

EUROPEAN STUDIES ON  
*Multilingualism*

# TALKING ABOUT PEOPLE

A multiple case study on adult language acquisition

Peter Broeder



# Talking About People A Multiple Case Study On Adult Language Acquisition

**Ludo Verhoeven, Sven Strömqvist**



## **Talking About People A Multiple Case Study On Adult Language Acquisition:**

**Talking About People** Peter Broeder, 2013-12-19 First Published in 1991 This work is a follow up on the European Science Foundation Project ESF entitled the Ecology of Adult Language Acquisition The subject of this study is the process of untutored language acquisition in adults and the focus is on Turkish and Moroccan immigrants during the first three years of their stay in the Netherlands

**Adult Language Acquisition: Volume 2, The Results** European Science Foundation, 1993-08-19 These two volumes present the methodology and results of an international research project on second language acquisition by adult immigrants This project went beyond other studies in at least three respects in the number of languages studied simultaneously in the organisation of co ordinated longitudinal studies in different linguistic environments and in the type and range of linguistic phenomena investigated It placed the study of second languages and inter ethnic discourse on a firm empirical footing Volume 1 explains and evaluates the research design adopted for the project Volume 2 summarises the cross linguistic results under two main headings native non native speaker interaction and language production Together they present the reader with a complete research procedure and in doing so make explicit the links between research questions methodology and results

**Adult Language Acquisition: Volume 1, Field Methods** Clive Perdue, 1993-07-30 These two volumes present the methodology and results of an international research project on second language acquisition by adult immigrants This project went beyond other studies in at least three respects in the number of languages studied simultaneously in the organisation of co ordinated longitudinal studies in different linguistic environments and in the type and range of linguistic phenomena investigated It placed the study of second languages and inter ethnic discourse on a firm empirical footing Volume 1 explains and evaluates the research design adopted for the project Volume 2 summarises the cross linguistic results under two main headings native non native speaker interaction and language production Together they present the reader with a complete research procedure and in doing so make explicit the links between research questions methodology and results

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**The Lexicon Syntax Interface in Second Language Acquisition** Roeland van Hout, Aafke Hulk, Folkert Kuiken, Richard J. Towell, 2003-08-14 Second language acquisition has to integrate the totality of the SLA process which includes both the learning of the core syntax of a language and the learning of the lexical items that have to be incorporated into that syntax But these two domains involve different kinds of learning Syntax is learnt through a process of implementing a particular set of universal structures whereas the learning of lexis is characterised by the building up of associations or connections Yet these two systems must come together in the creation of a whole linguistic system in the mind of an individual This book is designed to state the

implications of these two paradigms in as clear a way as possible through examples of the research carried out within each paradigm and to examine how they can be made to inter relate in a way which would enable us to explain better the overall process of SLA

*The Longitudinal Study of Advanced L2 Capacities* Lourdes Ortega, Heidi Byrnes, 2009-05-07 This volume explores for the first time contemporary thinking about the theoretical and empirical link between longitudinal study and advanced language capacities

Investigating Second Language Acquisition Peter Jordens, Josine Lalleman, 2010-12-14 The book concerns theoretical interdisciplinary and methodological issues in L2 acquisition research It gives an accurate and up to date overview of high quality work currently in progress in research methodology processing principles and parameters theory phonology the bilingual lexicon input and instruction The volume will have the purpose of a handbook for teachers students and researchers in the area of second language acquisition The aim is to provide the reader with an acquisition perspective on processes of second and foreign language learning

*Age, Accent, and Experience in Second Language Acquisition* Alene Moyer, 2004-01-01 This work critically addresses the age debate in second language acquisition studies presenting an in depth study of factors that predict foreign accent Quantitative and qualitative analyses confirm that cognitive social and psychological factors contribute to attainment and that biological influences must therefore be considered alongside these essential aspects of learner experience

*Bilingualism and Migration* Guus Extra, Ludo Verhoeven, 2011-06-24 No detailed description available for Bilingualism and Migration

