



Analysing Learner Language

Rod Ellis
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OXFORD

Analysing Learner Language Ellis

Andrew Cohen, Ernesto Macaro



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Analysing Learner Language Rod Ellis, Gary Barkhuizen, 2005-04-14 Readership Graduate students teachers researchers in Applied Linguistics Introducing Second Language Acquisition Muriel Saville-Troike, 2005-11-17 Written for students encountering the topic for the first time this is a clear and practical introduction to second language acquisition SLA It explains in non technical language how a second language is acquired what the second language learner needs to know and why some learners are more successful than others The textbook introduces in a step by step fashion a range of fundamental concepts such as SLA in adults and children in formal and informal learning contexts and in diverse socio cultural settings and takes an interdisciplinary approach encouraging students to consider SLA from linguistic psychological and social perspectives Each chapter contains a list of key terms a summary and a range of graded exercises suitable for self testing or class discussion Providing a solid foundation in SLA this book is set to become the leading introduction to the field for students of linguistics psychology and education and trainee language teachers **Language Teaching Research and Language Pedagogy** Rod Ellis, 2012-01-17 This book examines current research centered on the second language classroom and the implications of this research for both the teaching and learning of foreign languages It offers illuminating insights into the important relationship between research and teaching and the inherent complexities of the teaching and learning of foreign languages in classroom settings Offers an accessible overview of a range of research on instruction and learning in the L2 classroom Bridges the relationship between research teachers and learners Helps evolve the practice of dedicated current language teachers with research findings that suggest best practices for language teaching Conversational Interaction in Second Language Acquisition Alison Mackey, 2013-12-02 This edited collection of empirical studies examines the link between interaction and second language learning The studies provide readers with insights into a wide variety of issues at the centre of current research into the relationship between conversational interaction and second language learning outcomes Peer Interaction in the Foreign Language Classroom Elisabet Pladevall-Ballester, 2025-12-17 Expands empirical research on peer collaboration and the potential benefits it may bring to learners This book highlights the role of peer interaction in the foreign language classroom and offers a broad and nuanced exploration of the different factors and contexts that mediate its effect on target language use and development The chapters focus on different age and proficiency groups young learners adolescents adults different instruction and task characteristics face to face and computer mediated instruction pre task instruction proficiency pairing and a variety of outcomes fluency accuracy language related episodes grammatical knowledge foreign language anxiety and affect collaborative patterns and perceptions Together they highlight the importance of interaction and collaboration among peers in the foreign language classroom to foster learners communicative abilities and to maximise language development and affect The Routledge Handbook of Educational Linguistics Martha Bigelow, Johanna Ennser-Kananen, 2014-08-13 The Routledge Handbook of Educational Linguistics

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

Intelligibility, Tones and Young Beginner Learners of Mandarin Chinese Robert Neal, 2025-03-12 Two decades ago Mandarin Chinese seemed set to become a mainstream school subject in Anglophone settings Yet current learning outcomes are generally disappointing Is Chinese too difficult for learners at this level Should it be left to the posh kids with pushy parents Set within the context of teaching and learning Chinese at an inner city secondary school in the North of England and adopting a case study research design this book aims to develop research informed insights into the nature of the pronunciation challenges facing beginner learners of Chinese While existing research has shown that producing native like tones is difficult for Anglophone learners the question of how important tones are for intelligibility has been largely ignored Do heavily accented tones actually matter Which specific areas of the learners speech signal mislead their listeners How aware are learners of their own pronunciation errors Teachers of Chinese may not be able to solve entrenched geopolitical tensions but we can lay the foundations for a stronger engagement with China through excellent teaching However before authoritative pedagogical interventions can be made far more understanding is required of not only how adolescent beginners learn Chinese in school settings but also what can be realistically expected of them

Beyond Age Effects in Instructional L2 Learning Simone E. Pfenninger, David Singleton, 2017-04-21 This book constitutes a holistic study of how and why late starters surpass early starters in comparable instructional settings Combining advanced quantitative methods with individual level qualitative data it examines the role of age of onset in the context of the Swiss multilingual educational system and focuses on performance at the beginning and end of secondary school thereby offering a long term view of the teenage experience of foreign language learning The study scrutinised factors that seem to prevent young starters from profiting from their extended learning period and investigated the mechanisms that enable late beginners to catch up with early beginners relatively quickly Taking account of contextual factors individual socio affective factors and instructional factors within a single longitudinal study the book makes a convincing case that age of onset is not only of minimal relevance for many aspects of instructed language acquisition but that in this context for a

