A Dynamic Model Of Multilingualism Perspectives Of Change In Psycholinguistics

This book is an authoritative account of multilingualism in the present era, a phenomenon affecting a vast number of communities, thousands of languages and millions of language users. The book's focus is specifically on the knowledge and use of multiple languages, but its treatment of the topic is very wide-ranging. It deals with both bilingualism and polyglottism, at the level of the individual speaker as well as at the societal level. The volume addresses not only linguistic facets of multilingualism but also multilingualism's cultural, sociological, educational, and psychological dimensions, moving from classic perspectives to recent and emerging directions of interest. The book's extensive coverage takes in topics ranging from the 'new linguistic dispensation' in our globalized world to child development in multilingual environments, from the classification of multilingual groupings to characteristics of the multilingual mind. This breadth makes Multilingualism an ideal advanced textbook for undergraduate and postgraduate students in the areas of linguistics, education and the social sciences.

This book investigates multilingual literacy practices, explores the technology applied in different educational frameworks, the centrality of multilingual literacy in non-formal, informal and formal educational contexts, as well as its presence in everyday life. Thematically clustered in four parts, the chapters present an overview of theory related to multilingual literacy, address the methodological challenges of research in the area, describe and evaluate

projects set up to foster multilingual literacy in a variety of educational contexts, analyze the literacy practices of multilinguals and their contribution to language and literacy acquisition. This volume aims to initiate a change in paradigms, shifting from structured and conservative problematizations to inclusive and diverse conceptualizations and practices. To that end, the book showcases explorations of different methodologies and needs in formal and non-formal educational systems; and it serves as a springboard for developing multivocal participatory spaces with opportunities for learning and identity-building for all multilinguals, across different settings, languages, ages and contexts.

This book provides practical guidance on research methods and designs that can be applied to Complex Dynamic Systems Theory (CDST) research. It discusses the contribution of CDST to the field of applied linguistics, examines what this perspective entails for research and introduces practical methods and templates, both qualitative and quantitative, for how applied linguistics researchers can design and conduct research using the CDST framework. Introduced in the book are methods ranging from those in widespread use in social complexity, to more familiar methods in use throughout applied linguistics. All are inherently suited to studying both dynamic change in context and interconnectedness. This accessible introduction to CDST research will equip readers with the knowledge to ensure compatibility between empirical research designs and the theoretical tenets of complexity. It will be of value to researchers working in the areas of applied linguistics, language pedagogy and educational linguistics and to scholars and professionals with an interest in second/foreign language acquisition and complexity theory.

The Open Access version of this book, available at

https://www.taylorfrancis.com/books/e/9781351049139, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching. While other works have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual awareness, and language learning and teaching in L2 and L3 settings, and explores a range of studies from around the world. This allows the volume to highlight a diverse set of methodological approaches, including blogging, screen recording software, automatic translation programs, language corpora, classroom interventions, and interviews, and subsequently, to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally. This innovative collection is an essential resource for students and scholars in language teaching pedagogy, and applied linguistics.

This study examines changes in the first language of people who know a second language. It presents theories and research that investigate the first language of second language users from a variety of perspectives including vocabulary, pragmatics, cognition and syntax.

Provides an overview of present trends in the study of adult additive multilingualism from formal, psycholinguistic and sociolinguistic perspectives, adding new insights into adult multilingual epistemology. This book includes critical reviews of L3/Ln morphosyntax, phonology, and the lexicon.

This major new textbook offers an accessible introduction to many of the most interesting

areas in the study of multilingualism. It consists of twelve lectures, written by leading researchers, each dedicated to a particular topic of importance. Each lecture offers a state-of-the-art, authoritative review of a subdiscipline of the field. The volume sheds light on the ways in which the use and acquisition of languages are changing, providing new insights into the nature of contemporary multilingualism. It will be of interest both to undergraduate and postgraduate students working in linguistics-related disciplines and students in associated social sciences.

