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This edited volume represents state of the field research linking cognition and second language acquisition, reflecting the experience of the learner when engaged in noticing, input/output processing, retrieval, and even attrition of target forms. Contributions are both theoretical and practical, describing a variety of L1, L2 and L3 combinations from around the world as observed in spoken, written, and computer-mediated contexts. The book relates conditions of language, task, medium or environment to how learners make decisions about language, with discussions about the application or efficacy of these conditions on linguistic success and development, and pedagogical implications.

This book addresses the key role of phraseology in second language acquisition and instruction. It is divided into three main sections: "Extracting and Describing Phraseological Units "investigates the role played by native and learner corpora in the extraction and description of multiword units, two initial and crucial steps in informing language pedagogy;" Learning Phraseological Units "deals with the learning aspect, an oft-neglected yet essential dimension of phraseology in second/foreign language pedagogy, this section also addresses issues in new literacies; and "Recording and Exploiting Phraseological Units" focuses on pedagogical tools, notably monolingual and bilingual dictionaries and textbooks. This stimulating collection presents cutting edge research in the field and identifies major avenues for future theoretical and applied work. It is of particular relevance to researchers and teachers interested in the patterned nature of language.

Within the field of second language acquisition, interest in the acquisition of French as a second language has a long-standing tradition, especially in the European context. The aim of this book is to offer a synthesis of current research within this area. It contains contributions from different researchers in the field, including studies on the acquisition of grammar, formulaic language, lexis and pragmatic devices, and covering interlanguage development from beginner level up to very advanced, presumably near-native levels of proficiency. The learners in the studies reported in the volume represent different L1 backgrounds and age groups. The chapters shed light on current issues in research on second language acquisition from different theoretical perspectives, and contribute to a better understanding of L2 French and SLA in general. The volume should be of interest for students, teachers and researchers of L2 French and SLA. Originally published in Language, Interaction and Acquisition 3:1 (2012)

Second language (L2) fluency is an exciting and fast-moving field of research, with clear practical applications in language teaching. This book provides a lively overview of the current advances in the field of L2 fluency, and connects the theory to practice, presenting a hands-on approach to using fluency research across a range of different language-related professions. The authors introduce an innovative multidisciplinary perspective, which brings together research into cognitive and social factors, to understand fluency as a dynamic variable in language performance, connecting learner-internal factors such as speech processing
and automaticity, to external factors such as task demands, language testing, and pragmatic interactional demands in communication. Bringing a much-needed multidisciplinary and novel approach to understanding the complex nature of L2 speech fluency, this book provides researchers, students and language professionals with both the theoretical insights and practical tools required to understand and research how fluency in a second language develops.

The aim of this study is to provide an overview of research findings on the acquisition and use of articles in English as a second language, investigated from a phraseological perspective. It also presents an examination of various linguistic accounts of the English article system with respect to their application to English language teaching.

This book presents studies from authors at the cutting edge of second language vocabulary research, whose output represents much of the current focus and direction of work in this area. The authors address various aspects of L2 lexical processing and explore different models of acquisition, processing and storage. The studies are linked by the fact that the authors have all belonged to the same dynamic and influential vocabulary acquisition research group led by Paul Meara. Alison Wray provides an overview of how Meara has led this group’s research activities in an innovative PhD programme, and John Read and Paul Nation contribute a critical evaluation of Meara’s wide-ranging contributions to the field of vocabulary acquisition research. The research studies presented here are relevant and replicable, offering researchers and teachers many valuable and critical insights into lexical processing in second language learners.

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.

Understanding Formulaic Language: A Second Language Acquisition Perspective brings together leading scholars to provide a state-of-the-art, interdisciplinary account of the acquisition, processing, and use of formulaic language. Contributors present three distinct but complementary perspectives on the study of formulaic language – cognitive/psycholinguistic, socio-cultural/pragmatic, and pedagogical – to highlight new work as well as directions for future work. This book is an essential resource for established researchers and graduate students in second language acquisition and pedagogy, corpus and cognitive linguistics, psycholinguistics, sociolinguistics, and pragmatics.

