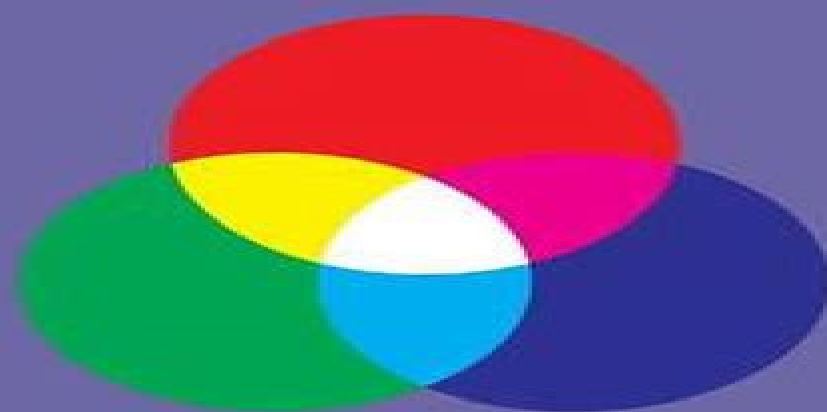


Grammar Acquisition and Processing Instruction

Secondary and
Cumulative Effects



Alessandro G. Benati and James F. Lee

Grammar Acquisition And Processing Instruction Secondary And Cumulative Effects Second Language Acquisition

Shawn Loewen



Grammar Acquisition And Processing Instruction Secondary And Cumulative Effects Second Language Acquisition:

Grammar Acquisition and Processing Instruction Alessandro G. Benati, James F. Lee, 2008 The research we present in this book establishes a unique line of research within the Processing Instruction model by assessing the transfer of training effects of this approach to grammar instruction on how learners make form meaning connections In this book we present the results of three experimental studies investigating secondary and cumulative effects in French Italian and English

Grammar Acquisition and Processing Instruction Alessandro Benati, James F. Lee, 2008-10-03 Research on Processing Instruction has so far investigated the primary effects of Processing Instruction In this book the results of a series of experimental studies investigating possible secondary and cumulative effects of Processing Instruction on the acquisition of French Italian and English as a second language will be presented The results of the three experiments have demonstrated that Processing Instruction not only provides learners the direct or primary benefit of learning to process and produce the morphological form on which they received instruction but also a secondary benefit in that they transferred that training to processing and producing another morphological form on which they had received no instruction *Challenges*

Encountered by Chinese ESL Learners Mable Chan, Alessandro G. Benati, 2022-08-01 This book provides a blended approach in outlining the properties of grammatical knowledge that have been causing difficulty to Chinese speaking learners including tense and aspect articles passives unaccusatives plurality and motion verbs It explains from different linguistics perspectives how these constraints difficulties might be dealt with It also offers readers a comprehensive account of these problems and outlines the possible pedagogical solutions teachers can try in the classroom These topics are selected because they bring substantial challenges and difficulties to Chinese English as a Second Language ESL learners This book bridges the gap between acquisition theory and language pedagogy research benefiting not just language learners but language teachers around the world and all those who would like to witness collaboration between second language acquisition theory and second language teaching practice in general It initiates future work in which researchers from different fields with diverging theoretical perspectives and methodological approaches will be able to develop studies that are compatible with each other This overall can facilitate our understanding of second language acquisition and how instruction might help

Research on Second Language Processing and Processing Instruction Michael J. Leeson, Gregory D. Keating, Wynne Wong, 2021-03-15 This volume consists of a well integrated collection of original research articles and theoretical overview papers on second language L2 input processing The primary contributors are former students of Bill VanPatten from the past three decades and the collection of articles is intended as a tribute to his career and contribution of bringing processing issues to the center stage of research in second language acquisition SLA and instructed SLA The research and theorizing presented in this volume are the most recent in the field and represent innovations in approaches to

L2 processing research including the use of online methodologies self paced reading and eye tracking in the experimental papers In addition the editors are recognized authors and researchers who have published on sentence processing input processing and processing instruction and all three editors are either on editorial boards or are associate editors of major L2 journals

Issues in Second Language Proficiency Alessandro G. Benati, 2011-10-27 Benati provides clarity about the characteristics and notion of language proficiency in the field of second language acquisition He looks at four areas of research paradigmatically related to the role of proficiency theorizing and measuring second language proficiency the dimensions of L2 proficiency factors contributing to the attainment of L2 proficiency and attaining L2 proficiency in the classroom It also contains a variety of research accounts about the specific factors which have an effect on proficiency together with a theorised measurement of proficiency in second language research It will be required reading for researchers in applied linguistics and second language acquisition

