Focus on French as a Foreign Language

An Introduction to Second Language Acquisition Research

Dalila Ayoun provides a broad overview of parameter-setting theory in first and second language acquisition and refines the theory by revisiting and challenging the traditional assumptions that underlie it, based on cross-linguistic language data that cover a range of syntactic and phonological phenomena.

Tense and Aspect in Romance Languages

French Language Teaching in Africa

Based on a highly interdisciplinary theoretical framework, Tobias Schroedler provides a comprehensive picture of the value of language skills within the Irish economy. The author manages to present and merge theories from economics, business studies, sociology, and applied linguistics making this an innovative and valuable contribution to the growing field of research on the value of multilingualism and languages. The first of two datasets presented in the book provides a macroeconomic quantification on the economic performance of four different global language communities. The second dataset consists of an expert interview study on the matter. Based on the data analysis, the author derives recommendations for economically beneficial language education policy making.
Beyond the Boundaries: Changing Contexts in Language Learning

This book offers sharp new insights into the acquisition and use of French as a foreign language. The authors are specialists in their particular theoretical paradigms and focus on morphology, morpho-syntax, syntax, discourse, as well as fluency in the French interlanguage from beginners to advanced learners with different first languages.

Applied linguistics

A seminal work in the field, this book shows how transformative education can be applied to world language programs.

Language as Symbolic Power

The concept of Pedagogical Norm is grounded in both sociolinguistic and psycholinguistic principles. Pedagogical norms guide the selection and sequencing of target language features for language teaching and learning. This book both situates and expands on this concept highlighting the interaction of research and pedagogy. The papers collectively illustrate how the concept of pedagogical norm applies to all components of language, including phonology, morphology, syntax, and discourse. The book begins with a discussion of definitions including papers that trace the history of the concept and define what is meant by norms. Also included are papers that apply the concept of pedagogical norms in specific contexts (e.g., intonation, morphology) and to specific languages. Finally, pedagogical norms are extended beyond the more traditional areas of grammatical competence to such disparate areas as listening, discourse, and circumlocation.

Directory of Postgraduate Studies 2002

With the impact of accelerated globalization, digital technologies, mobility, and migration, the fields of Applied Linguistics, Language, and Intercultural Education have been shifting. One shift in need of further exploration is that of systematic and coherent reflexivity in researching language and culture. This unique and timely book thus examines the significance of reflexivity as an integral process, particularly when researching the multifaceted notions of multilingualism and interculturality in education. It also contributes to current critical approaches to representations of languages and cultures in identity politics. As such, the authors offer innovative ways of engaging with reflexivity in teaching, learning, and research through multimodal and complex ways. The chapters span a diverse range of educational settings in Asia, Australia, Europe, and North America.

Pedagogical Norms for Second and Foreign Language Learning and Teaching

Community-based Language Learning offers a new framework for world language educators interested in integrating community-based language learning (CBLL) into their teaching and curricula. CBLL connects academic learning objectives with experiential learning, ranging from reciprocal partnerships with the community (e.g., community engagement, service learning) to one-directional learning situations such as community service and site visits. This resource prepares teachers to implement CBLL by offering solid theoretical frameworks alongside real-world case studies and engaging exercises, all designed to help students build both language skills and authentic relationships as they engage with world language communities in the US. Making the case that language learning can be a tool for social change as well, Community-based Language Learning serves as a valuable resource for language educators at all levels, as well as students of language teaching methodology and community organizations working with immigrant populations.

The Impact of Mother Tongue Illiteracy on Second Language Acquisition

This book presents a thorough description of morphosyntactic knowledge developed by learners of French in four different learning situations — first language (L1) acquisition, second (L2) language acquisition, bilingualism, and acquisition by children with Specific Language Impairment — within the theoretical framework of generative grammar. This approach allows for multiple comparisons across acquisition contexts, which provides the reader with invaluable insights into the nature of the acquisition process. The book is divided into four parts each dealing
with a major morphosyntactic domain of acquisition: the verbal domain, the pronominal domain, the nominal domain, and the CP domain. Each part contains four chapters, the first one presenting an overview of the basic facts and analyses of the relevant properties of French, and the next three focusing on the different acquisition contexts. This book will be useful to anyone interested in the acquisition of French and in language development in general. It is also meant to stimulate cross-linguistic research from a theoretical perspective.