Over the past 40 years, Jim Cummins has proposed a number of highly influential theoretical concepts, including the threshold and interdependence hypotheses and the distinction between conversational fluency and academic language proficiency. In this book, he provides a personal account of how these ideas developed and he examines the credibility of critiques they have generated, using the criteria of empirical adequacy, logical coherence, and consequential validity. These criteria of theoretical legitimacy are also applied to the evaluation of two different versions of translanguaging theory – Unitary Translanguaging Theory and Crosslinguistic Translanguaging Theory – in a way that significantly clarifies this controversial concept.

This book focuses on the concept of learner writer identity in the context of foreign language writing. The author demonstrates that the process of writing in a foreign language is much more complex and personal than many writing instructors may assume. The book's theoretical chapters address such concepts as bilingualism, the process of L2 writing, and identity in L2 writing. The book's empirical section discusses

the students' views on writing in L1 and in L2, the students' writing processes in both languages, and the students' identities in L1 and L2 writing. It is shown that writing in L2 poses problems of a linguistic nature; however, for the advanced EFL learners writing in L2 also creates opportunities they would never have when composing in their mother tongue.

Review text: "As such, the book is an informative, inspiring read and will be of great interest to a diverse audience, including language learners, researchers, teachers, educators and other professionals who may encounter or use a variety of languages in their daily lives, whether they are mono-, bi- or multilingual."Ron Peek in: International Journal of Multilingualism 2010.

This book addresses the meanings and implications of multilingualism and its uses in a context of rapid changes, in Europe and around the world. All types of organisations, including the political institutions of the European Union, universities and private-sector companies must rise to the many challenges posed by operating in a multilingual environment. This requires them, in particular, to make the best use of speakers' very diverse linguistic repertoires. The contributions in this volume, which stem from the DYLAN research project financed by the European Commission as part of its Sixth Framework Programme, examine at close range how these repertoires develop, how they change and how actors adapt skilfully the use of their repertoires to different objectives and conditions. These different strategies are also examined in terms of their

capacity to ensure efficient and fair communication in a multilingual Europe. Careful observation of actors' multilingual practices reveals finely tuned communicational strategies drawing on a wide range of different languages, including national languages, minority languages and lingue franche. Understanding these practices, their meaning and their implications, helps to show in what way and under what conditions they are not merely a response to a problem, but an asset for political institutions, universities and business.

In this book different aspects of language and aging are discussed. While language spoken by and language spoken with elderly people have been treated as different areas of research, it is argued here that from a dynamical system perspective the two are closely interrelated. In addition to overviews of research on language and aging, a number of projects on this topic in multilingual settings are presented.

This volume offers an ontogenetic perspective on research on L3, multilingualism and multiple languages acquisition and a conceptually updated picture of multilingualism studies and third/multiple language acquisition studies. The contributions by prominent scholars of multilingualism present state-of-the-art accounts of the significant aspects in this field. This unique collection of articles adopts a broad-spectrum and synthesized view on the topic. The volume, largely theoretical and classificatory, features main theories, prominent researchers and important research trends. The articles also contain factual and historical material from previous and current decades of research

and offer practical information on research resources. For lecturers, students, educators, researchers, and social workers operating in multilingual contexts, The Exploration of Multilingualism is manifestly relevant.

This volume sheds empirical light on Complex Dynamic Systems Theory (CDST) by providing five sets of analyses of two longitudinal, interactional datasets, involving two dyads exchanging emails over one academic semester. The collective study on CDST is the first of its kind, in that it delves into multiple subsystems of learner language, traversing the domains of morphosyntax, semantics, pragmatics and discourse. The data analyses expose the dynamics of the interactional process, offering evidence of core characteristics of complex dynamic systems: sensitive dependence on initial conditions, interconnectedness of subsystems, the emergence of attractor states over time and variation in and between the individuals. Together, the analyses, each alone an engaging description, capture fine-grained patterns of change over time. More importantly, they demonstrate the impact of the ecosystem on individuals' use of language. The book offers critical insights relevant to CDST researchers, theorists and empiricists alike, as well as to teachers seeking a nuanced understanding of the learning benefits of computer-mediated interactional activities.