L3 Syntactic Transfer Tanja Angelovska, Angela Hahn, 2017-08-15 This book fills an existing gap in the field of third language acquisition L3A by bringing together theoretical empirical and practical accounts that contribute to informed teaching practices in multilingual classrooms The volume is organised into three sections that focus on prominent syntactic transfer models in the field of L3A and together provide insights into the interplay of the influences of prior languages in L3 syntax and how we can enrich the practical field of instructed L3 acquisition Part I includes original papers dealing with new developments of existing theoretical models on syntactic transfer in L3A and Part II consists of empirical studies testing existing models from different perspectives formal lexico functional and neurocognitive Following these two sections Part III discusses how theory can inform practices for L3 learning and teaching This concise compilation brings to light innovations not only in terms of theoretical refinements and practical implementations but also in offering an impressive range of language combinations This book is intended to act as a unique resource for scholars applied linguists language educators both novices and experts alike in and beyond the field of L3A

The Routledge Handbook of Instructed Second Language Acquisition Shawn Loewen, Masatoshi Sato, 2017-02-17 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

Theory, Research and Pedagogy in Learning and Teaching Japanese Grammar Alessandro G. Benati, Sayoko Yamashita, 2016-10-19 This edited

book focuses on the role of different types of pedagogical solutions in the acquisition of the Japanese grammatical system by reviewing assessing and measuring current theory and research Findings from this research have implications for the way Japanese grammar is learned and taught in a classroom context The editors and contributors address a number of questions around the role of Japanese grammar learning and teaching such as what is the role of instruction in Japanese second language acquisition What are the main findings of empirical research into the acquisition of Japanese grammar Is any one particular pedagogical intervention or solution to the teaching of Japanese grammar more effective than another What pedagogical options do we have for the teaching of Japanese grammar This book offers a unique insight into its practical implications for Japanese language learning and teaching for applied linguists researchers language teaching professionals and curriculum developers alike

The Instruction and Acquisition of the BA Construction by Students of Chinese as a Foreign Language Hongying Xu, 2023-11-03 The Instruction and Acquisition of the BA Construction by Students of Chinese as a Foreign Language tackles the linguistically unique and notoriously difficult BA construction in Chinese covering its linguistic properties and acquisition by learners of Chinese as a foreign language alongside teaching recommendations Adopting the Interface Hypothesis and the Processing Instruction approach Hongying Xu argues that not all linguistic properties of the BA construction are equally difficult to acquire and that properties that call for knowledge from interfaces including semantics pragmatics and syntax are more difficult to master than those that involve pure syntactic knowledge Xu argues that instructors should provide manipulated input to help learners notice and process these properties before they are required to produce any grammatical and appropriate sentences using the ba construction

Teaching Grammar in Second Language Classrooms Hossein Nassaji, Sandra S. Fotos, 2011-03-17 This text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option

Processing Instruction and Discourse Alessandro G. Benati, James F.

Lee, 2011-11-03 Processing Instruction is an approach to grammar instruction for second language learning contrasting with traditional grammar instruction in its focus on structured input rather than learners output This book compares student assessment after traditional grammar instruction and after Processing Instruction to assess the positive benefits of this method of second language teaching Rather than examining sentence level tasks the study looks at the relative effectiveness of Processing Instruction on discourse level linguistic ability Case studies using empirical data from second language learners of Japanese Italian and English are used to highlight the benefits to the learner of this method of enhanced input This monograph will be of interest to postgraduates and academics researching second language acquisition and applied linguistics

Introduction to Instructed Second Language Acquisition Shawn Loewen, 2025-03-10 Now in its third edition Introduction to Instructed Second Language Acquisition continues to present a structured comprehensive introduction to ISLA s theoretical empirical and pedagogical themes as well as a range of key issues in research and practice

Designed for ease of teaching the text includes separate sections for empirical evidence and pedagogical implications in order to demonstrate how research findings can successfully be implemented in the classroom Activities and discussion questions as well as points for reflection facilitate discursive learning and critical thinking This third edition has been thoroughly updated to reflect the latest developments in the field along with new chapters on psychological cognitive and social individual differences respectively This is an essential core text for courses on ISLA and recommended reading for classes in Language Acquisition more broadly

