Bilingualism And Second Language Acquisition Naldic | 01468b8dc065a78b7741a37327b3e1ee


Foundations of Bilingual Education and Bilingualism

This book covers key topics in second language acquisition and bilingualism, examining different theoretical approaches and introducing key theories in the field. Real studies are examined in areas such as acquisition of morphology, syntax and phonology, and practice questions give students a chance to think critically about crucial areas.

Key Topics in Second Language Acquisition

The Handbook of Bilingualism provides state-of-the-art treatments of the central issues that arise in consideration of the phenomena of bilingualism ranging from the representation of language in the bilingual individual's brain to the various forms of bilingual education, including the status of bilingualism in each area of the world. Provides state-of-the-art coverage of a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling. Includes latest assessment of the global linguistic situation with particular emphasis on those geographical areas which are centers of global conflict and commerce. Explores new topics such as global media and mobile and electronic language learning. Includes contributions by internationally renowned researchers from different disciplines, genders, and ethnicities.

First and Second Language Acquisition

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.

Introducing Second Language Acquisition

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 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 case of first language acquisition (L1). A growing number of individuals--in language communities--are acquiring a second, foreign, or heritage language. This book provides a wide-ranging overview of the field of Second Language Acquisition from its early days to the present, including many of the most important theories and key research findings. It offers a comprehensive guide to the key issues and debates in the field of Second Language Acquisition. The book is divided into seven parts: an introduction to the field of Second Language Acquisition, a series of chapters on acquiring a second language, a series on SLA in context, a series on SLA in applied settings, a series on SLA and instruction, a series on SLA and research, and a final chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for researchers of SLAs, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.royalbedford.ac/orme.

Learning a Second Language Through Interaction

The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinarity of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world. Features contributions from 78 established and emerging international scholars. Offers extensive coverage in sixteen chapters of field and education issues in specific and diverse regional/geographic contexts, including South Africa, Mexico, Latin America, the Caribbean, Europe, the Mediterranean, and China. Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ESL learners, language learners with impairments, and bilingual education outside of the classroom.

Verbal Processes in Children

The ability to speak two or more languages is a common human experience, whether for children born into bilingual families, young people enrolled in foreign language classes, or mature and older adults learning and using more than one language to meet life's needs and desires. This handbook offers a developmentally oriented and socially contextualized survey of research into individual bilingualism, comprising the learning, use, and, as the case may be, unfolding of two or more spoken and signed languages and language varieties. A wide range of topics is covered, from ideologies, policy, the law, and economics, to exposure and input, language education, measurement of bilingual abilities, attrition and forgetting, and giftedness in bilinguals. Also explored are cross- and intra-disciplinary connections with psychology, clinical linguistics, second language acquisition, education, cognitive science, neurolinguistics, contact linguistics, and sign language research.

Bilingual First Language Acquisition

For some time now, the study of cognitive development has been far and away the most active discipline within developmental psychology. Although there would be much disagreement on the proportion of research that can be considered in developmental psychology, 50% seems like a conservative estimate. Hence, a series of scholarly books to be devoted to work in cognitive development is especially appropriate at this time. The Springer Series in Cognitive Development will provide a forum for the publication of internationally competitive books in cognitive development. Each volume in the series will be a dedicated attempt to convey the state-of-the-art in some particular domain of cognitive-developmental research. The series will appeal to researchers, educators, and clinicians who are interested in how knowledge is acquired in domains such as memory, reasoning, and language. Each volume in the series will be a comprehensive and cohesive overview of extant research, and will provide a stimulus for the generation of new research. The series will cover a wide range of topics, from the cognitive psychology of children, to the psychology of aging, to the cognitive psychology of adults. Each volume in the series will be a comprehensive and cohesive overview of extant research, and will provide a stimulus for the generation of new research. Each volume in the series will focus on a particular domain of cognitive-developmental research, and will be a comprehensive and cohesive overview of extant research, and will provide a stimulus for the generation of new research. Each volume in the series will be a comprehensive and cohesive overview of extant research, and will provide a stimulus for the generation of new research.