number of reasons a later onset can be beneficial Error Analysis in New Language Acquisition Andrea Letzel, 2016-11-17
 Studienarbeit aus dem Jahr 2010 im Fachbereich Anglistik Linguistik Note 1,3 Johannes Gutenberg Universität Mainz
 Sprache Deutsch Abstract Error Analysis used in second language analysis studies the errors learners make in speech and writing. It also studies the different types of errors and why they were made. In this term paper two different types of learners will be considered who perform spontaneously with the help of a picture story. There will be a special focus on the differences and similarities of their errors. There are various possibilities how samples of learner language can be influenced. Firstly the learner and his proficiency level have to be described and it is important if he speaks or learns other languages irrespective of the MT and the target language that is considered in the analysis. The way of instruction plays also an important role because instructed language learning provides a different error background as if the learner tries to learn the language naturalistically. The second part that has to be described is the language itself. The medium can either be oral or written. Generally the oral production consists of a more colloquial English for the simple reason that the learner has not as much time to think about formulation than in written speech. Therefore the Genre and the content of the language production is Error Evaluation and Error correction are additional parts that have not to be included in every Error Analysis. According to the dictionary of Linguistics the error analysis is subdivided and classified in modality levels of linguistic description, form type and cause *Language Learner Strategies: 30 Years of Research and Practice* Andrew Cohen, Ernesto Macaro, 2007-11-29
 Provides a unique and timely re-examination of key issues such as strategies in context, strategy instruction and strategy research methods by numerous experts in the field. Offers an invaluable overview of what is known from empirical research about listening, reading, speaking, writing, vocabulary and grammar strategies. Proposes a clear and focused research agenda for the next decades **The Study of Second Language Acquisition** Rod Ellis, 1994 This thorough introduction to second language research provides a comprehensive review of the research into learner language, internal and external factors in language acquisition, individual differences and classroom second language learning **Language Learning and Teaching as Social Interaction** Z. Hua, 2007-07-31 This book presents the latest research by leading scholars on language learning from a socio-interactional and socio-cultural perspective *Moderna språk*, 2004 **English as a Lingua Franca: Attitude and Identity** Jennifer Jenkins, 2007-07-26 Based on research conducted among teachers, this text examines the role of standard language ideology in ELF attitude formation, critiques current SLA theories and ELT practices, highlights links between ELF attitudes and ELF identities and includes proposals for making ELT pedagogy and testing more relevant **Investigating Tasks in Formal Language Learning** María del Pilar García Mayo, 2007 This book contributes to the growth of interest in task-based language learning and teaching that has been seen in recent years. It brings together research that focuses on various aspects and effects of pedagogic task design and presents work that uses tasks to examine oral interaction, written production, vocabulary and reading, lexical innovation and pragmatics in different formal language

learning contexts and in different languages English as a second foreign language French German Italian Spanish as foreign languages It also provides guidelines for task classification sequencing and design The book is addressed to both professionals and students interested in second language acquisition research It will also be of use to professionals involved in language pedagogy and curriculum design Sociocultural Theory and the Genesis of Second Language Development James Lantolf, Steven L. Thorne, 2006-03-02 Integrates theory research and practice on the learning of second and foreign languages as informed by sociocultural and activity theory It familiarizes students teachers and other researchers who do not work within the theory with its principal claims and constructs in particular as they relate to second language research The book also describes and illustrates the use of activity theory to support practical and conceptual innovations in second language education *The Struggle to Teach English as an International Language* Adrian Holliday, 2005-08-25 The professional lives of TESOL teachers and researchers are enriched and problematized by the cultural and political interfaces This book is about their worlds and conflicts It covers balance of power in classroom and curriculum settings the relationship between language culture and discourse and the change in the ownership of English Translation in Language Teaching Guy Cook, 2010-03-18 Oxford Applied Linguistics features books providing thorough yet accessible coverage of controversial topics related to language use including learning teaching research and policy All titles are based on extensive research and include comprehensive bibliographies The authors are noted authorities in their fields **Form-class and Task-type Effects in Learner English** Marie Källkvist, 1999 **Research Methods in Applied Linguistics** Zoltan Dörnyei, 2007-07-19 This is a comprehensive overview of research methodology in applied linguistics which describes the various stages of qualitative and quantitative investigations from collecting the data to reporting the results

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