# Linguistics Research Paper Topics

Text and Discourse ConstitutionCross-Cultural Perspectives on Technology-Enhanced Language LearningStudies of Chinese LinguisticsEssential Topics in Applied Linguistics and MultilingualismAnalysing Sociolinguistic VariationFrom Linguistic Theory to the ClassroomImportant Topics in Applied LinguisticsAnalysing English as a Lingua FrancaWriting about Quantitative Research in Applied LinguisticsGrounded Theory in Applied Linguistics ResearchLanguage, Society and PowerPsycholinguistic ApplicationsEssential Topics in Applied Linguistics and MultilingualismLanguage, Cognition and GenderAfrican linguistics across the disciplinesTopics in Cognitive LinguisticsChinese Computational Linguistics and Natural Language Processing Based on Naturally Annotated Big DataResearch Methods in LinguisticsVoice QualityLanguage and CognitionThe languages of MaltaLanguage TopicsQualitative Research Topics in Language Teacher EducationLanguage Development in the Digital AgeLanguage beyond Words: The Neuroscience of AccentLanguage as Symbolic PowerResearch Methods in Applied LinguisticsExplorations in Language Acquisition and UseBecause InternetFoundational Issues in Linguistic TheoryFamily CommunicationLinguistic Influences on Mathematical CognitionCurrent Studies in Slavic LinguisticsTheory and description in African LinguisticsTeacher Language AwarenessLanguage, Culture, and SocietyA Linguistic Guide to Language

LearningLanguage Acquisition in Diverse Linguistic, Social and Cognitive CircumstancesKey Topics in Second Language AcquisitionTopic and Focus

# **Text and Discourse Constitution**

Essays by leading theoretical linguists--including Noam Chomsky, B. Elan Dresher, Richard Kayne, Howard Lasnik, Morris Halle, Norbert Hornstein, Henk van Riemsdijk, and Edwin Williams--reflect on Jean-Roger Vergnaud's influence in the field and discuss current theoretical issues Jean-Roger Vergnaud's work on the foundational issues in linguistics has proved influential over the past three decades. At MIT in 1974, Vergnaud (now holder of the Andrew W. Mellon Professorship in Humanities at the University of Southern California) made a proposal in his Ph.D. thesis that has since become, in somewhat modified form, the standard analysis for the derivation of relative clauses. Vergnaud later integrated the proposal within a broader theory of movement and abstract case. These topics have remained central to theoretical linguistics. In this volume, essays by leading theoretical linguists attest to the importance of Jean-Roger Vergnaud's contributions to linguistics. The essays first discuss issues in syntax, documenting important breakthroughs in the development of the principles and parameters framework and including a famous letter (unpublished until recently) from Vergnaud to Noam Chomsky and Howard Lasnik commenting on the first draft of their 1977 paper "Filters and Controls." Vergnaud's writings on phonology (which, the editors write, "take a definite

syntactic turn") have also been influential, and the volume concludes with two contributions to that field. The essays, rewarding from both theoretical and empirical perspectives, not only offer insight into Vergnaud's impact on the field but also describe current work on the issues he introduced into the scholarly debate. Contributors Joseph Aoun, Elabbas Benmamoun, Cedric Boeckx, Noam Chomsky, B. Elan Dresher, Robert Freidin, Morris Halle, Norbert Hornstein, Richard S. Kayne, Samuel Jay Keyser, Howard Lasnik, Yen-hui Audrey Li, M. Rita Manzini, Karine Megerdoomian, David Michaels, Henk van Riemsdijk, Alain Rouveret, Leonardo M. Savoia, Jean-Roger Vergnaud, Edwin Williams

## **Cross-Cultural Perspectives on Technology-Enhanced Language Learning**

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.

## Studies of Chinese Linguistics

Language learning also implies the acquisition of a set of phonetic rules and prosodic contours which define the accent in that language. While often considered as merely accessory, accent is an essential component of psychological identity as it embodies information on origin, culture, and social class. Speaking with a non-standard (foreign) accent is not inconsequential because it may negatively impact communication and social adjustment. Nevertheless, the lack of a formal definition of accent may explain that, as compared with other aspects of language, it has received relatively little attention until recently. During the past decade there has been increasing interest in the analysis of accent from a neuroscientific perspective. This e-book integrates data from different scientific frameworks. The reader will find fruitful research on new models of accent processing, how learning a new accent proceeds, and the role of feedback on accent learning in healthy subjects. In addition, information on accent changes in pathological conditions including developmental and psychogenic foreign accent syndromes as well as

the description of a new variant of foreign accent syndrome is also included. It is anticipated that the articles in this e-book will enhance the understanding of accent as a linguistic phenomenon, the neural networks supporting it and potential interventions to accelerate acquisition or relearning of native accents.

