Language Transfer In Language Learning By Susan M Gass

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.

This major new textbook offers an accessible introduction to many of the most interesting areas in the study of multilingualism. It consists of twelve lectures, written by leading researchers, each dedicated to a particular topic of importance. Each lecture offers a state-of-the-art, authoritative review of a subdiscipline of the field. The volume sheds light on the ways in which the use and acquisition of languages are changing, providing new insights into the nature of contemporary multilingualism. It will be of interest both to undergraduate and postgraduate students working in linguistics-related disciplines and students in associated social sciences.

This new volume of work highlights the distinctiveness of child SLA through a collection of different types of empirical research specific to younger learners. Characteristics of children's cognitive, emotional, and social development distinguish their experiences from those of adult L2 learners, creating intriguing issues for SLA research, and also raising important practical questions regarding effective pedagogical techniques for learners of different ages. While child SLA is often typically thought of as simple (and often enjoyable and universally effortless), in other words, as "child's play", the complex portraits of young second language learners which emerge in the 16 papers collected in this book invite the reader to reconsider the reality for many younger learners. Chapters by internationally renowned authors together with reports by emerging researchers describe second and foreign language learning by children ranging from pre-schoolers to young adolescents, in home and school contexts, with caregivers, peers, and teachers as interlocutors.

A comprehensive, current review of the research and approaches to advanced proficiency in second language acquisition The Handbook of Advanced Proficiency in Second Language Acquisition offers an overview of the most recent and scientific-based research concerning higher proficiency in second language acquisition (SLA). With contributions from an international team of experts in the field, the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance. The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development. Comprehensive in scope, this book provides an overview of advanced proficiency grounded in socially-relevant domains of second language acquisition including discourse, reading, genre-based writing, and pragmatic competence. The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research. Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars, students and linguists, The Handbook of Advanced Proficiency in Second Language Acquisition is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language.

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.

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.

This landmark volume offers an introduction to 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 well-qualified professional teachers at the level of skill required. Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades. More resources and more varied materials are seriously needed in Arabic teacher education and training. The goal of this Handbook is to address that need. The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives. 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 guiding future academic research. Thirty-four chapters authored by leaders in the field are organized around nine themes: *Background of Arabic Language

Teaching; *Contexts of Arabic Language Teaching; *Communicative Competence in Arabic; *The Learners; *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 create dialogue among scholars and professionals in the field and in related fields--dialogue that will contribute to creating new models for curriculum 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.

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.

A cogent, freshly written synthesis of new and classic work on crosslinguistic influence, or language transfer, this book is an authoritative account of transfer in second-language learning and its consequences for language and thought. It covers transfer in both production and comprehension, and discusses the distinction between semantic and conceptual transfer, lateral transfer, and reverse transfer. The book is ideal as a text for upper-level undergraduate and graduate courses in bilingualism, second language acquisition, psycholinguistics, and cognitive psychology, and will also be of interest to researchers in these areas.

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 Universal Grammar. The introduction presents a continuum of thought starting from the late 70s, a time in which major rethinking 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 and allows the reader to place these issues in the context of future research. For the present book, the 1983 edition has been thoroughly revised, and some papers have been replaced and added.

Language Transfer in Language LearningJohn Benjamins Publishing

This book explains the detectionbased approach to investigating crosslinguistic influence and illustrates the value of the approach through a collection of five empirical studies that use the approach to quantify, evaluate, and isolate the subtle and complex influences of learners' nativelanguage backgrounds on their English writing.

The official book on the Rust programming language, written by the Rust development team at the Mozilla Foundation, fully updated for Rust 2018. The Rust Programming Language is the official book on Rust: an open source systems programming language that helps you write faster, more reliable software. Rust offers control over low-level details (such as memory usage) in combination with high-level ergonomics, eliminating the hassle traditionally associated with low-level languages. The authors of The Rust Programming Language, members of the Rust Core Team, share their knowledge and experience to show you how to take full advantage of Rust's features--from installation to creating robust and scalable programs. You'll begin with basics like creating functions, choosing data types, and binding variables and then move on to more advanced concepts, such as: • Ownership and borrowing, lifetimes, and traits • Using Rust's memory safety guarantees to build fast, safe programs • Testing, error handling, and effective refactoring • Generics, smart pointers, multithreading, trait objects, and advanced pattern matching • Using Cargo, Rust's built-in package manager, to build, test, and document your code and manage dependencies • How best to use Rust's advanced compiler with compiler-led programming techniques You'll find plenty of code examples throughout the book, as well as three chapters dedicated to building complete projects to test your learning: a number guessing game, a Rust implementation of a command line tool, and a multithreaded server. New to this edition: An extended section on Rust macros, an expanded chapter on modules, and appendixes on Rust development tools and editions.

