Linguistic Perspectives On Second Language Acquisition

Cognitive Linguistics: Current Applications and Future Perspectives is an up-to-date survey of recent research in Cognitive Linguistics and its applications by prominent researchers. The volume brings together generally accessible syntheses and special studies of Cognitive Linguistics strands in a sizable format and is thus an asset not only to the Cognitive Linguistics community, but also to neighbouring disciplines and linguists in general. The volume covers a wide range of fields and combines wide accessibility with a highly specific information value. Key features: An excellent source for the study of Applied Cognitive Linguistics, one of the most popular and fastest growing areas in Linguistics. Authoritative and detailed survey articles by leading scholars in the field. Accessible to a general audience, yet also characterized by a highly specific information value.

These two volumes present the methodology and results of an international research project on second language acquisition by adult immigrants. This project went beyond other studies in at least three respects: in the number of languages studied simultaneously; in the organisation of co-ordinated longitudinal studies in different linguistic environments; and in the type and range of linguistic phenomena investigated. It placed the study of second languages and inter-ethnic discourse on a firm empirical footing. Volume 1 explains and evaluates the research design adopted for the project. Volume 2 summarises the cross-linguistic results, under two main headings: native/non-native speaker interaction, and language production. Together they present the reader with a complete research procedure, and in doing so, make explicit the links between research questions, methodology, and results.

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 aptitude to write well is increasingly becoming a vital element that students need to succeed in college and their future careers. Students must be equipped with competent writing skills as colleges and jobs base the acceptance of students and workers on the quality of their writing. This situation captures the complexity of the fact that writing represents higher intellectual skills and leads to a higher rate of selection. Therefore, it is imperative that best strategies for teaching writing speakers of other languages is imparted to provide insights to teachers who can better prepare their students for future accomplishments. Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students examines the theoretical and practical implications that should be put in place for second language writers and offers critical futuristic and linguistic perspectives on teaching writing to speakers of other languages. Highlighting such topics as EFL, ESL, composition, digital storytelling, and forming identity, this book is ideal for second language teachers and writing instructors, as well as academicians, professionals, researchers, and students working in the field of language and linguistics.

Researching Language in Schools and Communities is designed for those who intend to carry out and / or study research in children's language development, teaching English as a second language, children's literature, casual conversation, social class and language variation, classroom discourse, reading processes, teaching writing, literacy and curriculum area learning, critical literacies and related areas. The contributors are among the foremost researchers in these fields. In this book they introduce approaches to help investigate such areas in applied langauge research using systemic functional linguistics (SFL). A key purpose of this text is to facilitate the further engagement of language researchers with SFL perspectives, encouraging more collaborative transdisciplinary work across different fields of study and theoretical approaches in projects of mutual concern. The first two chapters outline the key aspects of SFL descriptions of the relationships between language and social context and the inter-related descriptions of text structures and grammatical systems. This provides sufficient background to enable those coming new to SFL to make productive, critical use of the research reviewed, studies described and advice on project design provided in the following chapters. Nevertheless, the book is an introductory resource and particular attention has been paid throughout to the extensive provision of clear references to more elaborated accounts of the important issues discussed.

The past fifteen years have witnessed an increasing interest in the cognitive study of the bilingual. A major reason why psychologists, psycholinguists, applied linguists, neuropsychologists, and educators have pursued this topic at an accelerating pace presumably is the acknowledgment by increasingly large numbers of language researchers that the incidence of monolingualism in individual language users may be lower than that of bilingualism. This alleged numerical imbalance between monolinguals and bilinguals may be expected to become larger due to increasing international travel through, for instance, tourism and trade, to the growing use of international communication networks, and to the fact that in some parts of the world (i.e., Europe), the borders between countries are effectively disappearing. In addition to the growing awareness that bilinguals are very common and may even outnumber monolinguals, there is the dawning understanding that the bilingual mind is not simply the sum of the cognitive processes associated with each of the two monolingual modes, and that the two languages of bilingual may interact with one another in complicated ways. To gain a genuinely universal account of human cognition will therefore require a detailed understanding of language use by both pure monolinguals as well as bilinguals, unbalanced and balanced, and of the representations and processes involved. These two insights, that bilingualism is a common human condition and that it may influence cognition, were presumably instrumental in putting bilingualism on the agendas of many researchers of cognition and language in recent years. But other reasons may have played a role too: The study of bilingualism also provides a unique opportunity to study the relation between language and thought. A final reason for the growing interest in this area of research is the awareness that bilingualism may confer the benefit of broadening one's scope beyond the limits of one's own country and culture. This book serves as an excellent introduction to the important topics in the psycholinguistic study of bilingualism. The chapters represent a comprehensive and interrelated set of topics that form the core of contemporary research on the psycholinguistics of bilingualism. The issues raised within this perspective not only increase our understanding of the nature of language and thought in bilinguals but also of the basic nature of the mental architecture that supports the ability to use more than one language.

