the norm rather than the exception in most parts of the world. This book brings together some of latest controversies and case studies from South East Asia, the most diverse and multilingual context in the world, along with various other diverse contexts of importance. This book will be of interest to graduate students and advanced undergraduates in sociolinguistics, applied linguistics, and bilingual and multicultural education, second and foreign language educators, and other specialists in these fields.