This book represents concurrent attempts of multiple researchers to address the issue of cross-linguistic transfer in literacy. It includes broad spectrum of languages and reflects a new generation of conceptualizations of cross-linguistic transfer, offering a different level of complexity by studying children who are trilingual and even learning a fourth language. The collection of papers in this volume tried to capture the dynamic developmental changes in cross-linguistic transfer that include such factors as age of acquisition, typological proximity of L1 and L2 (and L3, L4), intensity of exposure to language and reading in ambient and newly acquired language(s), quality of input and home literacy. More stringent methodological considerations allowed to isolate specific constructs that suggest either primary levels of children's metalinguistic abilities (phonological awareness that can be applied cross-linguistically) or a more language-specific constructs (morphological awareness) that relies on various factors, including typological proximity, language proficiency and task demands. Originally published in Written Language & Literacy, Vol. 17:1 2014.

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.

The chapters in this volume represent an approach to the notion of language transfer which reflects the paradigm shift originating from cognitive science. The perception and expression of ideas and events in one language in terms of another language is considered only a special case of one of the fundamental processes in human problem solving-reasoning by analogy. Transfer in language production is seen as a basic metaphorical concept denoting language interaction that must be discussed in connection with other metaphorical concepts denoting language interaction as well. If this is true, the assessment of language transfer in light of the production paradigm has hardly begun. It will continue to be a topic of far-reaching consequences for a theory of language processing and language acquisition.

This book brings together many insights about the influences of one language upon another in language learning. Its accessible discussions explore key concerns such as predictions of difficulty, the role of translation processes, the relation between comprehension and production, and implications for classroom practice.

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.

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 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 (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 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 volume, dedicated to language transfer, starts out with state-of-the-art psycholinguistic approaches to language transfer involving studies on psycho-typological transfer, lexical interference and foreign accent. The next chapter on Transfer in Language Learning, Contact, and Change presents new empirical data from several languages (English, German, Russian, French, Italian) on various transfer phenomena ranging from second language acquisition and contact-induced change in word order to cross-linguistic influences in word formation and the lexicon. Transfer in Applied Linguistics scrutinizes, on the one hand, the external sources of language transfer by investigating bilingual resources and the school context, but also by pointing out the differences in academic language in multilingual adolescents. On the other hand, internal sources of language transfer in multilingual classrooms are illuminated. A final chapter directs its focus on methodological issues that arise when more than one language is studied systematically and it offers a solution on causal effects for the investigation of heritage language proficiencies. The chapter also includes studies that exploit more innovative methodologies on L1 identification and clitic acquisition.

Sociolinguistics and Second Language Acquisition is a comprehensive textbook that bridges the gap between the fields of sociolinguistics and second language acquisition, exploring the variety of ways in which social context influences the acquisition of a second language. It reviews basic principles of sociolinguistics, provides a unified account of the multiple theoretical approaches to social factors in second languages, summarizes the growing body of empirical research, including examples of findings from a wide range of second languages, and discusses the application of sociolinguistics to the second language classroom. Written for an audience that extends beyond specialists in the field, complete with summary tables, additional readings, discussion questions, and application activities throughout, this volume will serve as the ideal textbook for advanced undergraduate or graduate students of second language acquisition and instruction, and will also be of interest to researchers in the fields of second language acquisition, second language instruction and sociolinguistics.

This book presents a detailed account of a self-study in which the author considers why a developmental perspective matters in language learning within an intercultural orientation, and how teachers of languages might understand and attend to this notion in their work. The discussion is based on the author's experience as a teacher-researcher and traces aspects of teachers' work from planning, teaching and mediating, to assessing and judging evidence of student learning and development over time. This book is grounded in a praxis view of language teaching and learning and will be of interest to other language teachers, pre-service teachers, teacher trainers and applied linguists.

A review of the literature on learning strategies, describing and classifying learning strategies in second language learning.