## Essential Topics in Applied Linguistics and Multilingualism

This volume represents an overview of current research on Slavic linguistics in Europe and North America based on selected papers presented during the 6th Annual Meeting of the Slavic Linguistics Society (September 1-3, 2011, Aix-en-Provence, France). It includes topics across a range of linguistic fields (morphosyntax, syntax, and semantics) and discussions on specific aspects of Slavic languages within a typological perspective. All the papers illustrate a range of approaches, and each paper presents rigorous analysis of a set of Slavic data within the context of various models and aspects of language. While the main focus of the collection is impersonal constructions in Slavic languages, the book also includes morphological topics, such as reflexives, antipassive and evidential markers, syntactical relations with zero sign, auxiliary verbs and subordinate clauses, and semantics of nouns, adverbs and adjectives. The volume will be of interest to all scholars studying Slavic languages as well as those interested in general linguistics and linguistic typology.

# Analysing Sociolinguistic Variation

## From Linguistic Theory to the Classroom

AN INSTANT NEW YORK TIMES BESTSELLER!! Named a Best Book of 2019 by TIME, Amazon, and The Washington Post A Wired Must-Read Book of Summer "Gretchen McCulloch is the internet's favorite linguist, and this book is essential reading. Reading her work is like suddenly being able to see the matrix." --Jonny Sun, author of everyone's a aliebn when ur a aliebn too Because Internet is for anyone who's ever puzzled over how to punctuate a text message or wondered where memes come from. It's the perfect book for understanding how the internet is changing the English language, why that's a good thing, and what our online interactions reveal about who we are. Language is humanity's most spectacular open-source project, and the internet is making our language change faster and in more interesting ways than ever before. Internet conversations are structured by the shape of our apps and platforms, from the grammar of status updates to the protocols of comments and @replies. Linguistically inventive online communities spread new slang and jargon with dizzying speed. What's more, social media is a vast laboratory of unedited, unfiltered words where we can watch language evolve in real time. Even the most absurd-looking slang has genuine patterns behind it. Internet linguist Gretchen McCulloch explores the deep forces that shape human language and influence the way we communicate with one another. She explains how

your first social internet experience influences whether you prefer "LOL" or "lol," why ~sparkly tildes~ succeeded where centuries of proposals for irony punctuation had failed, what emoji have in common with physical gestures, and how the artfully disarrayed language of animal memes like lolcats and doggo made them more likely to spread.

## Important Topics in Applied Linguistics

The study of how language varies in social context, and how it can be analyzed and accounted for, are the key goals of sociolinguistics. Until now, however, the actual tools and methods have been largely passed on through 'word of mouth', rather than being formally documented. This is the first comprehensive 'how to' guide to the formal analysis of sociolinguistic variation. It shows step-by-step how the analysis is carried out, leading the reader through every stage of a research project from start to finish. Topics covered include fieldwork, data organization and management, analysis and interpretation, presenting research results, and writing up a paper. Practical and informal, the book contains all the information needed to conduct a fully-fledged sociolinguistic investigation, and includes exercises, checklists, references and insider tips. It is set to become an essential resource for students, researchers and fieldworkers embarking on research projects in sociolinguistics.

## Analysing English as a Lingua Franca

The digital age is changing our children's lives and

childhood dramatically. New technologies transform the way people interact with each other, the way stories are shared and distributed, and the way reality is presented and perceived. Parents experience that toddlers can handle tablets and apps with a level of sophistication the children's grandparents can only envy. The question of how the ecology of the child affects the acquisition of competencies and skills has been approached from different angles in different disciplines. In linguistics, psychology and neuroscience, the central question addressed concerns the specific role of exposure to language. Two influential types of theory have been proposed. On one view the capacity to learn language is hard-wired in the human brain: linguistic input is merely a trigger for language to develop. On an alternative view, language acquisition depends on the linguistic environment of the child, and specifically on language input provided through child-adult communication and interaction. The latter view further specifies that factors in situated interaction are crucial for language learning to take place. In the fields of information technology, artificial intelligence and robotics a current theme is to create robots that develop, as children do, and to establish how embodiment and interaction support language learning in these machines. In the field of human-machine interaction, research is investigating whether using a physical robot, rather than a virtual agent or a computer-based video, has a positive effect on language development. The Research Topic will address the following issues: - What are the methodological challenges faced by research on language acquisition in the digital age? - How should traditional theories

and models of language acquisition be revised to account for the multimodal and multichannel nature of language learning in the digital age? - How should existing and future technologies be developed and transformed so as to be most beneficial for child language learning and cognition? - Can new technologies be tailored to support child growth, and most importantly, can they be designed in order to enhance specifically vulnerable children's language learning environment and opportunities? - What kind of learning mechanisms are involved? - How can artificial intelligence and robotics technologies, as robot tutors, support language development? These questions and issues can only be addressed by means of an interdisciplinary approach that aims at developing new methods of data collection and analysis in cross-sectional and longitudinal perspectives. We welcome contributions addressing these questions from an interdisciplinary perspective both theoretically and empirically.

