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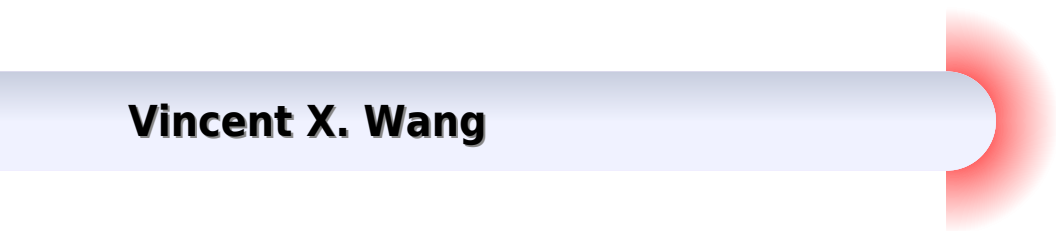
Studying Speaking to Inform Second Language Learning



Edited by
Diana Biber and Andrew D. Cohen

Studying Speaking To Inform Second Language Learning

Vincent X. Wang



Studying Speaking To Inform Second Language Learning:

Studying Speaking to Inform Second Language Learning Diana Boxer, Andrew D. Cohen, 2004-01-01 In a series of studies specially written for this volume *Studying Speaking to Inform Second Language Learning* offers the applied linguist research on spoken interaction in second and foreign languages and provides insights as to how findings from each of these studies may inform language pedagogy The volume offers an interweaving of discourse perspectives speech acts speech events interactional analysis pragmatics and conversational analysis *Input for Instructed L2 Learners* Anna

Nizegorodcew, 2007-01-10 This book makes Relevance Theory RT relevant for L2 teachers and L2 teacher educators in particular those working in foreign language teaching contexts L2 classroom discourse data collected in seven research projects in the years 1984 2004 are reinterpreted in this book in the light of Relevance Theory a theory of interpretation of the incoming messages In this perspective the teachers input for instructed L2 learners facilitates shifts in the learners attention from meaning to form and vice versa Such shifts of attention according to Relevance Theory change the level of expected optimal relevance of classroom communication either focusing the students on form oriented communication accuracy on meaning oriented communication fluency or on meaning and form oriented communication fluency combined with accuracy The latter is considered optimal for L2 learning acquisition Apart from the main focus on the relevance theoretic interpretation of the teachers input the book presents an overview of other theoretical approaches to the question of input for instructed L2 learners the SLA approach the communicative L2 teaching perspective and the L2 classroom discourse approach **Second Language Writing Systems** Vivian Cook, Benedetta Bassetti, 2005-01-01 Second Language

Writing Systems looks at how people learn and use a second language writing system arguing that they are affected by characteristics of the first and second writing systems to a certain extent independently of the languages involved This book for the first time presents the effects of writing systems on second language reading and writing and on second language awareness and provides a new platform for discussing bilingualism biliteracy and writing systems *Motivation, Language*

Attitudes and Globalisation Zoltán Dörnyei, Kata Csizér, Na3ra Na(c)Meth, 2006-01-01 This volume presents the results of the largest ever language attitude motivation survey involving over 13 000 teenage language learners in Hungary on three successive occasions in 1993 1999 and 2004 The results are not confined to the European environment but have wider implications concerning attitude change motivational dynamics and language globalisation **Speech Act Performance**

Alicia Martínez Flor, Esther Usó Juan, 2010 Speech acts are an important and integral part of day to day life in all languages In language acquisition the need to teach speech acts in a target language has been demonstrated in studies conducted in the field of interlanguage pragmatics which indicate that the performance of speech acts may differ considerably from culture to culture thus creating communication difficulties in cross cultural encounters Considering these concerns the aim of this volume is two fold to deal with those theoretical approaches that inform the process of learning speech acts in

particular contextual and cultural settings and secondly to present a variety of methodological proposals grounded on research based ideas for the teaching of the major speech acts in second foreign language classrooms This volume is a valuable theoretical and practical resource not only for researchers teachers and students interested in speech act learning teaching but also for textbook writers wishing to have an informed opinion on the pedagogical implications derived from research on speech act performance

Mediating Discourse Online Sally Sieloff Magnan, 2008 Information and communication technology is transforming our notion of literacy In the study of second language learning there is an acute need to understand how learners collaborate in mediating discourse online This edited volume offers essays and research studies that lead us to question the borders between speech and writing to redefine narrative to speculate on the consequences of many to many communication and to ponder the ethics of researching online interaction Using diverse technologies bulletin boards course management systems chats instant messaging online gaming and situated in different cultural environments the studies explore intercultural notions of identity voice and collaboration Although the studies come from varying theoretical perspectives they point as a whole to insights to be gained from an ecological approach to studying how people make discourse online The volume will especially benefit researchers in the digital arena and instructors who must consider how online interaction affects language learning and use

Third Language Learners Maria Pilar Safont Jorda, 2005-04-06 The book focuses on one aspect of foreign language acquisition that has not received much attention that of the effect of bilingualism in the oral production of the English language learners Two research areas have tackled this issue separately On the one hand third language acquisition researchers have analysed bilingualism effects in the acquisition of a third language On the other hand studies in interlanguage pragmatics have taken into account variables affecting the use of request acts by second language learners of English The two research areas are connected in this volume as it deals with bilingualism effects in the pragmatic production and awareness of third language learners of English The first part of the book includes a theoretical description of research conducted in the areas of third language acquisition and interlanguage pragmatics and the second part presents a detailed description of the empirical study carried out in a multilingual speech community

Language Acquisition David Singleton, Lisa Ryan, 2004-09-06 This book examines the evidence relative to the idea that there is an age factor in first and second language acquisition evidence that has sources ranging from studies of feral children to evaluations of language programmes in primary schools It goes on to explore the various explanations that have been advanced to account for such evidence Finally it looks at the educational ramifications of the age question with particular regard to formal second language teaching in the early school years and in third age contexts

Making Requests by Chinese EFL Learners Vincent X. Wang, 2011 Requests a speech act people frequently use to perform everyday social interactions have attracted particular attention in Politeness theories pragmatics and second language acquisition This book looks at request behaviours in a significant EFL population Chinese speaking learners of English It will draw on

recent literature such as politeness theories and cognitive models for interlanguage pragmatics development as well as placing special emphasis on situational context and formulaic language to provide a more fine grained investigation A range of request scenarios has been specifically designed for this project from common service encounters to highly face threatening situations such as borrowing money and asking a favour of police officer Our findings on Chinese style pragmatic behaviours and patterns of pragmatic development will be of value to cross cultural pragmatics researchers TESOL professionals and university students with an interest in this area of study

The Palgrave Handbook of Linguistic (Im)politeness Jonathan Culpeper, Michael Haugh, Dániel Z. Kádár, 2017-05-11 This handbook comprehensively examines social interaction by providing a critical overview of the field of linguistic politeness and impoliteness Authored by over forty leading scholars it offers a diverse and multidisciplinary approach to a vast array of themes that are vital to the study of interpersonal communication The chapters explore the use of im politeness in specific contexts as well as wider developments and variations across cultures and contexts in understandings of key concepts such as power emotion identity and ideology Within each chapter the authors select a topic and offer a critical commentary on the key linguistic concepts associated with it supporting their assertions with case studies that enable the reader to consider the practicalities of im politeness studies This volume will be of interest to students and scholars of linguistics particularly those concerned with pragmatics sociolinguistics and interpersonal communication Its multidisciplinary nature means that it is also relevant to researchers across the social sciences and humanities particularly those working in sociology psychology and history

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