Second Language Acquisition

Eye Tracking in Second Language Acquisition and Bilingualism provides foundational knowledge and hands-on advice for designing, conducting, and analysing eye-tracking research in applied linguistics. Grafend's research synthesis and methodological guide introduces the reader to fundamental facts about eye movements, eye-tracking paradigms for language science, data analysis, and the practicalities of building a lab. This indispensable book will appeal to undergraduate students learning principles of experimental design, graduate students developing their theoretical and statistical repertoires, experienced scholars looking to expand their own research, and eye-tracking professionals.

The Acquisition of Spanish

This collection pays tribute to Professor Wallace E. Lambert and his contributions to the fields of language and linguistics. Each chapter, written by an internationally renowned theorist or researcher, traces the currents of theory and research within the topic area to the present day, provides a state-of-the-art review of the topic, and offers an outline for future research directions. The book concludes with an overview from Professor Lambert that critically examines the impact of his own work, reviews individual chapters, and looks to areas where Professor Lambert's ideas continue to be influential. The book provides an invaluable and diverse overview of the key topics in the fields of bilingualism, multiculturalism, and second language learning. Specifically, the papers presented discuss the topics of social, psychological, cognitive, and sociolinguistic aspects of bilingual and multilingual education, as well as the role of language education in fostering inter-group relations and multiculturalism.

Cross-linguistic Influence in Third Language Acquisition

Innovative Research and Practices in Second Language Acquisition and Bilingualism

Updated with the latest research, this second edition of the bestselling textbook fully prepares SLPs and educators to support young children who are dual language learners and helps guide therapists and interventionists to develop approaches that are effective in p

Curriculum Related Assessment, Cummins and Bilingual Children

An up-to-date overview of second language acquisition, designed to engage 21st-century learners Introducing Second Language Acquisition: Perspectives and Practices provides a clear and comprehensive introduction to the main concepts, issues, and debates in second language acquisition studies. This introductory textbook is aimed specifically at students encountering the topic for the first time. Each chapter offers a modern layout with engaging pedagogical features such as self-assessment and discussion questions, project ideas, and further reading and viewing suggestions. As the second edition of Introducing Second Language Acquisition: Perspectives and
Bilingualism Across the Lifespan

This volume corrects the relative neglect in Second Language Acquisition studies of the quantitative study of language variation and provides insights into such issues as language change through examination of the language universe of the four. These studies are important because they help us understand the role of language in social and cultural contexts.

Phonology and Second Language Acquisition

This book focuses exclusively on child bilinguals or children exposed to a second language in various learning contexts. Through the presentation of research on how children learn the sound systems or lexicon in two languages and via different routes, the book aims to paint a comprehensive picture of bi/multilingual learners as the basis for successful language teaching and early childhood bilingualism.

Early Childhood Bilingualism

This book brings together theoretical perspectives and empirical studies in second language (L2) acquisition and bilingualism and discusses their implications for L2 pedagogy. The book offers a unique approach to the acquisition of English and Spanish by two brothers in the first six years of their lives. Based on in-depth and multi-linguistic analyses of naturalistic data, it explores how the systems of both languages affect each other. This is the first book on the acquisition of Spanish that provides a state-of-the-art comprehensive overview of Spanish morphosyntactic development in monolingual and bilingual contexts.

The role of age in second language acquisition

How do children develop bilingual competence? Do bilingual children develop language in the same way as monolinguals? Set in the context of findings on language development, this book examines the acquisition of English and Spanish by two brothers in the first six years of their lives. Based on in-depth and multi-linguistic analyses of naturalistic data, it explores how the systems of both languages affect each other. This is the first book on the acquisition of Spanish that provides a state-of-the-art comprehensive overview of Spanish morphosyntactic development in monolingual and bilingual contexts.

Bilingualism

This volume is a collection of 13 chapters, each devoted to a particular issue that is crucial to our understanding of the way learners acquire, learn, and use an L2 sound system. In addition, it spans both theory and application in L2 phonology. The book is divided into three parts, each with a section unified by broad thematic concerns.

Introducing Second Language Acquisition

This is the first book on the acquisition of English by two brothers in the first six years of their lives. Based on in-depth and multi-linguistic analyses of naturalistic data, it explores how the systems of both languages affect each other. This is the first book on the acquisition of Spanish that provides a state-of-the-art comprehensive overview of Spanish morphosyntactic development in monolingual and bilingual contexts.

