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Analysing Learner Language

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Analysing Learner Language

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Analysing Learner Language:

Analysing Learner Language Rod Ellis, Gary Barkhuizen, 2005-04-14 Readership Graduate students teachers researchers in Applied Linguistics

Analysing Learner Language Rod Ellis, Gary Barkhuizen, 2025-01-06 This book provides a clear and accessible introduction to the main methods of analysing samples of learner language It examines the theoretical and research bases for the different methods and thereby serves as an introduction to the field of second language acquisition research The book is intended for students on postgraduate courses in TESOL or Applied Linguistics or for teachers wishing to do action research to find out more about how learners learn language

Learner Language and Language Learning Claus Færch, Kirsten Haastrup, Robert Phillipson, 1984 This book is a comprehensive introduction to foreign language pedagogy primarily intended for students and teachers of English Methods for analysing learner languages are presented and related to a coherent theory of communicative competence and to principles of foreign language learning and teaching

Learner Language and Language Learning Claus Færch, Kirsten Haastrup, Robert Phillipson, 1984 This book is a comprehensive introduction to foreign language pedagogy primarily intended for students and teachers of English Methods for analysing learner languages are presented and related to a coherent theory of communicative competence and to principles of foreign language learning and teaching

Error Analysis in New Language Acquisition Andrea Letzel, 2016-11-17 Studienarbeit aus dem Jahr 2010 im Fachbereich Anglistik Linguistik Note 1 3 Johannes Gutenberg Universität Mainz Sprache Deutsch Abstract Error Analysis used in second language analysis studies the errors learners make in speech and writing It also studies the different types of errors and why they were made In this term paper two different types of learners will be considered who perform spontaneously with the help of a picture story There will be a special focus on the differences and similarities of their errors There are various possibilities how samples of learner language can be influenced Firstly the learner and his proficiency level have to be described and it is important if he speaks or learns other languages irrespective of the MT and the target language that is considered in the analysis The way of instruction plays also an important role because instructed language learning provides a different error background as if the learner tries to learn the language naturalistically The second part that has to be described is the language itself The medium can either be oral or written Generally the oral production consist of a more colloquial English for the simple reason that the learner has not as much time to think about formulation than in written speech Therefore the Genre and the content of the language production is Error Evaluation and Error correction are additional parts that have not to be included in every Error Analysis According to the dictionary of Linguistics the error analysis is subdivided and classified in modality levels of linguistic description form type and cause

Form-class and Task-type Effects in Learner English Marie Källkvist, 1999

English Inversion in Second Language Acquisition of German Native Speakers Theresa Schmidt, 2009 Thesis M A from the year 2007 in the subject English Language and Literature Studies Linguistics grade 3 0 <http://www.uni-jena.de> 100

entries in the bibliography language English abstract On the basis of questionnaire data this study seeks to find a tendency for native language influence in the judgement of German speaking learners of English Seeing that the concept of language transfer has received diverse weight in the history of second language acquisition SLA the present account illuminates the issue anew with a specific linguistic concern Inversion structures though not canonical are very frequent in the German language whereas the English language offers comparatively rare environments which trigger or allow for inversions As previous studies found language transfer in regard to word order emerged when the native language exhibited flexible word order and the language to be learnt in contrast had a rather fixed one This gave rise to the assumption that German natives would generally accept subject verb inversion in declarative sentences in English even if for a native speaker of English the structure would not be acceptable Thus the second language learners are expected to score high on the acceptability rate for the majority of instances of inversion in English since the German equivalents of the test items are basically quite acceptable in German

Visualisation and Linguaging for English Language Teaching and Learning in an Online Primary School Classroom in China Dandan Chen, 2023-08-10 Doctoral Thesis Dissertation from the year 2023 in the subject Pedagogy Intercultural Pedagogy grade pass without corrections University of Edinburgh Moray House School of Education and Sport course PhD Education language English abstract This study investigates the role of visualisation in language education to explore a visual strategy for learning that is driven by the goal of deeper learning for all learners built on theoretical principles of pluriliteracies development learner agency and multimodality The integration of these concepts has significantly impacted the rationale of the research foci and therefore lies at the heart of this pioneering study that connects pluriliteracies with English language teaching and learning in a primary school in China In order to investigate the potential role of visuals in English language learning classrooms this study was conducted by designing and teaching visual related thematic content to three small groups of English younger learners in China and interviewing them using their own preferred online platform Participants were encouraged to create visuals for example drawings to demonstrate their thinking of abstract conceptual knowledge and scaffold their communication with peers and the teacher researcher Such integration of visual creation with language learning is facilitated by learner teacher Learning Conversations constructing a shared learning space owned and led by learners which may offer a clear steer in the direction of promoting learner agency and achieving the quality of learning thereby complementing traditional ways of teaching in China and beyond Emphasised by research and studies regarding pedagogies for quality and successful learning Coyle Meyer 2017 the long established means of measuring learning using tests and examinations may not be sufficient for building learners sense of achievement and agentic mindset to direct their own learning Given the importance attached to PISA league tables on a global basis the quality of education is at the core of socio political concerns offering alternative pedagogic thinking to education systems that define passing examinations as the main criterion of academic success Note from the editor The PowerPoint

presentation in the appendix had to be edited due to copyright concerns

How Languages are Learned Patsy Lightbown, Nina Spada, 1993 Explains theories of language acquisition for classroom teaching of first or second languages Examines factors such as intelligence personality and age on language learning as well as new research ideas *Tense and Aspect in Advanced Swedish Learners' Written English* Andreas Eriksson, 2008 Literaturverz S 233 249 How Languages are Learned Patsy M. Lightbown, Nina Spada, Nina Margaret Spada, 1999 This book is a comprehensive and readable introduction to how languages are learned It presents the main theories of first and second language acquisition and with the help of activities and questionnaires discusses their practical implications for language teaching The Acquisition of a Second Language Phonology Allan R. James, 1988 **Lund Studies in English**, 1998 Studies in Language Teaching and Language Acquisition Edwin Hopkins, Rüdiger Grotjahn, 1981 *Moderna språk*, 2004 Investigating Tasks in Formal Language Learning María del Pilar García Mayo, 2007 This book contributes to the growth of interest in task based language learning and teaching that has been seen in recent years It brings together research that focuses on various aspects and effects of pedagogic task design and presents work that uses tasks to examine oral interaction written production vocabulary and reading lexical innovation and pragmatics in different formal language learning contexts and in different languages English as a second foreign language French German Italian Spanish as foreign languages It also provides guidelines for task classification sequencing and design The book is addressed to both professionals and students interested in second language acquisition research It will also be of use to professionals involved in language pedagogy and curriculum design **Z. Angl. Am**, 2006 **Language Learning and Teaching as Social Inter-action** Z. Hua, 2007-07-31 This book presents the latest research by leading scholars on language learning from a socio interactional and socio cultural perspective **Current Trends in European Second Language Acquisition Research** Hans-Wilhelm Dechert, 1990 This volume assembles controversial research in restricted areas of SLA and attempts to convey the richness of methodology and variety of thematic scope in European SLA as discussed at an international workshop **Current Trends in European Second Language Acquisition** □□□□, 2006

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