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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 Biscriptal 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. |