Negotiated Interaction in Target Language Classroom Discourse Jamila Boulima, 1999-06-15 This book addresses some of the most fundamental questions that can be asked about target language TL acquisition in the classroom context namely 1 What is negotiated interaction 2 What are the main discourse functions of negotiated interaction 3 How frequent is negotiated interaction in TL classrooms and does this frequency vary by proficiency level 4 To what extent does the initiation of negotiation overlap with the negotiation of power in such a setting of unequal power discourse as the TL classroom The negotiation process allows TL learners to obtain comprehensible input to receive negative input and to produce comprehensible output Since these are key variables in the acquisition process by researching the negotiation work occurring in TL classroom discourse the book fully contributes to the understanding of the process of interlanguage development in TL classrooms and thereby has major implications for TL teaching and teacher training The book also contributes to further the understanding of negotiated interaction from a sociolinguistic standpoint the asymmetrical nature of negotiation work in TL classrooms reflects the role and power relationships the social organization as well as the tacit interactional and cultural rules that seem to be at work in the TL classroom context

**Connectionism and Second Language Acquisition** Yasuhiro Shirai, 2018-08-06 The latest title in the Cognitive Science and Second Language Acquisition Series presents a comprehensive review of connectionist research in second language acquisition SLA Second language researchers and the cognitive science community will find accessible discussions of the relevance of connectionist research to SLA This important volume is key reading for any student or

researcher interested in how second language acquisition can be better understood from a connectionist perspective

**Achieving Understanding** Katharina Bremer, Celia Roberts, Marie-Therese Vasseur, Margaret Simnot, Peter Broeder, 2014-01-14 This is a detailed study of understanding in a second language related to the actual lives of minority workers. The focus is on everyday interactions between these workers and the bureaucrats of the society in which they are now resident. It provides an important contribution to the debate about the function of language as a social practice, adding a new perspective to the psycholinguistic and experimental paradigms currently existing in second language acquisition research.

**Narrative Development in a Multilingual Context** Ludo Verhoeven, Sven Strömqvist, 2001-12-31 In this volume the results of a number of empirical studies of the development of narrative construction within a multilingual context are presented and discussed. It is explored what operating principles underlie the process of narrative production in L1 and L2. Developmental relations between form and function will be studied across a broad range of functional categories such as temporality, perspective, connectivity and narrative coherence. Moreover, a variety of language contact situations is considered with broad variation in the typological distances between the languages in order to enable cross-linguistic comparison. The analysis of learner data in various cross-linguistic settings may thus offer new information on the role of the structural properties of unrelated languages on the process of narrative acquisition. In the present volume an attempt is also made to find out how transfer from one language to the other is facilitated. Finally, the effects of input on narrative construction in children's first and second language are examined in several studies.

*Looking at Language* Wolfgang Klein, 2018-03-19 The volume presents an essential selection collected from the essays of Wolfgang Klein. In addition to journal and book articles, many of them published by Mouton, this book features new and unpublished texts by the author. It focuses among other topics on information structure, the expression of grammatical categories and the structure of learner varieties.

*Reflections on Language and Language Learning* Marcel Bax, C. Jan-Wouter Zwart, 2001 In *Reflections on Language and Language Learning* in honour of Arthur van Essen, thirty-one leading language scholars and educational linguists in the Netherlands and abroad, with whom over the years Professor van Essen, one of the grandees of applied linguistics, has collaborated, provide original essays and studies which discuss the most recent insights and trends in the fields of linguistics and foreign language teaching. While interdisciplinary in scope, the volume encompasses theoretical advances in educational linguistic thinking. For example, the perceptive articles written by Michael Byram, Christopher N. Candlin, Natalia Gvishiani, Peter Jordens, Jan Koster, Leo van Lier and Bondi Sciarone, as well as a sample of the latest methodological developments in areas such as ELT, LSP and content-based language teaching, cases in point are the useful contributions by Jeanine Deen Hilde, Hacquebord, Michaël Goethals, Paul Meara, Ignacio Rodríguez Sánchez, Rosamond Mitchell, Christopher Brumfit and Uta Thörmel.