First Language Use in Second and Foreign Language Learning

Applied Linguistics and Language Teaching in the Neo-Nationalist Era

French Language Policies and the Revitalisation of Regional Languages in the 21st Century

The Second Language Acquisition of French Tense, Aspect, Mood and Modality

"The thirteen chapters in this volume present recent empirical studies in French second language education in Canada. Many of them are based on thesis research or reports for school boards and provincial and federal agencies. They are theoretically grounded in current paradigms and employ leading-edge research methodologies. The studies address a wide range of substantive issues, including core French and immersion program design and outcomes, classroom studies, teacher development, and social and administrative perspectives on FSL education." "The authors are all active researchers from across Canada. This book will be useful to FSL and language teachers in general, and to researchers, administrators, and policy makers."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

Applied Language Learning

Parameter Setting in Language Acquisition

Language is not simply a tool for communication - symbolic power struggles underlie any speech act, discourse move, or verbal interaction, be it in face-to-face conversations, online tweets or political debates. This book provides a clear and accessible introduction to the topic of language and power from an applied linguistics perspective. It is clearly split into three sections: the power of symbolic representation, the power of symbolic action and the power to create symbolic reality. It draws upon a wide range of existing work by philosophers, sociolinguists, sociologists and applied linguists, and includes current real-world examples, to provide a fresh insight into a topic that is of particular significance and interest in the current political climate and in our increasingly digital age. The book shows the workings of language as symbolic power in educational, social, cultural and political settings and discusses ways to respond to and even resist symbolic violence.

The Dictionary of Acronyms and Abbreviations in Applied Linguistics and Language Learning

This book explores how resurgent nationalism across the globe demands re-examination of many of the theories and practices in applied linguistics and language teaching as political forces seek to limit the movement of people, goods, and services across national borders and, in some cases, enact violence upon those with linguistic and/or ethnic backgrounds that differ from that of the dominant culture. The authors who have contributed to this volume provide careful analysis of nationalist discourses and actions in Brazil, Cameroon, Canada, China, Colombia, Germany, Poland, the United Arab Emirates, the United States, and Vietnam. They offer their unique historical and cultural perspectives on the complex relationship between language, identity, and
nationhood in each of these countries, as well as practical responses to the fraught political situations that many language educators and policy makers now face. This book will appeal to researchers in applied linguistics and language teaching, as well as second and foreign language teaching professionals working and living in countries where nationalist sentiments are on the rise.

Language and Language Behavior Abstracts

Studies in French Applied Linguistics

This edited volume presents an analysis of the evolution of French language policies and their impact on French regional languages and their communities. It gathers studies on language revitalisation from several territorial minority languages (Breton, Alsatian, Catalan, Occitan, Basque, Corsican, Francoprovençal, Picard, Réunionnais) and evaluates the challenges and opportunities that they face in the 21st century. The chapters tackle different aspects of language endangerment and language planning and adopt varied theoretical and methodological approaches. The first section of the book reconsiders the difficulties in establishing linguistic boundaries and classification for some regional languages. The second section examines the important theme of the new generation of speakers with issues of transmission and identity formation and the changes they can bring to traditional communities. The third section highlights new developments in the context of new technologies and the heightened visibility of regional languages. Finally, the last section presents an overview of the contemporary situation of minority language revitalisation in France and synthesises the key trends identified in this volume: from the educational domain to the European Charter for Minority and Regional languages. This book will appeal to students and scholars of the sociology of language, sociolinguistics, language policy, minority languages and language endangerment.

Linguistics and Language Behavior Abstracts

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.

Applied Linguistics and Language Learning

Temporal-aspectual systems have a great potential of informing our understanding of the developing competence of second language learners. So far, the vast majority of empirical studies investigating L2 acquisition have largely focused on past temporality, neglecting the acquisition of the expression of the present and future temporalities with rare exceptions (aside from ESL learners), leaving unanswered the question of how the investigation of different types of temporality may inform our understanding of the acquisition of temporal, aspectual and mood systems as a whole. This monograph addresses this question by focusing on three main objectives: a) to contribute to the already impressive body of research in the L2 acquisition of tense, aspect and mood/modality from a generative perspective, and in so doing to present a more complete picture of the processes of L2 acquisition in general; b) to bridge the gap between linguistic theory and L2 acquisition; c) to make empirical findings more accessible to language instructors by proposing concrete pedagogical applications.