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.

Despite the status of Arabic as a global language and the high demand to learn it, the field of Arabic second language acquisition remains underinvestigated. Second language acquisition findings are crucial for informing and advancing the field of Arabic foreign language pedagogy including Arabic language teaching, testing, and syllabus design. Arabic Second Language Learning and Effects of Input, Transfer, and Typology provides data-driven empirical findings for a number of basic and high-frequency morphosyntactic structures with two novel typological language pairings, examining Arabic second language acquisition data from adult L1 Chinese- and Russian-speaking learners of Arabic as a foreign language. Alhawary's study examines the

different processes, hypotheses, and acquisition tendencies from the two learner groups, and documents the extent of the successes and challenges faced by such learners in their L2 Arabic grammatical development during the first three years of learning the language. In addition, the book offers both theoretical and practical implications related to input exposure, L1 and L2 transfer, and typological and structural proximity effects. This book serves as a valuable resource for both second language acquisition experts and foreign language teaching practitioners. Suzanne Flynn and Wayne O'Neil Massachusetts Institute of Technology I. INTRODUCTION The theory of Universal Grammar (UG) as explicated e. g. in Chomsky, 1986, has led to explosive developments in the study of natural language as well as to significant advances in the study of first language (L I) acquisition. Most recently. the theory of UG has led to important theore tical and empirical advances in the field of adult second language (L2) acquisition as well. The principle impetus for this development can be traced to the work in linguistics which shifted the study "from behavior or the products of behavior to states of the mind/brain that enter into behavior" (Chomksy. 1986:3). Grammars within this framework are conceived of as theoretical accounts of "the state of the mind/brain of the person who knows a particular language" (Chomsky. 1986:3). Research within fields of language acquisition seeks to isolate and specify the properties of the underlying competence necessary for language learning. Full development of a theory of UG demands study and understanding of the nature of both the formal properties of language and of the language acquisition process itself. However. while there is a tradition of debate and dialogue established between theoretical linguistics and Ll acquisition research. relatively few connections have been made between linguistic theory and L2 acquisition research.

A surprisingly simple way for students to master any subject--based on one of the world's most popular online courses and the bestselling book A Mind for Numbers A Mind for Numbers and its wildly popular online companion course "Learning How to Learn" have empowered more than two million learners of all ages from around the world to master subjects that they once struggled with. Fans often wish they'd discovered these learning strategies earlier and ask how they can help their kids master these skills as well. Now in this new book for kids and teens, the authors reveal how to make the most of time spent studying. We all have the tools to learn what might not seem to come naturally to us at first--the secret is to understand how the brain works so we can unlock its power. This book explains: • Why sometimes letting your mind wander is an important part of the learning process • How to avoid "rut think" in order to think outside the box • Why having a poor memory can be a good thing • The value of metaphors in developing understanding • A simple, yet powerful, way to stop procrastinating Filled with illustrations, application questions, and exercises, this book makes learning easy and fun.

What can we teach kids today that will have utility ten or fifteen years from now? Angela Kohnen and Wendy Saul propose an approach to information literacy that goes beyond the teaching of discreet, easily outdated skills. Instead they use activity to help students build identities as curious individuals empowered to ask their own questions and able to navigate their information-filled world in pursuit of credible answers. A generalist is curious, open-minded, skeptical, and persistent in their quest for information. Thinking Like a Generalist demonstrates what it means to take a generalist stance in instruction and provides a set of teaching tools to be able to pass those skills to students--skills that will transfer beyond the walls of the classroom. Inside you'll find the following: a thorough introduction to what it means to be a "generalist", and how to develop the practices and tools that help generalists navigate the world we live in a focus on the teacher becoming a generalist and tips for modeling those practices in the classroom detailed instructions on how to write a unit of study that emphasizes generalist literacy skills and includes an overview and examples of five different units how to use the authors' read-aloud-think-aloud strategy to orient students to generalist tools and practices The ideas, strategies, and examples in Thinking Like a Generalist will give you the tools to think like a generalist and then pass that knowledge on to your students, guiding them to become inquisitive, lifelong learners and preparing them for a future that we can't yet imagine.