This volume bridges the gap between the rapidly advancing fields of Learner Corpus Research and Second Language Acquisition. Crosslinguistic influence is an established area of second language research, and as such, it has been subject to extensive scrutiny. Although the field has come a long way in understanding its general character, many issues still remain a conundrum, for example, why does transfer appear selective, and why does transfer never seem to go away for certain linguistic elements? Unlike most existing studies, which have focused on transfer at the surface form level, the present volume examines the relationship between thought and language, in particular thought as shaped by first language development and use, and its interaction with second language use. The chapters in this collection conceptually explore and empirically investigate the relevance of Slobin's thinking-for-speaking hypothesis to adult second language acquisition, offering compelling and enlightening evidence of the fundamental nature of crosslinguistic influence in adult second language acquisition "This is a landmark publication - the first to concertedly address the implications for SLA of Slobin's thinking-for-speaking hypothesis. Do processes of conceptualisation that L1s predispose speakers to affect their L2 production, and if so in what ways? Can we `re-think' for L2 speaking, and what cognitive abilities enable this? The research issues this book raises are fundamentally important for SLA

theory and pedagogy alike." Peter Robinson, Professor of Linguistics and SLA, Aoyama Gakuin University, Tokyo, Japan "Language affects how we think. Slobin's (1996) thinking-for-speaking hypothesis concerns the ways that native language directs speakers' attention to pick those characteristics of events that are readily encodable therein. In this impressive collection, Han and Cadierno marshal strong support for effects of native language upon second language use, i.e. for `rethinking-for-speaking'. A must-read for anybody interested in linguistic relativity and transfer in SLA." Nick Ellis, Professor of Psychology, University of Michigan, USA

This volume offers a comprehensive account of language development from a Systemic Functional Linguistic (SFL) perspective, integrating theory and data from a wide range of research studies. The book begins by taking an in-depth look at SFL theory and its focus on texts, highlighting the metafunctional nature of language and the ways in which individuals' repertoires of meaning-making resources develop as they interact with the world and with others. Grounded in an SFL approach, the successive chapters consider in turn the key stages of language development, from infancy to school settings to additional, second, and foreign language learning contexts. Each chapter incorporates a range of SFL studies to demonstrate shifts in language development across these stages, but also the discussion of other functional perspectives to examine the ways in which these different approaches inform one another. A concluding chapter considers the implications of these studies for future research as well as for pedagogical practices in literacy teaching. In its consideration of the relationship between SFL theory and its application to language development, this book will be key reading for students and scholars in Systemic Functional Linguistics, language and education, and literacy studies. Language in Use creatively brings together, for the first time, perspectives from cognitive linguistics, language acquisition, discourse analysis, and linguistic anthropology. The physical distance between nations and continents, and the boundaries between different theories and subfields within linguistics have made it difficult to recognize the possibilities of how research from each of these fields can challenge, inform, and enrich the others. This book aims to make those boundaries more transparent and encourages more collaborative research. The unifying theme is studying how language is used in context and explores how language is shaped by the nature of human cognition and social-cultural activity. Language in Use examines language processing and first language learning and illuminates the insights that discourse and usage-based models provide in issues of second language learning. Using a diverse array of methodologies, it examines how speakers employ various discourse-level resources to structure interaction and create meaning. Finally, it addresses issues of language use and creation of social identity. Unique in approach and wide-ranging in application, the contributions in this volume place emphasis on the analysis of actual discourse and the insights that analyses of such data bring to language learning as well as how language shapes and reflects social identity—making it an invaluable addition to the library of anyone interested in cutting-edge linguistics. Infants and very young children develop almost miraculously the ability of speech, without apparent effort, without even being taught - as opposed to the teenager or the adult struggling without, it seems, ever being able to reach the same level of proficiency as five year olds in their first language. This useful textbook serves as a guide to different types of language acquisition: monolingual and bilingual first language development and child and adult second language acquisition. Unlike other books, it systematically compares first and second language acquisition, drawing on data from several languages. Research questions and findings from various subfields are helpfully summarized to show students how they are related and how they often complement each other. The essential guide to studying first and second language acquisition, it will be used on courses in linguistics, modern languages and developmental psychology. This book focuses exclusively on child bilinguals or children exposed to a second language in various learning contexts. Through the presentation of research on how children learn the sound systems or lexicon in two languages and via different routes, the book aims to paint a comprehensive picture of child bilingualism and second language learning. In addition, the book features contributions focused on theoretical overviews and methodological approaches. Researchers from diverse disciplines such as linguistics, psychology, and speech-language pathology contributed to the book that thus represents an effort to integrate multiple views and perspectives. The book is useful for researchers, clinicians, and educators who work with children acquiring or learning a second language in different settings. It should also be of interest to university students studying bilingualism and/or second language acquisition or parents raising bilingual children. This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook, Second Language Learning Data Analysis, Second Edition, makes an ideal accompaniment to the text. This book represents the first collection of studies on Content and Language Integrated Learning (CLIL) which brings together a range of perspectives through which CLIL has been investigated within Applied Linguistics. The book aims to show how the four perspectives of Second Language Acquisition (SLA), Systemic Functional Linguistics (SFL), Discourse Analysis, and Sociolinguistics highlight different important aspects of CLIL as a context for second language development. Each of the four sections in the book opens with an overview of one of the perspectives written by a leading scholar in the field, and is then followed by three empirical studies which focus on specific aspects of CLIL seen from this perspective. Topics covered include motivation, the use of tasks, pragmatic development, speech functions in spoken interaction, the use of evaluative language in expressing content knowledge in writing, multimodal interaction,