**The Structure of Learner Varieties** Henriëtte Hendriks, 2011-12-22 This volume brings together ten contributions to the study of untutored, mainly second but also first language acquisition. All chapters

have been written from a functionalist perspective and take as the main theoretical framework a model of spontaneous second language acquisition centered on the basic variety as proposed by Klein and Perdue. The chapters in the volume are grouped around two research themes. The first theme concerns the acquisition of scope phenomena: negation, scope particles, the second one deals with referential movement, reference to person, time and space. Both parts provide insights in the structure of learner varieties at various stages of development and are followed by a discussion chapter. Scope phenomena such as negation and frequency adverbials present an important learning problem as learners have to reconcile the logical structure of their utterances with the syntactic specifics of the language being learned. Their acquisition has been relatively neglected in studies up to date, however, and we even lack detailed knowledge about the interpretation of scope particles in the target languages. The chapters in this part of the volume set out to provide more knowledge about scope phenomena in general, more detailed descriptions of the particles in the languages under consideration and a more general understanding of how scope is acquired. Strong findings resulting from the ESF project suggested universal trends in how untutored learners deal with acquisition in the very early stages, the basic variety. Chapters in this second part of the volume on referential movement look at acquisition at more advanced stages, including the production of near native speakers. Learners who progress beyond the basic variety increasingly grammaticalise their productions. This later development is supposedly more variable as more specific aspects of the target languages are now being acquired. Chapters in this part allow to shed more light on the question regarding universal and language specific influences on language acquisition.

**Intelligent Language Tutors** V. Melissa Holland, Jonathan D. Kaplan, Michelle R. Sams, 2014-01-09. The techniques of natural language processing (NLP) have been widely applied in machine translation and automated message understanding but have only recently been utilized in second language teaching. This book offers both an argument for and a critical examination of this new application with an examination of how systems may be designed to exploit the power of NLP, accommodate its limitations and minimize its risks. This volume marks the first collection of work in the U.S. and Canada that incorporates advanced human language technologies into language tutoring systems covering languages as diverse as Arabic, Spanish, Japanese and English. The book is organized into sections that express the levels of analysis dealt with in learning and teaching a language and with the tasks of the student as writer, reader, conversant and actor in the world. These sections bring together research by specialists in linguistics, artificial intelligence, psychology, instructional design and language teaching. In addition to providing detailed descriptions of working systems, amply illustrated with screens from lesson and authoring interfaces, the contributors address a spectrum of common issues: What can current NLP technology contribute to computer-assisted language instruction and to research on language learning? How can this technology meet the demands of pedagogical theory for communicative language teaching in authentic contexts? How can designers constrain tutoring environments to ensure accurate analysis of learners' language? What can NLP-based systems teach us about language acquisition about linguistic

theory and about theories of language pedagogy What lessons have been learned in using these systems to date Discipline specific issues are illuminated as well the relative merits of the major syntactic frameworks for NLP based language tutoring the adaptation of theories like lexical conceptual structure to support semantic interpretation the integration of input language with visual microworlds and dialogue games the pragmatics of the tutoring discourse the selection of instructional principles to guide system design and the accomodation of design to individual differences and learner styles A concluding section assesses this work from larger theoretical and practical perspectives experimental psychology and psycholinguistics linguistics language teaching and second language acquisition research

*The State of Minority Languages* W. Fase,K. Jaspaert,S.J. Kroon,2013-12-19 Many regional languages across the world are threatened by modernization and urbanization whilst the universal and rapid rise of migration has created new and unprecedented forms of multilingualism Aspects of education national policies and attitudes towards minority languages are documented

*Referring in a Second Language* Jonathon Ryan,Peter Crosthwaite,2020-03-19 The introduction and tracking of reference to people or individuals known as referential movement is a central feature of coherence and accounts for about every third word of discourse Located at the intersection of pragmatics and grammar reference is now proving a rich and enduring source of insight into second language development The challenge for second language L2 learners involves navigating the selection and positioning of reference in the target language continually shifting and balancing the referential means used to maintain coherence while remaining acutely sensitive to the discourse and social context The present volume focuses on how L2 learners meet that challenge bringing together both eminent and up and coming researchers in the field of L2 acquisition The chapters address a range of problems in second language acquisition SLA e g form function mapping first language L1 influence developmental trajectories and do so in relation to various theoretical approaches to reference e g Accessibility Theory Givenness Hierarchy The global outlook of these studies relates to the L2 acquisition of English French Japanese Korean and Spanish and covers a diverse range of situational contexts including heritage language learning English as a medium of instruction and the development of sociolinguistic competence

**Community Languages in the Netherlands** Guus Extra,Ludo Verhoeven,2020-08-26 This book focuses on the international and educational context of ethnic communities and their language varieties in the Netherlands It presents major trends in Dutch research on community languages and cross cultural evidence on reported vs observed use of community languages at Dutch schools

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