French Second Language Education in Canada

French Applied Linguistics
This state-of-the-art volume on French Applied Linguistics includes two introductory chapters, the first summarizes the past, present and future of French in applied linguistics, and the second reviews the history of French from a sociolinguistic perspective. The six chapters of the first part cover the core aspects of the second language acquisition of French: phonology, semantics/syntax, syntax/morphology, pragmatics, sociolinguistics, and grammatical gender. The seven chapters of the second part explore the contribution of French in various subfields of applied linguistics such as language ideology and foreign language pedagogy, corpus linguistics, and French Sign Language. A chapter studies the role of affective variables on language learning, while another investigates natural language and lexical creativity. The chapters on creole studies and applied linguistics in West Africa address issues in first and second language acquisition in complex sociolinguistic and political contexts. The last chapter serves as an epilogue focusing on Louisiana, a region rich in linguistic history.

An Introduction to Applied Linguistics

Integrating the Digital Humanities into the Second Language Classroom

The Routledge Handbook of Language Learning and Technology

French is used on every continent, spoken not only in France but also in Belgium, Switzerland, North America, the Caribbean, Polynesia and Africa. This is a comprehensive and accessible guide to the structure of French, suitable for those with little prior knowledge of linguistics or of the French Language. It clearly introduces the language's history, phonetics (pronunciation), phonology (sound system), morpho-syntax (how words and sentences are formed), pragmatics (how speakers express meaning), and lexicology (the study of word composition and derivation) - with each chapter showing how these aspects are subject to regional and social variation. English translations are provided for all examples, and the book contains an extensive bilingual glossary of linguistic terms, and numerous exercises and essay questions in every chapter. French: A Linguistic Introduction will be welcomed by advanced language learners, and by linguists studying the structure of this important language.

The Acquisition of French

Learning and Teaching Languages for Communication

Australian Review of Applied Linguistics

Until now, the picture painted of French second language learning in Canada has tended to focus on successful French immersion. This volume offers a broader representation, in response to the demographic changes that have made the French language classroom a more complex place. Focusing on inclusion and language maintenance, the chapters discuss how a multilingual population can add the two official languages to their repertoire whilst maintaining their languages of origin/heritage; how the revitalization of Indigenous languages can best be supported in the language classroom, and how students with disabilities can be helped to successfully learn languages.

Transformative Language Learning and Teaching

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,
Read Online French Applied Linguistics Language Learning Language Teaching

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)

Current Index to Journals in Education

Community-Based Language Learning

LC number: 2005050068

The Acquisition of French as a Second Language

Intended for current and future foreign language teaching professionals, volumes in the Theory and Practice in Second Language Classroom Instruction series examine issues in teaching and learning in language classrooms. The topics selected and the discussions of them draw in principled ways on theory and practice in a range of fields, including second language acquisition, foreign language education, educational policy, language policy, linguistics, and other areas of applied linguistics. Double Talk draws on six real-life stories of second language use and their implications for teaching today's language students by challenging the notion of a monolingual standard for our classrooms while pursuing a bilingual objective.

The Value of Foreign Language Learning

This text illustrates the crucial role of the mother tongue literacy in second language acquisition by presenting findings from a comparative study conducted in primary schools in Senegal. In addition, the volume provides an in-depth look at the linguistic history of Senegal before, during, and after French colonialism. The Impact of Mother Tongue Illiteracy on Second Language Acquisition discusses the socio-linguistic landscape and ethnolinguistic composition of Senegal and its effect on the second language acquisition. An in-depth analysis of children’s phonological awareness, decoding, and reading comprehension in French reveals significant disparities in the literacy skills of Wolof children who have been exposed to Arabic and Qur’anic texts prior to schooling, and those who have not. In doing so, the text explores the impacts of post-colonial language policies in Africa, highlights the pedagogical consequences of mother tongue illiteracy, and questions the use of French as the only language of instruction in Senegalese schools. This detailed research text will of great interest and use to graduate and postgraduate students, researchers, academics, professionals and policy makers in the field of Second Language Acquisition, Multicultural Education, Applied Linguistics, French language education and, Language Policy and Planning.