assessment for learning, L1 use in the classroom, English-medium instruction in universities, and CLIL teachers' professional identities.

The proposed book is best described as a linguistically oriented textbook taking the grammar of English as its subject matter. It is directed to professional teachers of English (ESL and EFL) and their students, as well as those currently training to become teachers of English. The book is also likely to be of interest to interpreters, translators and other English language professionals. It will explore selected aspects and problem areas of English from a broadly "functional" linguistic perspective. My experience as a teacher and teacher trainer has shown me that this perspective has the potential to inspire teachers and students with a genuine enthusiasm for the grammatical features of English and that it often enables them to "make sense" of the grammar in a way that all too often other approaches signally fail to do. An important focus of the book is on understanding grammar as a series of conventionalized patterns rather than a set of rules (which is how grammar has traditionally been presented). Moreover, unlike many other grammar books, this book emphasizes how the grammatical constructions under consideration are employed in various types of communicative situation, attention being given to the importance of discourse context in interpreting the target forms. In line with contemporary linguists generally, the approach adopted is descriptive rather than prescriptive. While the main focus is on English, I offer occasional comments on how the issue under discussion is expressed in languages other than English. Apart from the inherent interest which I hope such comparisons may have for the reader, I take the view that these can be helpful in casting further light on the grammar of English.

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 solutions to everyday language-related problems with contributions from renowned experts

The culmination of more than a decade of research, this compelling volume offers a fresh approach for applying functional linguistics to assess student performance, to inform the teaching and learning of Chinese and to design curriculum and teaching materials. Documenting authentic systemic functional linguistics (SFL) studies in researching and teaching Chinese as a first or second language, this research is set in the multilingual settings of Hong Kong and Australia. The experiences of SFL and genre teaching in English have been well demonstrated as valid, viable and practical in different contexts; however this volume covers the relatively new domain of research into the applications of SFL to the teaching of Chinese. Using SFL as the research framework, the authors cover three major areas in Chinese language education: effective pedagogies, curriculum and material design, and text analysis. Covering major local curriculum reforms and the rapid growth of International Baccalaureate programmes worldwide, this book will be of interest to linguists, language teachers and teacher educators and those involved in the teaching and learning of Chinese around the world.

This volume explores how a second language is acquired and what learners must do in order to achieve proficiency. The hardback edition is a collection of original essays that approaches second language acquisition from a linguistic rather than a sociological, psychological, or purely pedagogical perspective. A wide range of viewpoints and approaches is represented. However, all authors agree on the fundamental importance of linguistic theory in the study of second language acquisition. Few works have explored in depth how a second language is acquired and what the second language learner must do mentally to achieve proficiency in another language. The essays in this book provide an incisive analysis of these questions. For greater accessibility, the chapters are arranged topically from those covering the broad area of theories of acquisition to those focusing specifically on syntax, semantics, pragmatics, lexicon, and phonology in another language.

This book includes a selection of theoretical and practical accounts of the acquisition of Portuguese from a broad range of linguistic perspectives. This collection is particularly appealing in the broad academic sphere of language acquisition due to the fact that there has yet to be one entirely dedicated to Portuguese as an Additional Language (PAL). This volume showcases the breadth of research being carried out on topics ranging from the acquisition of aspects from the main language modules (syntax, morphology, semantics, phonology, and pragmatics) to applied perspectives involving corpus-based approaches and experimental methodologies. Moreover, we present studies addressing a variety of learning contexts and learner types. The target audience includes researching scholars with a background in second language acquisition studies interested in learning more about the acquisition of Portuguese as an Additional Language from linguistic perspectives.