This book presents a selection of empirical papers dealing with second and multiple language acquisition, in which qualitative research methodology is employed. Each of the studies reported in individual chapters is based on a solid theoretical background and an overview of studies in a given area. Although the main focus is on qualitative methods, some of the papers demonstrate the complementarity of quantitative and qualitative approaches in studying language acquisition.
This book presents the current state of knowledge in the vibrant and diverse field of vocabulary studies, reporting innovative empirical investigations, summarising the latest research, and showcasing topics for future investigation. The chapters are organised around the key themes of theorising and measuring vocabulary knowledge, formulaic language, and learning and teaching vocabulary. Written by world-leading vocabulary experts from across the globe, the contributions present a variety of research perspectives and methodologies, offering insights from cutting-edge work into vocabulary, its learning and use. The book will be essential reading for postgraduate students and researchers interested in the area of second language acquisition, with a particular focus on vocabulary, as well as to those working in the broader fields of applied linguistics, TESOL and English studies.

Quantitative corpus research on written language development has expanded rapidly in recent years, assisted by the ever-increasing power and accessibility of software capable of reliably analysing huge collections of learner writing. For this work to reach its full potential, it is important that researchers have a strong understanding of its methodological foundations and of the existing empirical evidence base on which it can build. This book provides the most comprehensive discussion to date of research in this area. Covering both first and second language learning contexts, it sets out a coherent theoretical framework and systematically reviews studies published over the last seventy years in order to establish what such research has taught us about written language development, what it hasn’t taught us, and what we should do next. Timely and original, this is an essential reference work for academic researchers and students of first and second language writing.

A considerable proportion of our everyday language is "formulaic". It is predictable in form and idiomatic--apparently stored in fixed or semi-fixed chunks. This book explores the nature and purposes of formulaic language, and looks for patterns across the research findings from the fields of discourse analysis, first language acquisition, language pathology and applied linguistics. It gradually builds up a unified description and explanation of formulaic language as a linguistic solution to a larger, non-linguistic, problem, the promotion of self.

Applies applied linguistic theories to the development of materials for language learning to add new depth to the field.

The Routledge Handbook of Second Language Acquisition and Corpora is a state-of-the-art collection of cutting-edge scholarship at the intersection of second language acquisition and learner corpus research. It draws on data-driven, statistical analysis to outline the background, methods, and outcomes of language learning, with a range of global experts providing detailed guidelines and findings. The volume is organized into five sections: Methodological and theoretical contributions to the study of learner language using corpora – setting the scene Key aspects in corpus design, annotation, and analysis for SLA Corpora in SLA theory and practice SLA constructs and corpora Future directions This
is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in second language acquisition, learner corpus research, and applied linguistics.

Understanding Formulaic Language: A Second Language Acquisition Perspective

An encompassing picture of what high-level competence in second languages and in multilingual use is about.
Empirically validated techniques to accelerate learners' uptake of 'chunks' demonstrate that pathways for insightful chunk-learning become available if one is willing to question the assumption that lexis is arbitrary. Care is taken to ensure that the pedagogical proposals are in accordance with insights from vocabulary research generally.
Using rigorous data-led methods, the book analyses formulaic language from the angle of historical linguistics, revealing key new insights.

This book compares direct learning of vocabulary (through memorization) and indirect learning of vocabulary (through context) in second language classrooms, advocating a balance between these two modes of learning. Thirteen original articles present theory, research, and an exploration of relevant pedagogical issues.

Formulaic sequences (FS) are now recognized as an essential element of language use. However, research on FS has generally been limited to a focus on description, or on the place of FS in L1 acquisition. This volume opens new directions in FS research, concentrating on how FS are acquired and processed by the mind, both in the L1 and L2. The ten original studies in the volume illustrate the L2 acquisition of FS, the relationship between L1 and L2 FS, the relationship between corpus recurrence of FS and their psycholinguistic reality, the processes involved in reading FS, and pedagogical issues in teaching FS. The studies use a wide range of methodologies, many of them innovative, and thus the volume serves as a model for future research in the area. The volume begins with three survey chapters offering a background on the characteristics and measurement of FS.