This book deals with the phenomenon 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 the 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 belonging to the learner's repertoire. Diverse linguistic phenomena and language combinations are viewed from a perspective where all previously acquired languages have a potential role to play in the process of learning a new language. In the six empirical studies, contexts of language learning in school or at university level constitute the main outlet for data collection. These studies involve several language backgrounds and language combinations and focus on various linguistic features. The specific target languages in the empirical studies are English, French and Italian. The volume also includes two theoretical chapters. The first one conceptualizes and describes the different types of multilingual language learning investigated in the volume: i) third or additional language learning by learners who are bilinguals from an early age, and ii) third or additional language learning by people who have previous experience of one or more non-native languages learned after the critical period. In particular, issues related to the roles played by age and proficiency in multilingual acquisition are discussed. The other theoretical chapter conceptualizes the grammatical category of aspect, reviewing previous studies on second and third language acquisition of aspect. Different models for L3 learning and their relevance and implications for representations of aspect and for potential differences in the processing of second and third language acquisition are also examined in this chapter. As a whole, the book presents current research into third or additional language learning by young learners or adults, considering some of the most important factors for the complex process of multilingual language learning: the age of onset of the additional language and that of previously acquired languages, social and affective factors, instruction, language proficiency and literacy, the typology of the background languages and the role they play in shaping syntax, lexicon, and other components of a L3. The idea for this book emanates from the symposium Multilingualism, language proficiency and age, organized by Camilla Bardel and Laura Sánchez at Stockholm University, Department of Language Education, in December 2016. This timely reference guide is specifically directed toward the needs of second language researchers, who can expect to gain a clearer understanding of which techniques may be most appropriate and fruitful in given research domains. Data Elicitation for Second and Foreign Language Research is a perfect companion to the same author team's bestselling Second Language Research: Methodology and Design. It is an indispensable text for graduate or advanced-level undergraduate students who are beginning research projects in the fields of applied

linguistics, second language acquisition, and TESOL as well as a comprehensive reference for more seasoned researchers.

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 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 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.

Seminar paper from the year 2008 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,8, University of Mannheim, language: English, abstract: This study deals with the issue of language transfer. Thus, we compared the performance of English by two different groups. 20 students participated in the study, 10 live in Germany and 10 in Turkey. All 20 are L1 speakers of Turkish. The students from Turkey are L2 speakers of English. The other 10 students are L2 speakers of German with English as their L3. The participants translated sentences from Turkish into English. We examined whether the participants from Germany outperformed students from Turkey. If language transfer took place students from Germany should indeed perform better. Our assumption is based on their knowledge of German, which is similar to English in some aspects. Performance relating to word order, auxiliaries and negations were appraised. However, the results show that our assumption cannot be affirmed. Students from Turkey were as good as or even better than the students from Germany in all three categories. Nevertheless, we made observations supporting the idea of language transfer. For instance, students from Germany were definitely better in formulating relative clauses, which do not occur in Turkish. In summary, there are no conclusive results to confirm the existence of language transfer.

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.

In Second Language Acquisition of Mandarin Chinese Tones, Hang Zhang offers a series of cross-linguistic studies to argue that there are factors influencing tone acquisition that extend beyond simple transfer of structures from learners' native languages.

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?

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 proficiency 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.

Now in a fourth edition, this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition (SLA). Its chapters have been fully updated, and reorganized where appropriate, to provide a comprehensive yet accessible overview of the field and its related disciplines. To reflect current developments, new sections on using learner corpora, semantics and morphosyntax (within formal approaches to SLA), sociocultural approaches, gesture, priming research, and chaos theory have been added. Students will also find expanded discussions of heritage language learning, bilingualism, pragmatics, and much more. The redesigned fourth edition of Second Language Acquisition retains the features that students found useful in the current edition but also provides new pedagogical tools that encourage students to reflect upon the experiences of second language learners. As with previous editions, discussion questions and problems at the end of each chapter help students apply their knowledge, and a glossary defines and reinforces must-know terminology. This clearly-written, comprehensive, and current textbook, by expert Sue Gass, is the ideal textbook for the introductory SLA course in second language studies, applied linguistics, linguistics, TESOL, and language education programs.

This volume, as a sequel to Fossilization in Adult Second Language Acquisition by Han (2004), brings together a collection of most recent theoretical and empirical studies on fossilization, a classic problem of second language acquisition. It covers a wide range of perspectives and issues. The analyses discussed herein address key concerns of many second language researchers and teachers with regard to just how far anyone can go in learning a new language.

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