

L2

Holger Kammeyer

L2 Learning, Teaching and Assessment Nihat Polat, 2016-09-15 This book explores second language (L2) learning, teaching and assessment from a comprehensible input (CI) perspective. This focus on the role of input is important for deepening our understanding of interactions between the learner, teacher and the environment as well as of the nature of the learning, teaching and assessment processes. The book takes a blended approach that promotes the intertwining of theory, research and practice in L2 pedagogy and assessment and aims to address the commonly used concept of CI and its role in L2 education. Content includes a comprehensive discussion of the conceptual foundation of CI; a multimodal and dynamic interpretation of CI from numerous perspectives; a critical discussion of well-known L2 acquisition theories and research; a practical examination of the role of multimodal forms of CI in L2 pedagogy; an analytical review of factors to be considered when modifying CI for pedagogical purposes in different settings and an overview of CI in L2 assessment. It will be of interest to students in the fields of L2 learning, teaching and assessment, teachers in second/foreign language settings and researchers of SLA and teacher education.

Pronunciation Fundamentals Tracey M. Derwing, Murray J. Munro, 2015-07-15 The emergence of empirical approaches to L2 pronunciation research and teaching is a powerful fourth wave in the history of the field. Authored by two leading proponents of evidence-based instruction, this volume surveys both foundational and cutting-edge empirical work and pinpoints its ramifications for pedagogy. The authors begin by tracing the history of pronunciation instruction and explicating L2 phonetic learning processes.

Subsequent chapters explore the themes, strengths, and ethical problems of the field through the lens of the intelligibility principle. The importance of error gravity, and the need for assessment and individualized instruction are highlighted, and the role of L2 accents in social contexts is probed. Material readily available elsewhere has been omitted in favour of an emphasis on the how, why, and when of pronunciation instruction. Anyone with an interest in L2 pronunciation—especially graduate students, language teachers, and experienced researchers—will find much value in this indispensable resource.

English L2 Reading Barbara M. Birch, Sean Fulop, 2020-07-22 English L2 Reading: Getting to the Bottom uses research-based insights to examine bottom-up skills in reading English as a second language. This fourth edition clearly presents core concepts alongside their practical applications to teaching contexts, with updated research findings, a new focus on metalinguistic awareness, and new resources for students. The text's pedagogical features help readers connect linguistic details and psycholinguistic theory with practical explanations and teaching suggestions. Pre-reading Questions challenge readers to analyze their own experiences. Study Guide Questions allow readers to review, discuss, and assess their knowledge. Discussion Questions elaborate on themes in each chapter, while the new Language Awareness Activities help develop metalinguistic awareness. Three Appendices provide tables that list the graphemes and the phonemes of English, as well as a brand-new dictionary pronunciation guide. New to the fourth edition: Substantially revised and updated research on linguistics New, evidence-based models on the reading process Language Awareness Activities that highlight metalinguistic awareness Word study examples in each chapter For teachers, teacher trainers, reading

researchers, or anyone interested in teaching reading, this popular, comprehensive, myth-debunking text provides clear and practical guidance towards effectively supplementing top-down teaching approaches with bottom-up reading strategies.

Explicit Learning in the L2 Classroom Ronald P. Leow, 2015-02-20 Explicit Learning in the L2 Classroom offers a unique five-prong (theoretical, empirical, methodological, pedagogical, and model building) approach to the issue of explicit learning in the L2 classroom from a student-centered perspective. To achieve this five-prong objective, the book reports the theoretical underpinnings, empirical studies, and the research designs employed in current research to investigate the constructs of attention and awareness in SLA with the objectives to (1) propose a model of the L2 learning process in SLA that accounts for the cognitive processes employed during this process and (2) provide pedagogical and curricular implications for the L2 classroom. The book also provides a comprehensive treatise of research methodology that is aimed at not only underscoring the major features of conducting robust research designs with high levels of internal validity but also preparing teachers to become critical readers of published empirical research.

Portraits of the L2 User Vivian Cook, 2002-08-06 Portraits of the L2 User treats second language users in their own right rather than as failed native speakers. It describes a range of psychological and linguistic approaches to diverse topics about L2 users. It thus provides an innovative overview of current second language acquisition theories, results and methods, seen from a common perspective.

L2 Writing Beyond English Nur Yiğitoğlu Aptoula, Melinda Reichelt, 2019-04-10

Most of what we know about writing in a second or foreign language (L2) is based on conclusions drawn from research on L2 writing in English. However, a significant quantity of L2 writing and writing instruction takes place in languages other than English and so there is a need for studies that look beyond English. The chapters in this book focus on languages other than English and investigate curricular issues, multiple languages in contact/conflict in L2 writing instruction and student attitudes toward pedagogical practices. The collection as a whole makes a valuable contribution to the study of L2 writing, and it will also prove an essential resource for instructors of second and foreign language writing.