This book undertakes a general framework within which to consider the complex nature of the writing task in English, both as a first, and as a second language. The volume explores varieties of writing, different purposes for learning to write extended text, and cross-cultural variation among second-language writers. The volume overviews textlinguistic research, explores process approaches to writing, discusses writing for professional purposes, and contrastive rhetoric. It proposes a model for text construction as well as a framework for a more general theory of writing. Later chapters, organised around seventy-five themes for writing instruction are devoted to the teaching of writing at the beginning, intermediate, and advanced levels. Writing assessment and other means for responding to writing are also discussed. William Grabe and Robert Kaplan summarise various theoretical strands that have been recently explored by applied linguists and other writing researchers, and draw these strands together into a coherent overview of the nature of written text. Finally they suggest methods for the teaching of writing consistent with the nature, processes and social context of writing.

The eleven essays in this book cover a wide range of topics from the role of 'interlanguage' and the influence of external factors on the process of language learning, to the development of syntax and the methodology of error analysis. Collectively they provide a valuable perspective on the learning process, which both enriches our theoretical understanding of the processes underlying second language acquisition and suggests ways in which teaching practice may best exploit a learner's skills.

How can theories of language development be understood and applied in your language classroom? By presenting a range of linguistic perspectives from formal to functional to cognitive, this book highlights the relevance of second language acquisition research to the language classroom. Following a brief historical survey of the ways in which language has been viewed, Whong clearly discusses the basic tenets of Chomskyan linguistics, before exploring ten generalisations about second language development in terms of their implications for language teaching. Emphasising the formal generative approach, the book explores well-known language teaching methods, looking at the extent to which linguistic theory is relevant to the different approaches. This is the first textbook to provide an explicit discussion of language

teaching from the point of view of formal linguistics.

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 volume corrects the relative neglect in Second Language Acquisition studies of the quantitative study of language variation and provides insights into such issues as language transfer, acquisition through exposure, language universals, learner's age and so forth. These studies bolster the idea that a full account of SLA development (and, hence, a "theory of SLA") must be built on not only detailed accounts of interlanguage data but also on a wide appeal to factors which govern the psycholinguistic bases of SLA. An important addition to the volume is a comprehensive guide to both the DOS and Macintosh versions of the VARBRUL statistical program used by variationists.

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, 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)

The domain of Communication Disorders has grown exponentially in the last two decades and has come to encompass much more than audiology, speech impediments and early language impairment. The realization that most developmental and learning disorders are language-based or language-related has brought insights from theoretical and empirical linguistics and its clinical applications to the forefront of Communication Disorders science. The current handbook takes an integrated psycholinguistic, neurolinguistic, and sociolinguistic perspective on Communication Disorders by targeting the interface between language and cognition as the context for understanding disrupted abilities and behaviors and providing solutions for treatment and therapy. Researchers and practitioners will be able to find in this handbook state-of-the-art information on typical and atypical development of language and communication (dis)abilities across the human lifespan from infancy to the aging brain, covering all major clinical disorders and conditions in various social and communicative contexts, such as spoken and written language and discourse, literacy issues, bilingualism, and socio-economic status.

This volume provides an unprecedented insight into current approaches to crosslinguistic influence (CLI). The collection investigates a range of themes including linguistic relativity, the possible contributions of neurolinguistics, the problem of cognitive development and the role of the frequency of structures in acquisition from distinct, overlapping and complementary perspectives. Chapters focusing on vocabulary, morphosyntactic categories, semantic structures, and phonetic and phonological structures feature in the volume, as do over 20 languages, in order to offer new insights into both theoretical and empirical issues in CLI, including the consequences of great or little similarity in structures between languages. The relevance of CLI research for teaching is discussed in a number of chapters, as is the phenomenon of multilingualism. The collection will appeal to researchers, graduate and postgraduate students, teachers and professionals interested in the field of CLI in SLA.

This volume contains a selection of papers analyzing language transfer, a phenomenon which results from language contact in bilingual and multilingual language acquisition and learning contexts. The main focus of the volume is on the lexical aspects of language transfer.

This new edition builds upon these foundations and develops further understanding of a key area of applied linguistics, with updated chapters on: * vocabulary and language teaching * dictionaries and lexicography * the literary study of vocabulary. It also includes new material on: * the relationship between vocabulary, grammar and discourse * the implications of new insights into vocabulary for the study of speech and writing.