This book reports on a longitudinal study of the acquisition of pragmatic markers in written discourse in a third language (English) by secondary students living in the bilingual (Spanish and Catalan) Valencian Community in Spain. It examines pragmatic

transfer, specifically positive transfer, in multilingual students from a holistic perspective, taking into account their linguistic repertoire and using ecologically valid classroom writing tasks in a longitudinal study. It tackles the issue of task-based language teaching from a multilingual perspective by presenting a study which takes place in natural classroom contexts where real classroom tasks are used to explore the interaction between languages in multilinguals. The book combines a focus on multilingual language development and pragmatics and discusses the resources multilingual learners take to the classroom.

The way speakers in multilingual contexts develop own varieties in their interactions sheds light on code switching and multimodal dynamic co-constructions of grammar in use. This volume explores the intersection of multimodality and language use of multilingual speakers. Firstly, theoretical frames are discussed and empirical studies involving Catalan, German and Spanish as L1, L2 or FL are presented interconnecting verbal and gestural modalities into grammar description or exploring actions as sources for gestures, which may nonverbally represent the argument in German dynamic motion verbs. Other chapters focus on positionings in interviews, lexical access searches or proxemics in greetings and farewells. The contributions secondly focus on verbal features of language use in multilingual contexts related to self-representation and co-construction of identity through code-switching, deixis or argumentative reasoning in different communicative events based on multilingual data of languages

including Croatian, English, Italian, Brazilian-Portuguese and Polish. The findings call for a reviewed conception of grammar description with implications also for the conceptualization of deixis, for L2/foreign language acquisition and language teaching policies.

Multilingualism is a typical aspect of everyday life for most of the world's population; it has existed since the beginning of humanity and among individuals of all backgrounds. Nonetheless, it has often been treated as a variant of bilingualism or as a phenomenon unique to individual areas of study. The purpose of this book is to review current knowledge about the acquisition, use and loss of multiple languages using a multidisciplinary perspective, highlighting the common themes and stimulating insights that can emerge when multilingualism is viewed from different but related areas of investigation. The chapters focus on research evidence, showing that multilingualism is a complex phenomenon that involves a myriad of linguistic and extra-linguistic forces and that should be studied in its own right as evidence of human potential and capacity for language. The book is primarily addressed to students and scholars interested in deepening their understanding of the different facets of multilingualism, including the individual and societal circumstances that contribute to it, the cognitive and neural mechanisms that make it possible, and the dynamics involved in the acquisition, use and loss of multiple languages.

This book honours the contribution of Marjolijn Verspoor to the development and implementation of dynamic usage-based (DUB) approaches in second language (L2) research and pedagogy. With chapters written by renowned experts in the field, the book addresses the

dynamics of language, language learning and language teaching from a usage-based perspective. The book contains both theory and empirical work: the initial theoretical chapters present cutting-edge thinking in relation to both the scope of DUB theory and its applications, providing conceptual perspectives from cognitive grammar and linguistics, thinking-for-speaking (TFS), and Complex Dynamic Systems Theory (CDST) approaches, united by their shared underpinnings of language as a dynamic system of conventionalized routines. The second half of the volume showcases state-of-the-art methodologies to study dynamic trajectories of language learning, empirical investigations into the above-mentioned theoretical concepts, and innovative classroom implementations of DUB language pedagogy.
This volume is about various aspects of the theory and application of language contact and language conflict phenomena seen from an interdisciplinary perspective. The focus is on the linguistic, social, psychological, and educational issues (conditions, constraints, and consequences) involved in the status and use of languages in multilingual settings. The book is divided into four sections dealing with the following areas: Theoretical issues: This section addresses key issues such as the nature of the concepts of language maintenance, language loyalty and language identity, language shift, language loss and language death. It includes the search for models of the often contradictory theoretical issues involved in language contact. Language policy and language planning: This section examines the various language policies carried out by official agencies and focuses on the two basic options available to a multilingual nation: assimilation or pluralism. Attitudes towards languages: The section is geared towards research into determinants of language attitudes, the methods for the measurements of attitudes, as well as the relationship between language policy and attitude change.

Codeswitching and language choice: The linguistic, social, psychological, and anthropological implications of using two different codes will be examined from different perspectives. Relevant research topics include: the situational uses of code-switching, linguistic and social constraints on codeswitching, and code-switching vs. borrowing. A further research paradigm deals with the search for relativized constraints, resulting from the interaction of universal principles and aspects particular to each codeswitching situation.