French

The papers include: "Applied Linguistics and Communicative Language Teaching" (Christopher Brumfit); "Evaluation of the East Midlands Graded Assessment Feasibility Study" (Elaine S. Freedman); "Aspects of Standardisation within a Communicative Assessment Syllabus" (Nicola Lees); "Experimenting with Interaction" (Roy Dunning); "The Evaluation of a 'Communicative' French Course" (Brian Parkinson); "The Teacher's Use of First Language and Foreign Language as Means of Communication in the Foreign Language Classroom" (Rosamond Mitchell); "Discourse in a Television Language Teaching Programme: Implications for Learning" (Thomas Bloor); "Yes, But What Do You Mean by 'Communication'?" (John L. M. Trim); "Defined Syllabus: Crutch or Straitjacket" (Brian Page); "Contrastive Pragmatics and the Foreign Language Learner's Personality" (William T. Littlewood); and "Speaking English with the Appropriate Degree of Conviction" (Janet Holmes). (MSE)
Current Index to Journals in Education Semi-Annual Cumulation, 1991

The author aims to show that applied linguistics is better understood by doing it than studying or reading about it. He looks at history and definitions of applied linguistics, then at the institutional and non-institutional uses of language.

Double Talk

Studies in French Applied Linguistics invites the reader to adopt a broad perspective on applied linguistics, illustrating the fascinating multifaceted work researchers are conducted in so many various, inter-connected subfields. The five chapters of the first part are dedicated to the first and second language acquisition of French in various settings: First language acquisition by normal children from a generative perspective and by children with Specific Language Impairment; second language acquisition in Canadian immersion settings, from a neurolinguistic approach to phonology and natural language processing and CALL. The six chapters of the second part explore the contribution of French in various subfields of applied linguistics such as an anthropological approach to literacy issues in Guadeloupean Kréyòl, literacy issues in new technologies, phonological and lexical innovations in the banlieues, French in North Africa, language planning and policy in Quebec, as well as the emerging field of forensic linguistics from an historical perspective.

Minority Populations in Canadian Second Language Education

Understanding how people learn and fail to learn second and foreign languages is increasingly recognised as a critical social and psycholinguistic issue. Second languages are vitally important to diverse groups of people, ranging from refugees to college students facing foreign language requirements. This book provides a synthesis of empirical findings on second and foreign language learning by children and adults, emphasising the design and execution of appropriate research.

Applied Linguistics and the Teaching of French

The exponential growth and development of modern technologies in all sectors has made it increasingly difficult for students, teachers and teacher educators to know which technologies to employ and how best to take advantage of them. The Routledge Handbook of Language Learning and Technology brings together experts in a number of key areas of development and change, and opens the field of language learning by exploring the pedagogical importance of technological innovation. The handbook is structured around six themes: historical and conceptual contexts core issues interactive and collaborative technologies for language learning corpora and data driven learning gaming and language learning purpose designed language learning resources. Led by fundamental concepts, theories and frameworks from language learning and teaching research rather than by specific technologies, this handbook is the essential reference for all students, teachers and researchers of Language Learning and TESOL. Those working in the areas of Applied Linguistics, Education and Media Studies will also find this a valuable book.

Reflexivity in Language and Intercultural Education

Second language classrooms provide unique opportunities for intellectual growth, cognitive skill development, and cultural exchange. In Integrating the Digital Humanities into the Second Language Classroom, Melinda A. Cro makes the case for bringing the digital humanities (DH) into that sphere, strengthening students’ language skills while furthering their critical thinking and research abilities. Written as a practical guide for language instructors new to DH, Cro addresses practitioners’ most common questions: What are the benefits of DH for language learning in particular? How can DH be used at different levels of instruction? What types of DH tools are out there, and what kinds of knowledge must students and teachers bring to the table? Integrating the Digital Humanities into the Second Language Classroom is filled with real-world examples and concrete recommendations, making it an ideal introduction for language teachers intrigued by the potential of DH.