Including contributions from a team of world-renowned international scholars, this volume is a state-of-the-art survey of second language speech research, showcasing new empirical studies alongside critical reviews of existing influential speech learning models. It presents a revised version of Flege's Speech Learning Model (SLM-r) for the first time, an update on a cornerstone of second language research. Chapters are grouped into five thematic areas: theoretical progress, segmental acquisition, acquiring suprasegmental features, accentedness and acoustic features, and cognitive and psychological variables. Every chapter provides new empirical evidence, offering new insights as well as challenges on aspects of the second language speech acquisition process. Comprehensive in its coverage, this book summarises the state of current research in second language phonology, and aims to shape and inspire future research in the field. It is an essential resource for academic researchers and students of second language acquisition, applied linguistics and phonetics and phonology.

This collection of twelve papers demonstrates that the concepts developed within the Cognitive Linguistics movement afford an insightful perspective on several important areas of second language acquisition and pedagogy. In the first part of the book, three papers show how three Cognitive Linguistics constructs provide a useful theoretical frame within which second language acquisition data can be analyzed. First, Talmy's typology of motion events is argued to constitute the base relative to which acquisition discrepancies in motion events are most valuably investigated. Secondly, the notion of "construction" is invoked in order to account for systematic differences between the native and non-native speakers' use of the English verb get. Finally, frequency and similarity effects are shown to play a crucial part in the learning of prepositions in a second language. The second part of the book shows that the key concepts commonly invoked in Cognitive Linguistics analyses allow language teachers to insightfully structure the presentation of problematic material in the foreign language classroom. These concepts include among others polysemy, the figure/ground gestalt, the usage-based conception of grammar, the radial organization of categories, metaphors, and cultural scripts. The Cognitive Linguistics paradigm has already shown its viability to analyze a wide array of linguistic phenomena. This book establishes its relevance in the areas of second language acquisition and language pedagogy. Its intended public is composed of Cognitive Linguists, Second Language Acquisition specialists, as well as foreign language pedagogy researchers, instructors, and students.

This book deals with the development of modality from a crosslinguistic perspective and is closely related to two earlier volumes on the development of verb and nominal inflection in first language acquisition (SOLA 21 and 30) both methodologically and theoretically. Each of the fourteen contributions studies the early development of the form and function of expressions of deontic and dynamic agent-oriented modality or epistemic and evidential propositional modality in one of fourteen languages belonging to different morphological types and language families (seven Indo-European and seven non-Indo-European). The analyses are mainly based on longitudinal observations of children in their 2nd and 3rd years of life in conversational interaction with their caregivers, mostly the mothers. Main issues addressed are the development of directives and modulations of information in terms of certainty and evidentiality, also taking into account children's developing social-pragmatic and cognitive skills. One of the main findings is that agent-oriented and propositional modality may develop in parallel depending on the typological characteristics of the language acquired. The decisive factor is whether notions of propositional modality are grammaticized and obligatorily expressed in the language. The findings are interpreted within non-nativist theoretical frameworks (Usage-based theories, Natural Morphology).

This highly accessible introductory textbook carefully explores the main issues that have driven the field of second language acquisition

research. Intended for students with little or no background in linguistics or psycholinguistics, it explains important linguistic concepts, and how and why they are relevant to second language acquisition. Topics are presented via a 'key questions' structure that enables the reader to understand how these questions have motivated research in the field, and the problems to which researchers are seeking solutions. It provides a complete package for any introductory course on second language acquisition.

Crosslinguistic studies of language progression and regression in societies and individuals, first published in 1994.

Second language acquisition (SLA) is a field of inquiry that has increased in importance since the 1960s. Currently, researchers adopt multiple perspectives in the analysis of learner language, all of them providing different but complementary answers to the understanding of oral and written data produced by young and older learners in different settings. The main goal of this volume is to provide the reader with updated reviews of the major contemporary approaches to SLA, the research carried out within them and, wherever appropriate, the implications and/or applications for theory, research and pedagogy that might derive from the available empirical evidence. The book is intended for SLA researchers as well as for graduate (MA, Ph.D.) students in SLA research, applied linguistics and linguistics, as the different chapters will be a guide in their research within the approaches presented. The volume will also be of interest to professionals from other fields interested in the SLA process and the different explanations that have been put forward to account for it.

This book provides teachers with the background knowledge for understanding the role linguistics plays in literacy development. It fits the linguistics for teachers course, a topic that is front and center of the field's need for pre-service and in-service teachers to understand language development and the role morphology, pragmatics, semantics, and syntax plays in literacy development and language acquisition.