This volume is the first handbook dedicated to language attrition, the study of how a speaker's language may be affected by crosslinguistic interference and non-use. The effects of language attrition can be felt in all aspects of language knowledge, processing, and production, and can offer unique insights into the mind of bilingual language users. In this book, international experts in the field explore a comprehensive range of topics in language attrition, examining its theoretical implications, psycho- and neurolinguistic approaches, linguistic and extralinguistic factors, L2 attrition, and heritage languages. The chapters summarize current research and draw on insights from related fields such as child language development, language contact, language change, pathological developments, and second language acquisition.

This book deals with early multilingual acquisition from a holistic, dynamic, and multilingual perspective. It focuses on the analysis of pragmatic awareness and language attitudes of consecutive multilingual children in relation to other variables, such as the linguistic model or the age factor. This volume makes an important contribution to the field, providing evidence for the Dynamic Model of Multilingualism proposed by Herdina and Jessner.

The model presented in this volume draws together various strands of research - second language acquisition theory, bilingualism research, dynamic systems theory - to develop a

novel approach to this challenging subject. Its main focus lies on the psycholinguistic dynamics of multilingualism, the processes of change in time affecting two or more language systems. The monograph constitutes an attempt to demonstrate that trilinguals should be considered as learners and speakers in their own right as opposed to L2 learners with a view to enumerating consequences this would bring to third or additional language teaching. Its theoretical part offers an insight into the structure of the multilingual mental lexicon which is a product of the interplay of a whole array of cross-linguistic factors in the minds of multilingual speakers. The empirical part reports the findings of an empirical study which aimed to investigate connections which are formed between multiple languages in a multilingual mind. All the aspects, analyzed in the experiments are part of a broader question of how multilinguals make their lexical decisions and, more specifically, how they recognize words from different languages. The book closes with the discussion of the role of the obtained results for multilingual didactics as well as some possible areas for future research.

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

The global spread of English has resulted in the emergence of a diverse range of postcolonial varieties around the world. Postcolonial English provides a clear and original account of the evolution of these varieties, exploring the historical, social and ecological factors that have shaped all levels of their structure. It argues that while these Englishes have developed new and unique properties which differ greatly from one location to another, their spread and diversification can in fact be explained by a single underlying process, which builds upon the constant relationships and communication needs of the colonizers, the colonized, and other parties. Outlining the stages and characteristics of this process, it applies them in detail to English in sixteen different countries across all continents as well as, in a separate chapter, to a history of American English. Of key interest to sociolinguists, dialectologists, historical linguists and syntacticians alike, this book provides a fascinating new picture of the growth and evolution of English around the globe.

This collection of scholarly articles is the first to address the challenges of multilingualism from a multidisciplinary perspective. The contributors to this volume examine both the beneficial and the problematic aspects of multilingualism in various dimensions, that is, they address familial, educational, academic, artistic, scientific, historical, professional, and geopolitical challenges. This book addresses the ways in which languages education around the world has changed in recent years to recognise and reflect the increasing phenomenon of societal multilingualism. It examines the implications for research, theory, policy and practice.

Bridging the fields of youth studies and language planning and policy, this book takes a close, nuanced look at Indigenous youth bi/multilingualism across diverse cultural and linguistic settings, drawing out comparisons, contrasts, and important implications for language planning

and policy and for projects designed to curtail language loss. Indigenous and non-Indigenous scholars with longstanding ties to language planning efforts in diverse Indigenous communities examine language policy and planning as de facto and de jure – as covert and overt, bottom-up and top-down. This approach illuminates crosscutting themes of language identity and ideology, cultural conflict, and linguistic human rights as youth negotiate these issues within rapidly changing sociolinguistic contexts. A distinctive feature of the book is its chapters and commentaries by Indigenous scholars writing about their own communities. This landmark volume stands alone in offering a look at diverse Indigenous youth in multiple endangered language communities, new theoretical, empirical, and methodological insights, and lessons for intergenerational language planning in dynamic sociocultural contexts.

