

1. Record Nr.	UNINA9910815771303321
Titolo	Second language writing systems // edited by Vivian Cook and Benedetta Bassetti
Pubbl/distr/stampa	Clevedon ; ; Buffalo, : Multilingual Matters, c2005
ISBN	1-78892-030-9 1-280-82851-X 9786610828517 1-85359-795-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (460 p.)
Collana	Second language acquisition ; ; 11
Altri autori (Persone)	CookVivian <1940-> BassettiBenedetta
Disciplina	418
Soggetti	Second language acquisition Written communication - Study and teaching Language and languages - Orthography and spelling - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- Acknowledgements -- Contributors -- Chapter 1: An Introduction to Researching Second Language Writing Systems -- Chapter 2: L2 Japanese Kanji Memory and Retrieval: An Experiment on the Tip-of-the-pen (TOP) Phenomenon -- Chapter 3: The Role of the Phonological Strategy in Learning to Spell in English as a Second Language -- Chapter 4: Orthographic Knowledge and First Language Reading: Evidence from Single Word Dictation from Chinese and Malaysian Users of English as a Foreign Language -- Chapter 5: Learner Corpora and Handwriting -- Chapter 6: A Corpus-based Study of Spelling Errors of Japanese EFLWriters with Reference to Errors Occurring in Word-initial and Word-final Positions -- Chapter 7: Spelling and Pronunciation in Migrant Children: The Case of Italian-Swiss German Bilinguals -- Chapter 8: Are the L1 and L2 Word Reading Processes Affected More by Writing System or Instruction? -- Chapter 9: Effects of Second Language Reading Proficiency and First Language Orthography on Second Language Word Recognition -- Chapter 10:

Bilingual Interactive Activation Models of Word Recognition in a Second Language -- Chapter 11: The Effect of L1 Reading Processes on L2: A Crosslinguistic Comparison of Italian and Japanese Users of English -- Chapter 12: Learning to Read Across Writing Systems: Transfer, Metalinguistic Awareness, and Second-language Reading Development -- Chapter 13: Effects of Writing Systems on Second Language Awareness: Word Awareness in English Learners of Chinese as a Foreign Language -- Chapter 14: Phonological Awareness and Spelling Skill Development in Bilingual Biscrptal Children -- Chapter 15: Different and Differing Views on Conceptualising Writing System Research and Education -- Chapter 16: Second Language Writing Systems: Minority Languages and Reluctant Readers -- Chapter 17: Written Language and Foreign Language Teaching -- Index

Sommario/riassunto

Second Language Writing Systems looks at how people learn and use a second language writing system, arguing that they are affected by characteristics of the first and second writing systems, to a certain extent independently of the languages involved. This book presents for the first time the effects of writing systems on language reading and writing and on language awareness, and provides a new platform for discussing bilingualism, biliteracy and writing systems. The approach is interdisciplinary, with contributions not only from applied linguists and psychologists but also corpus linguists, educators and phoneticians. A variety of topics are covered, from handwriting to spelling, word recognition to the mental lexicon, and language textbooks to metalinguistic awareness. Though most of the studies concern adult L2 learners and users, other populations covered include minority children, immersion students and bilingual children. While the emphasis is on English as the L2 writing system, many other writing systems are analysed as L1 or L2: Arabic, Chinese, Dutch, Gujarati, Indonesian, Irish, Italian and Japanese. Approaches that are represented include contrastive analysis, transfer, poststructuralism, connectionism and corpus analysis. The readership is SLA and bilingualism researchers, students and teachers around the world; language teachers will also find much food for thought.