Innovative Research and Practices in Second Language Acquisition and Bilingualism John W. Schwieter, 2013-08-15 This volume brings together theoretical perspectives and empirical studies in second language L2 acquisition and bilingualism and discusses their implications for L2 pedagogy The book is organized into three sections that focus on prominent linguistic and cognitive theories and together provide a compelling set of state of the art works Part I consists of studies that give rise to innovative applications for second language teaching and learning and Part II discusses how findings from cognitive research can inform practices for L2 teaching and learning Following these two sections Part III provides a summative commentary of the theories explored in the volume along with suggestions for future research directions The book is intended to act as a valuable reference for scholars applied linguists specialists in pedagogy language educators and anyone wishing to gain an overview of current issues in SLA and bilingualism

The Routledge Handbook of Second Language Acquisition and Input Processing Wynne Wong, Joe Barcroft, 2024-06-27 This state of the science handbook offers a comprehensive discussion of input processing in second language acquisition The volume assesses past and current research on input processing and engages the reader in critical reflection about the current state of the field and what lies ahead for future research theory building and implications for language instruction The handbook considers multiple theoretical perspectives pivotal research findings issues in research methodology and instructional implications that underscore the centrality of input processing in second language acquisition Whereas to date most research in this area has focused on input processing as it relates to the acquisition of morphosyntax and lexis the present volume also attends to more recent theoretical advances regarding other linguistic subsystems such as phonology and pragmatics as well as processing resource allocation during multilevel input processing Thorough and forward looking this volume is an indispensable resource to scholars and advanced students of second language acquisition bilingualism applied linguistics cognitive science psychology and education

Cognition and Second Language Acquisition Thorsten Piske, Anja Steinlen, 2022-07-25 This volume examines interactions between second foreign language acquisition and the development of cognitive abilities in learners who acquire an additional language in preschools primary or secondary schools The chapters explore possible links between cognitive and linguistic skills displayed by multilingual learners This book should appeal to different kinds of readers such as linguists psychologists and language teachers

Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom Anna Mystkowska-Wiertelak, Mirosław

Pawlak,2012-03-02 The book addresses one of the key controversies in teaching foreign language grammar which is the utility of production oriented instruction as exemplified in the PPP sequence and comprehension based teaching as implemented in interpretation tasks and processing instruction It provides a thorough overview of issues related to learning and teaching grammar with a particular focus on input oriented approaches and reports the findings of four studies which sought to compare their effects with instruction based on different forms of output practice The findings serve as a basis for guidelines on how the two options can be successfully combined in the classroom *The Grammar Dimension in Instructed Second Language Learning* Alessandro G. Benati,Cécile Laval,María Arche,2013-12-19 One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction Does it make a difference How do we teach grammar in the language classroom Is there an effective technique to teach grammar that is better than others While some linguists address these questions to develop a better understanding of how people acquire a grammar language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks during their teaching It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices **Key Terms in Second Language Acquisition** Bill VanPatten,Alessandro G. Benati,2015-11-26 The new edition of Key Terms in Second Language Acquisition defines the key terminology within second language acquisition and also provides accessible summaries of the key issues within this complex area of study The final section presents a list of key readings in second language acquisition that signposts the reader towards classic articles and also provides a springboard to further study The whole book has been updated and expanded to take into account a wider range of theories and developments since the first edition It remains at the top of its game The text is accessibly written with complicated terms and concepts explained in an easy to understand way Key Terms in Second Language Acquisition is an essential resource for students **International Journal of Language Studies (IJLS) - volume 7(3)** Mohammad Ali Salmani Nodoushan,2013-06-24 Papers in this issue by Louise CUMMINGS 1 32 Finex NDHLOVU 33 58 Justin P WHITE Richard BALTUS Lan fen HUANG 119 136 Gibreel Sadeq ALAGHBARY 137 140 **International Journal of Language Studies (IJLS) – volume 13(1)** Mohammad Ali Salmani Nodoushan,2018-12-31 Papers in this special issue 1 Andrew DEMIL Vocalising motherhood Effectiveness of grammar activities in Portuguese teaching An exemplar pp 1 18 2 Scott KISSAU et al The motivational profile of adolescent foreign language learners An international comparison pp 19 40 3 Abdulloh WAEDAOH 4 Fateme EMRANI 5 Yunisrina Qismullah YUSUF Chairina NASIR 6 John Odo ONU Patience Obiageri SOLOMON ETEFIA A functional semiotic investigation of traditional funeral rites and rituals in Elugwu Ezike in Igboland pp 99 128

Grammar Acquisition And Processing Instruction Secondary And Cumulative Effects Second Language Acquisition Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Grammar Acquisition And Processing Instruction Secondary And Cumulative Effects Second Language Acquisition**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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