This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutionsto everyday language-related problems with contributions from renowned experts

This landmark volume offers a collection of conceptual papers and empirical research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective. The contributors include some of the most well-established scholars from three continents, all addressing the question of how we can understand motivation if we perceive it as continuously changing and evolving rather than as a fixed learner trait. The data-based studies also provide useful research models and templates for graduate students and scholars in the fields of applied linguistics and SLA who are interested in engaging with the intriguing area of examining language learning in a dynamic vein.

This collection of 33 papers represents the most current thinking and research on the study of cognitive processing in bilingual individuals. The contributors include well-known figures in the field and promising new scholars, representing four continents and work in dozens of languages. Instead of the social, political, or educational implications of bilingualism, the focus is on how bilingual people (mostly adults) think and process language.

This book brings together papers dealing with essential issues in applied linguistics and multilingualism that have been contributed by leading figures in these two fields and present state-of-the-art developments in theory and research. The first part includes articles touching on various aspects of multiple-language acquisition, with a particular emphasis on the role of affordances, the interfaces between language and thought, and factors influencing the process of language learning. Part Two deals with individual variations in the acquisition of additional languages, focusing in particular on the impact of such variables as age, aptitude, motivation and learning deficits. Finally, Part Three presents contributions illuminating key issues in the acquisition of different subsystems and skills, such as grammar, phonology, lexis and writing

systems. Thanks to the diversity of perspectives on applied linguistics and multilingualism, as well as the cutting-edge nature of some of the proposals, this edited collection will be an important reference work and a source of inspiration for theorists and researchers.

This book is unique because it explores the multilingual lexicon by providing insights from research studies conducted in psycholinguistics, applied linguistics and neurolinguistics. It goes beyond the use of two languages and thus concentrates on a new and developing area in linguistic research. The different perspectives provide a link to the mainstream work on the lexicon and vocabulary acquisition and will stimulate further debate in these areas and in the study of multilingualism.

The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinary field of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world Features contributions from 78 established and emerging international scholars Offers extensive coverage in sixteen chapters of language and education issues in specific and diverse regional/geographic contexts, including South Africa, Mexico, Latvia, Cambodia, Japan, and Texas Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ELLs, learners with language impairments, and bilingual education outside of the classroom

This volume contributes to a better understanding of both psycho- and sociolinguistic levels of multilingualism and their interplay in development and use. The chapters stem from an international group of specialists in multilingualism with chapters from Austria, Canada, Germany, Hungary, Israel, Italy, Slovakia, South Africa, Spain and the United States. The chapters provide an update on research on third language acquisition and multilingualism, and pay particular attention to new research concepts and the exploration of contact phenomena such as transfer and language learning strategies in diverse language contact scenarios. Concepts covered include dominant language constellations, mother tongue, germination factors and communicative competence in national contexts. Multilingual use as described and applied in the volume aims at demonstrating and identifying current and future challenges for research on third language acquisition and multilingualism. The third languages in focus include widely and less widely used official, minority and migrant languages in instructed and/or natural contexts, including Albanian, Arabic, Basque, English, French, German, Hungarian, Italian, Romanian, Spanish, Punjabi, Russian, Turkish, and Vietnamese, thereby mapping a high variety of language constellations.
Third language acquisition is a common phenomenon, which presents some specific characteristics as compared to second language acquisition. This volume adopts a psycholinguistic approach in the study of cross-linguistic influence in third language acquisition and focuses on the role of previously acquired languages and the conditions

that determine their influence.

This book emerges as a response to the increasing use of English as a lingua franca in the multilingual European context. It provides an up-to-date overview of the sociolinguistic, psycholinguistic and educational aspects of research on third language acquisition by focusing on English as a third language.

This book contributes to current issues in TLA and multilingualism research. It discusses multilingual learning and development from a Dynamic Systems Theory perspective. The author argues that trilingual education does not harm or confuse young learners but that the teaching of three languages from an early age carries positive implications for children's linguistic, metalinguistic, and crosslinguistic awareness.

This landmark volume offers a collection of conceptual papers and data-based research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective. The chapters seek to answer the question of how we can understand motivation if we perceive it as a continuously changing and evolving entity rather than a fixed learner trait.

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