An Introduction to Bilingualism

This book focuses on childhood bilingualism and second language learning in young children 0 to 6 years of age. Through the development of personal vignettes and short anecdotes, the author develops and demonstrates how an understanding of second language learning assists the practitioner and parent in unraveling the maze and enigma of the journey of second language learning itself. It is also intended to aid the reader in the understanding of how to best meet the educational needs of these children.

Child Bilingualism and Second Language Learning

This book offers an early childhood bilingualism and second language learning in young children 0 to 6 years of age. Through the development of personal vignettes and short anecdotes, the author develops and demonstrates how an understanding of second language learning assists the practitioner and parent in unraveling the maze and enigma of the journey of second language learning itself. It is also intended to aid the reader in the understanding of how to best meet the educational needs of these children.

Second Language Acquisition

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 an introduction to the current debate on language acquisition, covering the development and acquisition of two languages and related concepts of interlanguage, language competence, and fossilization. It also provides an overview of the research findings on the acquisition of languages and the implications for learning and teaching.

Bilingualism, Multiculturalism, and Second Language Learning

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 undergraduates or graduate students. The research is frequently updated and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), universal grammar, second language teaching, and second language learning. Many recent developments in the field are covered, including case studies of bilingual education, the theory of language transfer, and the role of the second language in language acquisition and bilingual language.

Bilingual Language Acquisition

This book offers an early childhood bilingualism and second language learning in young children 0 to 6 years of age. Through the development of personal vignettes and short anecdotes, the author develops and demonstrates how an understanding of second language learning assists the practitioner and parent in unraveling the maze and enigma of the journey of second language learning itself. It is also intended to aid the reader in the understanding of how to best meet the educational needs of these children.
**Dual Language Development & Disorders**

This book pioneers the study of bilingualism across the lifespan and in all its diverse forms. In framing the newest research within a lifespan perspective, the editors highlight the importance of considering an individual’s age in researching how bilingualism affects language acquisition and cognitive development. A key theme is that bilingualism may be due to a host of individual and sociocultural factors, and the degree to which bilingualism is valued within a particular context. Thus, this book is a call for language researchers, psychologists, and educators to pursue a better understanding of bilingualism in our increasingly global society.

**Speech Production and Second Language Acquisition**

Seminar paper from the year 2012 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1.3, Ernst Moritz Arndt University of Greifswald (In English). This paper is about aspects of bilingualism, namely defined bilingualism, bilingualism as a second language, and bilingualism as a mother tongue, all at different degrees. Due to the variety of factors that define dual language speakers and hearing bilingualism comes in many shapes and sizes' (Grosjean, 1998, In: Montrul: 17). That kind of definition summarizes and characterizes the broadness of the term bilingualism. It holds various definitions, and is therefore considered as a nominal term. In general, the degree of proficiency that must be achieved in at least two languages to define a speaker as bilingual, stays in a dialect and is not a clear definition of bilingualism. However, in the field of language acquisition, it is not only the definition that offers controversy among the linguists. For example, there is the debate that concerns the advantages and disadvantages of being a bilingual, emerging from the concern a child 'might be confused linguistically, cognitively, emotionally, and possibly even morally' (Muisal 2004: 21). These kind of statements lead to the general assumption that monolinguals are the ones, although today, bilinguals are in the majority (cf. Baker 2010: 68).On the one hand, early second language acquisition is seen as a danger for children, on the other hand, children are considered to be better in language learning. This paper with the title "The role of age in second language acquisition" will concentrate on the controversial opinions towards the influence of age in second language acquisition. It is based on the assumption that children are better in language learning, and it will discuss the influence of age in second language acquisition by comparing different longitudinal studies. More responsible for the importance of age in second language acquisition is the variability between children. In the end, it will examine the controversial positions concerning a critical period in second language acquisition, how to define the abilities of children in comparison to the language abilities of adults. The purpose is rather to review different positions, and to show the variety of factors that influence second language acquisition.

**Second Language Acquisition and Linguistic Variation**

"Updated with the latest research, this third edition of the bestselling textbook prepares SLA and educators to support young children who are dual language learners and make informed decisions about assessment and intervention when a disorder is present".