## Writing about Quantitative Research in Applied Linguistics

This textbook offers an introductory overview of eight hotly-debated topics in second language acquisition research. It offers a glimpse of how SLA researchers have tried to answer common questions about second language acquisition rather than being a comprehensive introduction to SLA research. Each chapter comprises an introductory discussion of the issues involved and suggestions for further reading and study. The reader is asked to consider the issues

based on their own experiences, thus allowing them to compare their own intuitions and experiences with established research findings and gain an understanding of methodology. The topics are treated independently so that they can be read in any order that interests the reader.

## Grounded Theory in Applied Linguistics Research

## Language, Society and Power

Language, our primary tool of thought and perception, is at the heart of who we are as individuals. Languages are constantly changing, sometimes into entirely new varieties of speech, leading to subtle differences in how we present ourselves to others. This revealing account brings together eleven leading specialists from the fields of linguistics, anthropology, philosophy and psychology, to explore the fascinating relationship between language, culture, and social interaction. A range of major questions are discussed: How does language influence our perception of the world? How do new languages emerge? How do children learn to use language appropriately? What factors determine language choice in bi- and multilingual communities? How far does language contribute to the formation of our personalities? And finally, in what ways does language make us human? Language, Culture and Society will be essential reading for all those interested in language and its crucial role in our social

lives.

# Psycholinguistic Applications

Gender inequality remains an issue of high relevance, and controversy, in society. Previous research shows that language contributes to gender inequality in various ways: Gender-related information is transmitted through formal and semantic features of language, such as the grammatical category of gender, through gender-related connotations of role names (e.g., manager, secretary), and through customs of denoting social groups with derogatory vs. neutral names. Both as a formal system and as a means of communication, language passively reflects culture-specific social conditions. In active use it can also be used to express and, potentially, perpetuate those conditions. The questions addressed in the contributions to this Frontiers Special Topic include: • how languages shape the cognitive representations of gender • how features of languages correspond with gender equality in different societies • how language contributes to social behaviour towards the sexes • how gender equality can be promoted through strategies for gender-fair language use These questions are explored both developmentally (across the life span from childhood to old age) and in adults. The contributions present work conducted across a wide range of languages, including some studies that make cross-linguistic comparisons. Among the contributors are both cognitive and social psychologists and linguists, all with an excellent research standing. The studies employ a wide range

of empirical methods: from surveys to electro-physiology. The papers in the Special Topic present a wide range of complimentary studies, which will make a substantial contribution to understanding in this important area.

# Essential Topics in Applied Linguistics and Multilingualism

Student and novice researchers may have a general idea for a topic they would like to research, but have a difficult time settling on a more specific topic and its associated research questions. Addressing this problem, this book features contributions from over thirty diverse and experienced research supervisors, mentors, and principal investigators in the field of language teacher education. The chapters are autobiographic in nature, with each contributing author reflecting on relevant, current and innovative research topics through the lens of their own professional life and research work. Offering explicit research topics and strategies for each area of expertise, this book will serve as a useful reference for the seasoned qualitative or narrative researcher, and a helpful guide for new researchers and teacher researchers narrowing down their own research topics.

# Language, Cognition and Gender

This book shows how linguistic research can be used in foreign language teaching. It suggests that it should first be applied to second language acquisition

studies, and then carried into the classroom. The text provides a practical case study that follows cognitive linguistic studies as they were applied and eventually used to teach phrasal verbs in EFL settings. It is recommended for aspiring foreign language educators who are interested in language, as it teaches them how to follow their interests and turn them into research that they can use in graduate school. It is also recommended for linguistic researchers who want to use their findings practically and educators who want to know what linguistics can offer the classroom.