The notion of formulaicity has received increasing attention in disciplines and areas as diverse as linguistics, literary studies, art theory and art history. In recent years, linguistic studies of formulaicity have been flourishing and the very notion of formulaicity has been approached from various methodological and theoretical perspectives and with various purposes in mind. The linguistic approach to formulaicity is still in a state of rapid development and the objective of the current volume is to present the current explorations in the field. Papers collected in the volume make numerous suggestions for further development of the field and they are arranged into three complementary parts. The first part, with three chapters, presents new theoretical and methodological insights as well as their practical application in the development of custom-designed software tools for identification and exploration of formulaic language in texts. Two papers in the second part explore formulaic language in the context of language learning. Finally, the third part, with three chapters, showcases descriptive research on formulaic language conducted primarily from the perspectives of corpus linguistics and translation studies. The volume will be of interest to anyone involved in the study of formulaic language either from a theoretical or a practical perspective.

The origins of learner corpus research go back to the late 1980s when large electronic collections of written or spoken data started to be collected from foreign/second language learners, with a view to advancing our understanding of the mechanisms of second language acquisition and developing tailor-made pedagogical tools. Engaging with the interdisciplinary nature of this fast-growing field, The Cambridge
Handbook of Learner Corpus Research explores the diverse and extensive applications of learner corpora, with 27 chapters written by internationally renowned experts. This comprehensive work is a vital resource for students, teachers and researchers, offering fresh perspectives and a unique overview of the field. With representative studies in each chapter which provide an essential guide on how to conduct learner corpus research in a wide range of areas, this work is a cutting-edge account of learner corpus collection, annotation, methodology, theory, analysis and applications.

This book is the second of the two-volume collection of papers on formulaic language. The collection is among the first in the field. The authors of the papers in this volume represent a diverse group of international scholars in linguistics and psychology. The language data analyzed come from a variety of languages, including Arabic, Japanese, Polish, and Spanish, and include analyses of styles and genres within these languages. While the first volume focuses on the very definition of linguistic formulae and on their grammatical, semantic, stylistic, and historical aspects, the second volume explores how formulae are acquired and lost by speakers of a language, in what way they are psychologically real, and what their functions in discourse are. Since most of the papers are readily accessible to readers with only basic familiarity with linguistics, the book may be used in courses on discourse structure, pragmatics, semantics, language acquisition, and syntax, as well as being a resource in linguistic research.

The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues; (2) share the authors’ understanding of, and approaches to, the issues; and (3) provide direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching.

In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions: What does it mean to become pragmatically competent in a second language (L2)? How can we examine pragmatic competence to make inference of its development among L2 learners? In what ways do research findings inform teaching and assessment of pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The book has three sections. The first section offers a general overview and historical sketch of the study of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is followed by eight empirical findings, each dealing with phenomena that are significant in Japanese pragmatics. They target selected features of Japanese pragmatics and investigate the learners’ use of them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging, among them honorifics, speech style, sentence final particles, speech acts of various types, and indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic forms available to perform language functions) and sociopragmatics (norms that determine appropriate use of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese spanning multiple levels and time durations, this book offers insight about the nature and development of pragmatic competence, as well as implications for the learning and teaching of Japanese pragmatics. The last section presents a critical reflection on the eight empirical papers and prompts a discussion of the practice of Japanese pragmatics research.
The eleven chapters of Vocabulary in a Second Language are written by the world’s leading researchers in the field of vocabulary studies in second language acquisition. Each chapter presents experimental research leading to new conclusions about and insights into the selection, the learning and teaching, or the testing of vocabulary knowledge in foreign languages. This book is intended as an up-to-date overview of the important domain of the lexicon for researchers in the field of second language acquisition, teacher trainers and professional teachers of second or foreign languages.

This volume offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion-type classrooms. It includes new work by both new and established scholars in educational scholarship, second language acquisition, and sociolinguistics, as well as in a variety of languages, countries, and educational contexts. Through its focus at the intersection of theory, practice, curriculum and policy, the book demands a reconceptualization of code-switching as something that both proficient and aspiring bilinguals do naturally, and as a practice that is inherently linked with bilingual code-switching.