**Language Acquisition, Processing and Bilingualism**

Jim Cummins grew up speaking Irish and English, and has drawn on that experience to develop innovative practices and teaching bilingual children, mostly in Canada. British psychologists and educators apply his ideas to the educational assessment of children who alternate between two or more languages every day, and will eventually be proficient in all of them in order to communicate with people who are important in their lives. No index. Distributed in the US by Taylor and Francis. Annotation copyright by Book News, Inc., Portland, OR

**The Handbook of Bilingualism**

This extremely up-to-date book, Speech Production and Second Language Acquisition, is the first volume in the exciting new series, Cognitive Science and Second Language Acquisition. This new volume provides a thorough overview of the field and proposes a new integrative model of how L2 speech is produced. The study of speech production has been a fertile ground within cognitive psychology and is central to the aim of the aims of this new book, as is true of the series, is to make cognitive science theory accessible to second language acquisition. Speech Production and Second Language Acquisition examines research on second language and bilingual speech production can be grounded in in a positive model of language development and straightforward generalizations about the language and its role in spoken language performance. Like the rest of the series, Speech Production and Second Language Acquisition is tutorial in style, intended as a supplementary textbook for undergraduates and graduate students in programs of cognitive science, second language acquisition, applied linguistics, and language pedagogy.

**Language Processing in Bilingual Children**

This textbook offers an introductory overview of eight hotly-debated topics in second language acquisition research. It offers a glimpse of how SLA researchers have tried to answer common questions about second language acquisition research rather than being a comprehensive introduction to SLA research. Each chapter comprises an introduction and discussion of the issues involved and implications for future research, including empirical studies, and concludes with questions for further thought and discussion. This volume is designed to provide a forum for debate and discussion of the major areas of interest to SLA researchers, and will prove an invaluable resource for students, educators, and researchers alike.

**The Cambridge Handbook of Bilingualism**

The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible introduction to bilingualism and second language learning. It is an encyclopedic overview of an ever-changing world. This book is a compact and comprehensive guide to the crucial issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, code-switching, translanguaging, translingualism, bilingualism, multiliteracies, metalinguistic and morphological awareness, superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics. Multilingual language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments. New student SAM assessments and new research. New research on the role of English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America. Technology and language learning on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary. Recommended readings and online resources. Discussion questions and study activities.

**The Multilingual Turn**

Increasingly, children grow up hearing two languages from birth. This comprehensive textbook explains how children learn to understand and speak those languages. It brings together both established knowledge and the latest findings about different areas of bilingual language development. It also includes new analyses of previously studied topics. This textbook describes how children develop and use sounds, words, and sentences in two languages; how they come to distinguish these languages; and the large degree of variation between bilingual children. This variation in how children develop bilingually reflects the variation in their language learning environments and their recognition that child bilingualism is not monolingualism-times-two are the main ingredients ensuring that children grow up to be happy and expert speakers of two languages.

**Child Bilingualism and Second Language Learning**

This collection pays tribute to Professor Wallace E. Lambert and his contributions to the fields of language and linguistics. Each chapter, written by an internationally renowned theorist, traces the currents of theory and research within the topic area to the present day, provides a state-of-the-art review of the topic, and offers an outlook for future research directions. The book concludes with an overview from Professor Lambert that critically examines the impact of the ideas in each individual chapter. This volume is organized around the three areas where Professor Lambert’s unique contributions are most substantial and most useful for the teaching of second language learning: First, social and psychological factors that influence second language learning. Specifically, the papers presented discuss the topics of social, psychological, cognitive, and neuropsychological aspects of bilingualism and multilingualism, and how we can use second language learning as a means for studying the role of age in language acquisition and cognitive development. A key theme of the book is that children’s language development is shaped not only by the definition that offers controversies among the linguists. For example, there is the debate that concerns the advantages and disadvantages of being a bilingual, emerging from the concern a child ‘might be confused linguistically, cognitively, emotionally, and possibly even morally’ (Muisal 2004: 21). These kind of statements lead to the general assumption that monolinguals are the ones, although today, bilinguals are in the majority (cf. Baker 2010: 68). On the one hand, early second language acquisition is seen as a danger for children, on the other hand, children are considered to be better in language learning. This paper with the title "The role of age in second language acquisition" will concentrate on the controversial opinions towards the influence of age in second language acquisition. It is based on the assumption that children are better in language learning, and it will discuss the influence of age in second language acquisition by comparing different longitudinal studies. More responsible for the importance of age in second language acquisition is the variability between children. In the end, it will examine the controversial positions concerning a critical period in second language acquisition, how to define the abilities of children in comparison to the language abilities of adults. The purpose is rather to review different positions, and to show the variety of factors that influence second language acquisition.