## **African linguistics across the disciplines**

To those familiar with the field of linguistics and second-language acquisition, Stephen Krashen needs no introduction. He has published well over 300 books and articles and has been invited to deliver more than 300 lectures at universities throughout the United States and abroad. His widely known theory of second-language acquisition has had a huge impact on all areas of second-language research and teaching since the 1970s. This book amounts to a summary and assessment by Krashen of much of his work thus far, as well as a compilation of his thoughts about the future. Here, readers can follow Krashen as he reviews the fundamentals of second-language acquisition theory presents some of the original research supporting the theory and more recent studies offers counterarguments to criticisms explores new areas that have promise for progress in both theory and application. An invaluable resource on the

results of Krashen's many years of research and application, this book covers a wide range of topics: from the role of the input/comprehension hypothesis (and its current rival-the comprehensible output hypothesis), the still-very-good idea of free voluntary reading, and current issues and controversies about teaching grammar, to considerations of how it is we grow intellectually, or how we "get smart."

## Topics in Cognitive Linguistics

This is a comprehensive overview of research methodology in applied linguistics which describes the various stages of qualitative and quantitative investigations, from collecting the data to reporting the results.

## Chinese Computational Linguistics and Natural Language Processing Based on Naturally Annotated Big Data

This book constitutes the refereed proceedings of the 12th China National Conference on Computational Linguistics, CCL 2013, and of the First International Symposium on Natural Language Processing Based on Naturally Annotated Big Data, NLP-NABD 2013, held in Suzhou, China, in October 2013. The 32 papers presented were carefully reviewed and selected from 252 submissions. The papers are organized in topical sections on word segmentation; open-domain question answering; discourse, coreference and pragmatics; statistical and machine learning methods in NLP; semantics; text mining, open-domain

information extraction and machine reading of the Web; sentiment analysis, opinion mining and text classification; lexical semantics and ontologies; language resources and annotation; machine translation; speech recognition and synthesis; tagging and chunking; and large-scale knowledge acquisition and reasoning.

## Research Methods in Linguistics

For many years, an abstract, amodal semantic magnitude representation, largely independent of verbal linguistic representations, has been viewed as the core numerical or mathematical representation This assumption has been substantially challenged in recent years. Linguistic properties affect not only verbal representations of numbers,but also numerical magnitude representation, spatial magnitude representations, calculation, parity representation, place-value representation and even early number acquisition. Thus, we postulate that numerical and arithmetic processing are not fully independent of linguistic processing. This is not to say, that in patients, magnitude processing cannot function independently of linguistic processing we just suppose, these functions are connected in the functioning brain. So far, much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without investigating the level at which a particular language influence operates. After an overview, we present new findings on language influences on seven language levels: - Conceptual: Conceptual properties

of language - Syntactic: The grammatical structure of languages beyond the word level influences - Semantic: The semantic meaning or existence of words - Lexical: The lexical composition of words, in particular number words - Visuo-spatial-orthographic: Orthographic properties, such as the writing/reading direction of a language. - Phonological: Phonological/phonetic properties of languages - Other language-related skills: Verbal working memory and other cognitive skills related to language representations We hope that this book provides a new and structured overview on the exciting influences of linguistic processing on numerical cognition at almost all levels of language processing.

## Voice Quality

The papers in this volume were presented at the 47th Annual Conference on African Linguistics at UC Berkeley in 2016. The papers offer new descriptions of African languages and propose novel theoretical analyses of them. The contributions span topics in phonetics, phonology, syntax, semantics, and pragmatics and reflect the typological and genetic diversity of languages in Africa. Four papers in the volume examine Areal Features and Linguistic Reconstruction in Africa, and were presented at a special workshop on this topic held alongside the general session of ACAL.

## Language and Cognition

The first description of voice quality production in

forty years, this book provides a new framework for its study: The Laryngeal Articulator Model. Informed by instrumental examinations of the laryngeal articulatory mechanism, it revises our understanding of articulatory postures to explain the actions, vibrations and resonances generated in the epilarynx and pharynx. It focuses on the long-term auditory-articulatory component of accent in the languages of the world, explaining how voice quality relates to segmental and syllabic sounds. Phonetic illustrations of phonation types and of laryngeal and oral vocal tract articulatory postures are provided. Extensive video and audio material is available on a companion website. The book presents computational simulations, the laryngeal and voice quality foundations of infant speech acquisition, speech/voice disorders and surgeries that entail compensatory laryngeal articulator adjustment, and an exploration of the role of voice quality in sound change and of the larynx in the evolution of speech.