The existence of formulaic patterns has been attested to all languages of the world. However, systematic research in this field has been focused on only a few European standard languages with a rich literary tradition and a high degree of written norm. It was on the basis of these data that the theoretical framework and methodological approaches were developed. The volume shifts this focus by centering the investigation on new data, including data from lesser-used languages and dialects, extra-European languages, linguistic varieties mostly used in spoken domains as well as at previous historical stages of language development. Their inclusion challenges the existing postulates at both a theoretical and methodological level. Areas of interest include the following questions: What is formulaic in these types of languages, varieties and dialects? Are the criteria developed within the framework of phraseological research applicable to new data? Can any specific types of formulaic patterns and/or any specific features of regular (already known) types of formulaic patterns be observed and how do they emerge? What methodological difficulties need to be overcome when dealing with new data?

This is the first book to address formulaic language directly and provide a foundation of knowledge for graduates and researchers in early stages of study of this important language phenomenon. It is also suitable for students of linguistics, applied linguistics, and language teacher education. The information that currently exists is scattered throughout articles and book chapters across a range of subfields of linguistics and applied linguistics. Over the past few decades there has been a steadily increasing interest and research focus on the phenomenon of formulaic language in the fields of linguistics and applied linguistics. Slowly, a consistent definition has emerged, centring around the idea that formulaic sequences are multi-word units with specific meanings or functions, and some evidence points to their being processed mentally as wholes. Researchers from diverse backgrounds have identified the nature and roles of formulaic sequences in language acquisition and production, in the construction of text and discourse, in spoken and written language, and in language teaching. The increasing volume, diversity, and complexity of the state of knowledge about this emerging area of study is marshalled by this intelligent and well-written book.
The only comprehensive survey of research on formulaic language and L2 speech and the teaching implications of the link between them.

The Psychology of Second Language Acquisition offers a systematic and accessible overview of the main psychological areas and theories in order to keep abreast of the ongoing paradigm shift.

While the literature on second language acquisition and use is overwhelmingly rich with respect to initial and intermediate stages of development, present knowledge of levels of ultimate attainment that are equal or close to that if native speakers has so far not been presented in a coherent manner. This is what the present volume aims to achieve. In addition to chapters that summarize what is currently known about the grammatical, lexical, and discourse features that continue to exhibit instability at the most advanced levels of second language development, the volume presents overviews of the incipient research on two unique learner populations, polyglots and employees in international call centres. Polyglots, defined as language users who are proficient in six or more second languages, may be considered second language learners par excellence. Call centre employees in economically less developed parts of the world are intriguing in how they cope with the high language proficiency requirements of their job. In conclusion, this book is relevant for all readers - both professionals and students - interested in the development of second language theory. For language teachers, the book provides insights that are profitable in classrooms for advanced learners.

A broad overview of the many kinds of unitary expressions found in everyday verbal and written communication, including their signature meaning, form, and usage, authored by a renowned scholar in the field Foundations of Familiar Language is renowned scholar Diana Sidtis's new contribution to the study of formulaic language through a wide-ranging overview of a large group of language behaviors that share characteristics of cohesion and familiarity, featuring a rational classification of fixed, familiar expressions into formulaic expressions, lexical bundles, and collocations. This unique volume offers a new approach to linguistic classification and construction grammar through a dual-process model of language competence rooted in linguistic, psycholinguistic, and neurolinguistic observations, combining insights drawn from foundational studies of psychology and neurology with contemporary theories of the differences between formulaic and propositional language. This approach offers a distinct and innovative contribution to scholarship in the field. The text contains resources for further study and research such as examples, research protocols, and lists of fixed, familiar expressions from the past and present. This authoritative volume:

- Describes the current state of knowledge and reviews experimental results, proposals, and models in a clear and straightforward manner
- Offers up-to-date surveys of the role of fixed expressions in education, social sciences, cognitive psychology, and brain science
- Features a wealth of engaging and relatable examples of formulaic expressions (conversational speech formulas, expletives, idioms, and proverbs), lexical bundles, and collocations
- Includes discussion of the use of fixed, familiar expressions in second language learning
- Presents new research data on the neurological foundations of familiar language drawn from clinical observations and experimental studies of stroke, dementia, and Parkinson's disease
- Contains material from social media, magazines, newspapers, speeches, and other sources to illustrate the importance, abundance, and value of familiar language
Sufficiently in-depth for specialists, while accessible to students and non-specialists, Foundations of Familiar Language is an essential resource for a wide range of readers, including linguists, child language specialists, psychologists, social scientists, neuroscientists, philosophers, educators, teachers of English as a second language, and those working in artificial intelligence and speech synthesis.