**Bilingualism, Multiculturalism, and Second Language Learning**

The papers in this volume have been written by leading scholars in the field of bilingualism and deal with individual bilingualism, societal and educational phenomena, addressing issues such as bilingual usage, acquisition, teaching, and language planning and policy. The volume’s major asset lies in its diversity, not only in depth of investigation and in topical variety but also in the range of languages and geographical regions covered. Another important feature of the volume is its multilingual perspective. Among the contributors are linguists, sociologists, psychologists and sociolinguists.

**Understanding Second Language Acquisition**

A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.

**Dual Language Development and Disorders**

This important text provides a general overview of the methods and theories used in the broad domain of bilingualism. The unique interdisciplinary approach, which is reflected in the various topics covered, gives students a real picture of the field. Topics range from early childhood development to educational and social-cognitive challenges to the maturing bilingual brain. Important developing areas such as cognitive aging, creativity, the social and cultural context perspective, communication disorders and sentence processing are also covered within the volume. This text is aimed towards undergraduate courses and graduate courses in psycholinguistics, especially those with an emphasis on bilingualism and second language learning.
Language Interpretation and Communication

This book focuses exclusively on child bilinguals or children exposed to a second language in various learning contexts. Through the presentation of research on how children learn the sound systems or lexicon in two languages and via different routes, the book aims to paint a comprehensive picture of child bilingualism and second language learning. In addition, the book features contributions focused on theoretical overviews and methodological approaches. Researchers from diverse disciplines such as linguistics, psychology, and speech-language pathology contributed to the book that thus represents an effort to integrate multiple views and perspectives. The book is useful for researchers, clinicians, and educators who work with children acquiring or learning a second language in different settings. It should also be of interest to university students studying bilingualism and/or second language acquisition or parents raising bilingual children.

Lexical Processing and Second Language Acquisition

Lexical Processing and Second Language Acquisition provides a comprehensive overview of research on second language lexical processing, integrating converging research and perspectives from Cognitive Science and Second Language Acquisition. The book begins by introducing the dominant issues addressed by research in the field in cognitive science and discussing the relevant models in the literature. It later moves toward exploring the different factors that impact second language lexical processing as well as cognitive neuroscientific approaches to the study of the issues discussed throughout the book. A concluding chapter offers a global summary of the key issues and research strands, in addition to directions for future research, with a list of recommended readings providing students and researchers with avenues for further study.

Eye Tracking in Second Language Acquisition and Bilingualism

Language Interpretation and Communication: a NATO Symposium, was a multi-disciplinary meeting held from September 26 to October 1st 1977 at the Giorgio Cini Foundation on the Isle of San Giorgio Maggiore in Venice. The Symposium explored both applied and theoretical aspects of conference interpretation and of sign language interpretation. The Symposium was sponsored by the Scientific Affairs Division of the North Atlantic Treaty Organization, and we would like to express our thanks to Dr. B. A. Bayraktar of the Scientific Affairs Division and to the Members of the NATO Special Programme Panel on Human Factors for their support. We would also like to thank Dr. F. Benvenutti and his colleagues at the University of Venice for their generous provision of facilities and hospitality for the opening session of the Symposium. Our thanks are also due to Dr. Ernesto Talontino and his colleagues at the Giorgio Cini Foundation who provided such excellent conference facilities and thus helped ensure the success of the meeting. Finally, we would like to express our appreciation and thanks to Becky Graham and Carol Blair for their invaluable contributions to the organization of the Symposium, to Ida Stevenson who prepared these proceedings for publication, and to Donald I. MacLeod who assisted with the final preparation of the manuscript.

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