## The languages of Malta

Since the hiring of its first Africanist linguist Carleton Hodge in 1964, Indiana University's Department of Linguistics has had a strong and continuing presence in the study of African languages and linguistics through the work of its faculty and of its graduates on the faculties of many other universities. Research on African linguistics at IU has covered some of the major language groups spoken on the African continent. Carleton Hodge's work on Ancient Egyptian and Hausa, Paul Newman's work on Hausa and Chadic

languages, and Roxanna Ma Newman's work on Hausa language structure and pedagogy have been some of the most important studies on Afro-Asiatic linguistics. With respect to Niger-Congo languages, the work of Charles Bird on Bambara and the Mande languages, Robert Botne's work on Bantu structure (especially tense and aspect), Samuel Obeng and Colin Painter's work on Ghanaian Languages (phonetics, phonology, and pragmatics), Robert Port's studies on Swahili, and Erhard Voeltz's studies on Bantu linguistics are considered some of the most influential studies in the sub-field. On Nilo Saharan languages, the work of Tim Shopen on Songhay stands out. IU Linguistics has also forwarded theoretical work on African languages, such as John Goldsmith's seminal research on tone in African languages. The African linguistics faculty at IU have either founded or edited important journals in African Studies, African languages, and African linguistics, including Africa Today, Studies in African Linguistics, and Journal of African Languages and Linguistics. In 1972, the Indiana University Department of Linguistics hosted the Third Annual Conference of African Linguistics. Proceedings of that conference were published by Indiana University Publications (African Series, vol. 7). In 1986, IU hosted the Seventeenth Annual Conference of African Linguistics with Paul Newman and Robert Botne editing the proceedings in a volume entitled Current Approaches to African Linguistics, vol. 5. In 2016, Indiana University hosted the 48th Annual Conference on African Linguistics with the theme African Linguistics Across the Disciplines. Proceedings of that meeting are published in this volume. The papers presented in

this volume reflect the diversity of opportunities for language study in Africa. This collection of descriptive and theoretical work is the fruit of data gathering both in-country and abroad by researchers of languages spoken across the continent, from Sereer-sin in the west to Somali in the northeast to Ikalanga in the south. The range of topics in this volume is also broad, representative of the varied field work in country and abroad that inspires research in African linguistics. This collection of papers spans the disciplines of phonology (both segmental and suprasegmental), morphology (both morphophonological and morphosyntactic), syntax, semantics, and language policy. The data and analyses presented in this volume offer a cross-disciplinary view of linguistic topics from the many under-resourced languages of Africa.

## Language Topics

This volume demystifies the procedures and practical uses of Grounded Theory, a well-established research methodology used around the world today by social scientists, teachers, and qualitative researchers. Intended for graduate students, supervisors, and researchers, it provides readers with the tools for understanding, justifying, and disseminating new theoretical insights for the Applied Linguistics community and beyond.

## Qualitative Research Topics in Language Teacher Education

## Language Development in the Digital Age

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.

## Language beyond Words: The Neuroscience of Accent

The nine essays in this volume present the most recent developments in the study of Chinese linguistic research using functional approaches. Topics discussed in the volume include Chinese typology, word order variation, word formation, semantic change, cognition, discourse analysis, interface among syntax, semantics, and pragmatics, and

grammaticalization. Studies of Chinese Linguistics will be a valuable and stimulating reference for graduate students and researchers interested in functional linguistics. Readers in general and applied linguistics will also appreciate the insights it offers into the interaction of Chinese form and function.

## Language as Symbolic Power

With increasing pressure on academics and graduate students to publish in peer reviewed journals, this book offers a much-needed guide to writing about and publishing quantitative research in applied linguistics. With annotated examples and useful resources, this book will be indispensable to graduate students and seasoned researchers alike.

## Research Methods in Applied Linguistics

The purpose of this volume is to present a snapshot of the state of the art of research on the languages of the Maltese islands, which include spoken Maltese, Maltese English and Maltese Sign Language. Malta is a tiny, but densely populated country, with over 422,000 inhabitants spread over only 316 square kilometers. It is a bilingual country, with Maltese and English enjoying the status of official languages. Maltese is a descendant of Arabic, but due to the history of the island, it has borrowed extensively from Sicilian, Italian and English. Furthermore, local dialects still coexist alongside the official standard language. The status of English as a second language dates back to British colonial rule, and just as in other

former British colonies, a characteristic Maltese variety of English has developed. To these languages must be added Maltese Sign Language, which is the language of the Maltese Deaf community. This was recently recognised as Malta's third official language by an act of Parliament in 2016. While a volume such as the present one can hardly do justice to all aspects of a diverse and complex linguistic situation, even in a small community like that of Malta, our aim in editing this book was to shed light on the main strands of research being undertaken in the Maltese linguistic context. Six of the contributions in this book focus on Maltese and explore a broad range of topics including: historical changes in the Maltese sound system; syllabification strategies; the interaction of prosody and gesture; the constraints regulating /t/-insertion; the productivity of derivational suffixes; and raising phenomena. The study of Maltese English, especially with the purpose of establishing the defining characteristics of this variety of English, is a relatively new area of research. Three of the papers in this volume deal with Maltese English, which is explored from the different perspectives of rhythm, the syntax of nominal phrases, and lexical choice. The last contribution discusses the way in which Maltese Sign Language (LSM) has evolved alongside developments in LSM research. In summary, we believe the present volume has the potential to present a unique snapshot of a complex linguistic situation in a geographically restricted area. Given the nature and range of topics proposed, the volume will likely be of interest to researchers in both theoretical and comparative linguistics, as well as those working with experimental and corpus-based methodologies. Our