Dimensions of L2 Performance and Proficiency Alex Housen, Folkert Kuiken, Ineke Vedder, 2012-10-17 Research into complexity, accuracy and fluency (CAF) as basic dimensions of second language performance, proficiency and development has received increased attention in SLA. However, the larger picture in this field of research is often obscured by the breadth of scope, multiple objectives and lack of clarity as to how complexity, accuracy and fluency should be defined, operationalized and measured. The present volume showcases current research on CAF by bringing together eleven contributions from renowned international researchers in the field. These contributions not only add to the body of empirical knowledge about L2 use and L2 development by bringing new research findings to light but they also address fundamental theoretical and methodological issues by responding to questions about the nature, manifestation, development and assessment of CAF as multifaceted constructs. Collectively, the chapters in this book illustrate the converging and sometimes diverging approaches that different

disciplines bring to CAF research.

Plagiarism, Intellectual Property and the Teaching of L2 Writing Joel Bloch, 2012
Plagiarism and intellectual property law are two issues that affect every student and every teacher throughout the world. Both concepts are concerned with how we use texts - print, digital, visual, and aural - in the creation of new texts. This book discusses the explicit teaching of these concepts in an L2 writing classroom.

Introduction to l2-invariants Holger Kammeyer, 2019-10-29 This book introduces the reader to the most important concepts and problems in the field of l2-invariants. After some foundational material on group von Neumann algebras, l2-Betti numbers are defined and their use is illustrated by several examples. The text continues with Atiyah's question on possible values of l2-Betti numbers and the relation to Kaplansky's zero divisor conjecture. The general definition of l2-Betti numbers allows for applications in group theory. A whole chapter is dedicated to Lück's approximation theorem and its generalizations. The final chapter deals with l2-torsion, twisted variants and the conjectures relating them to torsion growth in homology. The text provides a self-contained treatment that constructs the required specialized concepts from scratch. It comes with numerous exercises and examples, so that both graduate students and researchers will find it useful for self-study or as a basis for an advanced lecture course.

Motivation, Language Identity and the L2 Self Zoltán Dörnyei, Ema Ushioda, 2009-01-12 Due to its theoretical and educational significance within the language learning process, the study of L2 motivation has been an important area of second language acquisition research for several decades. Over the last few years L2

motivation research has taken an exciting new turn by focusing increasingly on the language learner's situated identity and various self-perceptions. As a result, the concept of L2 motivation is currently in the process of being radically reconceptualised and re-theorised in the context of contemporary notions of self and identity. With contributions by leading European, North American and Asian scholars, this volume brings together the first comprehensive anthology of key conceptual and empirical papers that mark this important paradigmatic shift.

L2 Acquisition and Creole Genesis Claire Lefebvre, Lydia White, Christine Jourdan, 2006-01-01 In this volume, second language (L2) acquisition researchers and creolists engage in a dialogue, focusing on processes at work in L2 acquisition and creole genesis. The volume opens with an overview of the relationship between L2 acquisition and pidgins/creoles (Siegel). The first group of papers addresses current language contact at a societal or an individual level (Smith; Terrill and Dunn; Bruhn de Garavito and Atoche; Liceras et al.; Muller). The second section focuses on processes characterizing various stages of L2 acquisition and creole genesis: relexification and transfer from the L1 and their role in the initial state (Sprouse; Schwartz; Kouwenberg; Aboh; Ionin). Chapters in the third section discuss processes involved in developing grammars, namely, reanalysis and restructuring (Sanchez; Brousseau and Nikiema; Steele and Brousseau). The final section concentrates on fossilization and the end state (Cornips and Hulk; Montrul; Lardiere). Between them, the chapters cover lexical, morphological, phonological, semantic and syntactic properties of interlanguage grammars and creole grammars.

Collaborative Writing in L2 Classrooms Neomy Storch, 2013-07-04 In this first

book-length treatment of collaborative writing in second language (L2) classrooms, Neomy Storch provides a theoretical, pedagogical and empirical rationale for the use of collaborative writing activities in L2 classes, as well as some guidelines about how to best implement such activities in both face-to-face and online mode. The book discusses factors that may impact on the nature and outcomes of collaborative writing, and examines the beliefs about language learning that underpin learners' and teachers' attitudes towards pair and group work. The book critically reviews the available body of research on collaborative writing and identifies future research directions, thereby encouraging researchers to continue investigating collaborative writing activities.

The L2 Acquisition of Tense□Aspect Morphology M. Rafael Salaberry, Yasuhiro Shirai, 2002-10-24 The present volume provides a cross-linguistic perspective on the development of tense-aspect in L2 acquisition. Data-based studies included in this volume deal with the analysis of a wide range of target languages: Chinese, English, Italian, French, Japanese, and Spanish. Theoretical frameworks used to evaluate the nature of the empirical evidence range from generative grammar to functional-typological linguistics. Several studies focus on the development of past tense markers, but other issues such as the acquisition of a future marker are also addressed. An introductory chapter outlines some theoretical and methodological issues that serves as relevant preliminary reading for most of the chapters included in this volume. Additionally, a preliminary chapter offers a substantive review of first language acquisition of tense-aspect morphology. The analysis of the various languages included in this volume significantly advances our understanding of this phenomenon, and will serve as an important basis for future research.