hope is that the studies presented here will also serve to pave the way for further research on the languages of Malta, encouraging researchers to also take new directions, including the exploration of variation and sociolinguistic factors which, while often raised as explanatory constructs in the papers presented here, remain under-researched.

## Explorations in Language Acquisition and Use

This book is intended for Libyan university English majors, who, from my experience as a lecturer in the English department, know almost nothing about the topics being discussed in the field of applied linguistics nowadays. It is an attempt to acquaint those students with the subjects explained here. It focuses on six issues related to the learning of language. First, It starts by discussing different views on language acquisition. Then, in the second chapter, it moves to explain motivation in some detail. It presents several definitions proposed by various scholars for the term. After that it discusses the distinction made between integrative and instrumental motivation. In chapter three, we introduce the term 'learner autonomy' and explain it in some detail. Then, the relationship between autonomy and the control over Learning management, content and cognitive processes. This chapter also looks at fostering learner autonomy and the reasons to promote learner autonomy in Libya. It concludes with some practices to foster autonomy in Libyan classrooms. The fourth chapter offers an

overview of language learning strategies and traces the stages of research in this area. At the end, it reviews some of the factors affecting strategy use. The fifth chapter is a case study of a Libyan language learner. The study investigates the beliefs about language learning held by a male Libyan learner and his strategies use. The sixth chapter reviews the methods and criteria used to evaluate computer assisted language learning. Finally, the last chapter discusses the factors affecting English teaching and its materials Preparation in Libya.

## Because Internet

Family Communication carefully examines state-of-the-art research and theories of family communication and family relationships. In addition to presenting cutting-edge research, it focuses on classic theories and research findings that have influenced and revolutionized the way scholars conceptualize family interaction. This text offers a thorough and up-to-date presentation of scientific research in family communication for both teachers and students of family communication as well as professionals who work with families. This second edition features: Chapters updated with the latest research, including over 2000 references. Material on understudied family relationships, such as extended family relationships and gay and lesbian relationships Recent research on understudied topics in family communication, including the influence of technology on mate selection, negotiating work and family stress, single parenting, cohabitation, elder abuse, forgiveness in

marriage, and the links among communication, culture, and mental health. A revised chapter on parent-child communication, taking a lifespan perspective that helps organize the large body of research in this area. A new chapter devoted to extended family relationships, with special focus on grandparent-grandchild relationships, in-law relationships, and adult children and their parents. An expanded review of family conflict processes, especially in relation to decision making and power. A companion website provides chapter outlines, exam questions, and PowerPoint slides for students and instructors. Undergraduate readers should find the information easy to understand, while advanced readers, such as graduate students and professionals, will find it a useful reference to classic and contemporary research on family communication and relationships.

## Foundational Issues in Linguistic Theory

An in-depth introduction to all research methods in linguistics, this is the ideal textbook for undergraduate and postgraduate students. Research Methods are important skills for students of linguistics to learn prior to undertaking research projects at either undergraduate or postgraduate level. Students need to learn how to develop research methods appropriate for their chosen study, and how to record, transcribe, code and analyse the data collected. This comprehensive introduction to research methods in linguistics guides the student through these areas, offering advice at a theoretical and practical level.

The book covers formal, computational, quantitative and qualitative research methods in detail, and each chapter is written by an academic renowned in the field. Topics covered include: using corpora, questionnaire design, computer-assisted content analysis, interview methods, observation, fieldwork in linguistics, and statistic analysis. Providing an in-depth introduction to all research methods in linguistics, this is the ideal textbook for undergraduate and postgraduate students encountering linguistic data for the first time. Research Methods in Linguistics is a new series from Continuum providing a series of introductions to the quantitative and qualitative research methods needed by undergraduate and postgraduate students. The centre of the series is Research Methods in Linguistics edited by Lia Litosseliti, which provides a comprehensive overview of all the research methods needed by linguistics students. Each book in the series takes one of the research methods described in the general introduction and expands upon this in a book length study.

# **Family Communication**

Interaction between language and cognition remains an unsolved scientific problem. What are the differences in neural mechanisms of language and cognition? Why do children acquire language by the age of six, while taking a lifetime to acquire cognition? What is the role of language and cognition in thinking? Is abstract cognition possible without language? Is language just a communication device,

or is it fundamental in developing thoughts? Why are there no animals with human thinking but without human language? Combinations even among 100 words and 100 objects (multiple words can represent multiple objects) exceed the number of all the particles in the Universe, and it seems that no amount of experience would suffice to learn these associations. How does human brain overcome this difficulty? Since the 19th century we know about involvement of Broca's and Wernicke's areas in language. What new knowledge of language and cognition areas has been found with fMRI and other brain imaging methods? Every year we know more about their anatomical and functional/effective connectivity. What can be inferred about mechanisms of their interaction, and about their functions in language and cognition? Why does the human brain show hemispheric (i.e., left or right) dominance for some specific linguistic and cognitive processes? Is understanding of language and cognition processed in the same brain area, or are there differences in language-semantic and cognitive-semantic brain areas? Is the syntactic process related to the structure of our conceptual world? Chomsky has suggested that language is separable from cognition. On the opposite, cognitive and construction linguistics emphasized a single mechanism of both. Neither has led to a computational theory so far. Evolutionary linguistics has emphasized evolution leading to a mechanism of language acquisition, yet proposed approaches also lead to incomputable complexity. There are some more related issues in linguistics and language education as well. Which brain regions govern phonology, lexicon, semantics, and syntax

systems, as well as their acquisitions? What are the differences in acquisition of the first and second languages? Which mechanisms of cognition are involved in reading and writing? Are different writing systems affect relations between language and cognition? Are there differences in language-cognition interactions among different language groups (such as Indo-European, Chinese, Japanese, Semitic) and types (different degrees of analytic-isolating, synthetic-inflected, fused, agglutinative features)? What can be learned from sign languages? Rizzolatti and Arbib have proposed that language evolved on top of earlier mirror-neuron mechanism. Can this proposal answer the unknown questions about language and cognition? Can it explain mechanisms of language-cognition interaction? How does it relate to known brain areas and their interactions identified in brain imaging? Emotional and conceptual contents of voice sounds in animals are fused. Evolution of human language has demanded splitting of emotional and conceptual contents and mechanisms, although language prosody still carries emotional content. Is it a dying-off remnant, or is it fundamental for interaction between language and cognition? If language and cognitive mechanisms differ, unifying these two contents requires motivation, hence emotions. What are these emotions? Can they be measured? Tonal languages use pitch contours for semantic contents, are there differences in language-cognition interaction among tonal and atonal languages? Are emotional differences among cultures exclusively cultural, or also depend on languages? Interaction of language and cognition is thus full of mysteries, and we encourage papers addressing any

aspect of this topic.

# Linguistic Influences on Mathematical Cognition

Teacher Language Awareness (TLA) is an area of increasing interest to those involved in language teacher education. This book provides an introduction to the nature of TLA, assesses its impact upon teaching and its potential impact on learning. The book focuses specifically on grammar. It aims to encourage teachers and others involved in language education to think more deeply about the importance of TLA ad to adopt a more principled approach to the planning of those parts of their programmes associated with it.

# Current Studies in Slavic Linguistics

This volume presents new developments in cognitive grammar and explores its descriptive and explanatory potential with respect to a wide range of language phenomena. These include the formation and use of locationals, causative constructions, adjectival and nominal expressions of oriented space, morphological layering, tense and aspect, and extended uses of verbal predicates. There is also a section on the affinities between cognitive grammar an early linguistic theories, both ancient and modern.

# Theory and description in African Linguistics

First Published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

## Teacher Language Awareness

There have been considerable recent demographic shifts in the use of English worldwide. English is now undoubtedly (and particularly) an international lingua franca, a lingua mundi. The sociolinguistic reality of English language use worldwide, and its implications, continue to be hotly contested. This is one of the first books to provide a detailed and comprehensive account of recent empirical findings in the field of English as a lingua franca (ELF). Cogo and Dewey analyze and interpret their own large corpus of naturally occurring spoken interactions and focus on identifying innovative developments in the pragmatics and lexicogrammar of speakers engaged in ELF talk. Cogo and Dewey's work makes a substantial contribution to the emerging field of empirical ELF studies. As well as this practical focus, this book looks at both pragmatic and lexicogrammatical issues and highlights their interrelationship. In showcasing the underlying processes involved in the emergence of innovative patterns of language use, this book will be of great interest to advanced students and academics working in applied linguistics, ELF, sociolinguistics, and corpus linguistics.