The Development of Past Tense Morphology in L2 Spanish M. Rafael

Salaberry, 2001-02-12 This book presents an extended analysis of the development of L2 Spanish past tense morphology among L1 English-speaking learners. The study addresses three major questions: (1) what is the developmental pattern of acquisition of past tense verbal morphology among tutored learners? (2) what are the relevant factors that may account for the particular distribution of morphological endings (especially at the beginning stages)?, and (3) how does instruction affect the movement from one stage to the next? The analysis provides a reassessment of the general claim of Andersen's lexical aspect hypothesis and proposes minor changes that may render the hypothesis more appropriate for, especially, L2 classroom learning. The study includes an overview of theoretical positions on the notion of lexical versus grammatical aspect, and a comparison of the findings from previous empirical studies on the development of past tense verbal morphology among both classroom and naturalistic learners.

The Acquisition of L2 Phonology Janusz Arabski, Adam Wojtaszek, 2011 The Acquisition of L2 Phonology is a wide-ranging new collection which explores various aspects of the acquisition of an L2 phonological system. It covers L2 speech production and perception, theoretical conceptualisations of L2 phonology acquisition, and the importance of the mastery of highly intelligible pronunciation as an important component of L2 education.

New Directions for Research in L2 Writing S. Ransdell, M.-L. Barbier, 2012-12-06 This book describes the current psycholinguistic research being conducted internationally on better understanding second language (L2) writing. It is based on an experimental

research tradition arising from recent progress made in methodology, technology and theory in both native and second language writing. It is unique in that it is specifically geared to better understanding L2 writing and how it relates to L1 writing research in the psycholinguistic tradition.

Discourse Intonation in L2 Dorothy M. Chun, 2002 Intonation, rhythm, and general melody of language are among the first aspects of speech that infants attend to and produce themselves. Yet, these same features are among the last to be mastered by adult L2 learners. Why is this, and how can L2 learners be helped? This book first presents the latest linguistic theories of intonation, in particular, how intonation functions in discourse not only to signal sentence types and attitudinal meanings but also to provide turn-taking and other conversational cues. The second part of the book examines the research in applied linguistics on the acquisition of L2 phonology and intonation. The third section offers practical applications of how to incorporate the teaching of intonation into L2 instruction, with a focus on using new speech technologies. The accompanying CD-ROM makes a unique addition in allowing for simultaneous audio playback and visual display of the pitch contours of utterances contained in the book. Users can start or stop the playback at any point in the utterance and can observe first-hand how such visual and audio representations could be useful for L2 learners.

Teaching L2 Composition Dana R. Ferris, John Hedgcock, 2013-10 This theory-to-practice text presents pedagogical approaches to teaching L2 composition in the framework of current theoretical perspectives on L2 writing processes, practices, and writers and provides an array of hands-on, practical examples, materials, and tasks.

Frontiers of L2 Chinese Language Education Yanyin Zhang,Xiaoping

Gao,2021-09-30 Over the past four decades, learning Chinese as a second language has transformed from individual small-scale endeavors to organized mass studies worldwide. In a fast-changing world, the field of L2 Chinese language education is confronted by unprecedented challenges and opportunities. This book presents recent pedagogical practices, innovations and research in L2 Chinese language education across five continents. Bringing together a diverse range of leading researchers and educators, it showcases the latest knowledge, teaching-led research, innovative curriculum design and pedagogical practice in a variety of instructional contexts. Through a mix of overview chapters, empirical studies and critical discussions, the book addresses four key themes – formal instruction; language education technology; curriculum development; and critical overviews– and reflects the latest challenges and coping strategies for teaching and learning Chinese in an increasingly digital world. It will be essential reading for researchers, teachers and students of Chinese as a second language, as well as curriculum developers and textbook writers.

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.

L2: Bestsellers in 2023 The year 2023 has witnessed a noteworthy surge in literary brilliance, with numerous captivating novels captivating the hearts of readers worldwide. Lets delve into the realm of bestselling books, exploring the captivating narratives that have captivated audiences this year. The Must-Read : Colleen Hoovers "It Ends with Us" This touching tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover masterfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can triumph. Uncover the Best : Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This intriguing historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids compelling storytelling and compelling characters transport readers to a bygone era, immersing them

in a world of glamour, ambition, and self-discovery. Discover the Magic : Delia Owens "Where the Crawdads Sing" This evocative coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens weaves a tale of resilience, survival, and the transformative power of nature, entrancing readers with its evocative prose and mesmerizing setting. These popular novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of compelling stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a brilliant and suspenseful novel that will keep you speculating until the very end. The novel is a cautionary tale about the dangers of obsession and the power of evil.

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