## Language, Culture, and Society

The language experience of children developing in

linguistically diverse environments is subject to considerable variation both in terms of quantity and quality of language exposure. It is an open question how to investigate language exposure patterns and more important which factors are relevant for successful language learning. For example, children acquiring a minority language, including a signed language, are exposed to less variety of input than children acquiring a more global language. This is because they are living in a smaller linguistic community and with fewer occasions to use the language in everyday life. Despite this reduced input, most native signers are successful language learners. In contrast native language competence is not always achieved in signing deaf children with hearing parents or those with cochlear implants learning a spoken language. A similar outcome but with very different reasons has also been reported for hearing children with language impairment. In these populations acquisition of morphosyntactic aspects is developing atypically ending with an uncomplete linguistic repertoire. The circumstances of exposure during language development tend to differ in significant ways with respect to a large number of factors, such as, (i) length, quality and quantity of input, (ii) social status and attitudes toward the language, (iii) cognitive abilities required for language learning, and (iv) age of first exposure. Having early exposure to a range of different speakers is important in the acquisition of any language and may affect language proficiency. However, negative societal attitudes or a cognitive based disadvantage may create an unfavourable learning environment that prevents language learning from surfacing typically. This

situation inevitably generates a different type of exposure for the child and consequently different language competence. In this Research Topic we intend to encourage the debate on social, linguistic and cognitive factors at play for designing an effective environment for language acquisition aiming at integrating linguistic variables coming from theoretical studies on language with environmental variables, such as, measures of language input or cognitive abilities on functions ancillary to language development.

# **A Linguistic Guide to Language Learning**

During the 2001 Linguistic Summer Institute at University of California, Santa Barbara, a group of linguists gathered at a workshop to discuss the expression and role of topicalization and focus from a variety of perspectives: phonetic, phonological, syntactic, semantic, and pragmatic. The workshop was designed to lay the groundwork for collaborative efforts between linguists devoted to the study of meaning and linguists engaged in the quantitative study of intonation. This volume contains papers emerging from the Santa Barbara Workshop on Topic and Focus. A wide variety of methodologies and research interests related to topic and focus are represented in the papers. Some works present results of phonetic studies, either acoustic or perceptual, on the expression of topic and/or focus; others examine semantic or pragmatic features of topic and/or focus, while others are concerned with the interface between intonation and meaning. Data

from several different languages are represented in the papers, including several languages with relatively little documentation particularly in the venue of topic and focus, e. g. Basque, Chickasaw, Indonesian, Polish, Taiwanese. The broad sample of languages coupled with the wide variety of research topics addressed by the papers promise to enrich our typological understanding of topic and focus phenomena and provide an impetus for further research. The following paragraphs offer brief summaries of the papers contained in this volume: Gorka Elordieta's paper describes prosodic conditions governing focus in a dialect of Basque with pitch accents.

# Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances

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.

## Key Topics in Second Language Acquisition

This second volume in honour of Michael Halliday contains three sections: The Design of Language, Text and Discourse and Exploring Language as Social Semiotic, and concludes with a recent interview conducted by Paul Thibault in which Halliday provides further insights in his theory of language. The essential design features of language are semantic, lexico-grammatical and phonological. Text for Halliday is a semantic unit expressed by the lexico-grammatical and phonological patterns in language. The papers in the first section study aspects of these three strata of language and the relation between them. The second section deals with units higher than the clause complex and the papers there attempt to integrate the analysis of the lexico-grammatical and phonological systems into higher level discourse units. The papers in the third section develop the notion of language as social semiotic which is central to Haliday's model of language.

## Topic and Focus

The ability to effectively communicate with individuals from different linguistic and cultural backgrounds is an invaluable asset. Learning a second language proves useful as students navigate the culturally diverse world; however, studying a second language can be difficult for learners who are not immersed in the real and natural environment of the foreign language. Also, changes in education and advancements in information and communication technologies pose a number of challenges for implementing and maintaining sound practices within technology-enhanced language learning (TELL). Cross-Cultural Perspectives on Technology-Enhanced Language Learning provides information on educational technologies that enable language learners to have access to authentic and useful language resources. Readers will explore themes such as language pedagogy, how specific and universal cultural contexts influence audio-visual media used in technology-enhanced language learning (TELL), and the use of English video games to promote foreign language learning. This book is a valuable resource for academicians, education practitioners, advanced-level students, and school administrators seeking to improve language learning through technology-based resources.

ROMANCE  ACTION & ADVENTURE  MYSTERY & THRILLER  BIOGRAPHIES & HISTORY  CHILDREN'S YOUNG ADULT  FANTASY  HISTORICAL FICTION HORROR  LITERARY FICTION  NON-FICTION  SCIENCE FICTION