

USING PRIMING METHODS IN SECOND LANGUAGE RESEARCH



Kim McDonough • Pavel Trofimovich

Using Priming Methods In Second Language Research

Pavel Trofimovich

**Marianne Hundt, Sandra Mollin, Simone
E. Pfenninger**



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Using Priming Methods in Second Language Research Kim McDonough, Pavel Trofimovich, 2011-02-25 Using Priming Methods in Second Language Research is an accessible introduction to the use of auditory semantic and syntactic priming methods for second language L2 processing and acquisition research It provides a guide for the use design and implementation of priming tasks and an overview of how to analyze and report priming research Key principles about auditory semantic and syntactic priming are introduced and issues for L2 researchers to consider when designing priming studies are pointed out Empirical studies that have adopted priming methods are highlighted to illustrate the application of experimental techniques from psychology to L2 processing and acquisition research Each chapter concludes with follow up questions and activities that provide additional reinforcement of the chapter content while the final chapter includes data sets that can be used to practice the statistical tests commonly used with priming data *Using Priming Methods in Second Language Research* Kim McDonough, Pavel Trofimovich, 2011-02-25 Using Priming Methods in Second Language Research is an accessible introduction to the use of auditory semantic and syntactic priming methods for second language L2 processing and acquisition research It provides a guide for the use design and implementation of priming tasks and an overview of how to analyze and report priming research Key principles about auditory semantic and syntactic priming are introduced and issues for L2 researchers to consider when designing priming studies are pointed out Empirical studies that have adopted priming methods are highlighted to illustrate the application of experimental techniques from psychology to L2 processing and acquisition research Each chapter concludes with follow up questions and activities that provide additional reinforcement of the chapter content while the final chapter includes data sets that can be used to practice the statistical tests commonly used with priming data **Applying priming methods to L2 learning, teaching and research** Pavel Trofimovich, Kim McDonough, 2011-03-24 This volume features a collection of empirical studies which use priming methods to explore the comprehension production and acquisition of second language L2 phonology syntax and lexicon The term priming refers to the phenomenon in which prior exposure to specific language forms or meanings influences a speaker's subsequent language comprehension or production This book brings together the various strands of priming research into a single volume that specifically addresses the interests of researchers teachers and students interested in L2 teaching and learning Chapters by internationally known scholars feature a variety of priming techniques describe various psycholinguistic tasks and focus on different domains of language knowledge and skills The book is conceptualized with a wide audience in mind including researchers not familiar with priming methods and their application to L2 research graduate students in second language acquisition and related disciplines and instructors who require readings for use in their courses **Second Language Acquisition** Susan M. Gass, 2013-08-21 Now in a fourth edition this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition SLA Its chapters have been fully updated and reorganized

where appropriate to provide a comprehensive yet accessible overview of the field and its related disciplines To reflect current developments new sections on using learner corpora semantics and morphosyntax within formal approaches to SLA sociocultural approaches gesture priming research and chaos theory have been added Students will also find expanded discussions of heritage language learning bilingualism pragmatics and much more The redesigned fourth edition of Second Language Acquisition retains the features that students found useful in the current edition but also provides new pedagogical tools that encourage students to reflect upon the experiences of second language learners As with previous editions discussion questions and problems at the end of each chapter help students apply their knowledge and a glossary defines and reinforces must know terminology This clearly written comprehensive and current textbook by expert Sue Gass is the ideal textbook for the introductory SLA course in second language studies applied linguistics linguistics TESOL and language education programs

Research Design and Methodology in Studies on L2 Tense and Aspect M. Rafael Salaberry, Llorenç Comajoan, 2013-03-22 Research Design and Methodology in Studies on Second Language Tense and Aspect provides an up to date review of past and current methodologies for the study of the L2 acquisition of tense and aspect More specifically the book addresses the following issues related to the design of studies for research in tense and aspect Theoretical frameworks e g Are research questions investigated within one theoretical approach incompatible with other approaches Elicitation procedures Do different types of tasks elicit different types of tense aspect data Coding of data e g How are lexical categories defined and coded Data analysis e g What statistical tests are more appropriate to analyze language data The volume provides new insights into the study of L2 tense aspect by bringing together well renowned scholars with experience in the research design of research this area of the field

Cognitive Linguistics - A Survey of Linguistic Subfields Ewa Dąbrowska, Dagmar Divjak, 2019-07-08 The chapters provide comprehensive surveys of the major subfields of Cognitive Linguistics Apart from phonology construction grammar and lexical semantics the areas of language use language acquisition and literary discourse are comprehensively presented

The Function and Use of TO and OF in Multi-Word Units Michael Pace-Sigge, 2016-04-29 The highly frequent word items TO and OF are often conceived merely as prepositions carrying little meaning in themselves This book disputes that notion by analysing the usage patterns found for OF and TO in different sets of text corpora

Frequency Effects in Language Learning and Processing Stefan Th. Gries, Dagmar Divjak, 2012-08-31 The volume contains a collection of studies on how the analysis of corpus and psycholinguistic data reveal how linguistic knowledge is affected by the frequency of linguistic elements stimuli The studies explore a wide range of phenomena from phonological reduction processes and palatalization to morphological productivity diachronic change adjective preposition constructions auxiliary omission and multi word units The languages studied are Spanish and artificial languages Russian Dutch and English The sister volume focuses on language representation

Handbook of Cognitive Linguistics Ewa Dąbrowska, Dagmar Divjak, 2015-05-19 Cognitive Linguistics is an approach to

language study based on the assumptions that our linguistic abilities are firmly rooted in our cognitive abilities that meaning is essentially conceptualization and that grammar is shaped by usage The Handbook of Cognitive Linguistics provides state of the art overviews of the numerous subfields of cognitive linguistics written by leading international experts which will be useful for established researchers and novices alike It is an interdisciplinary project with contributions from linguists psycholinguists psychologists and computer scientists which will emphasise the most recent developments in the field in particular the shift towards more empirically based research In this way it will we hope help to shape the field encouraging methodologically more rigorous research which incorporates insights from all the cognitive sciences Editor Ewa D browska was awarded the Alexander von Humboldt Professorship 2018 *Learning and Using Multiple Languages* Laura Portolés Falomir, Maria Pilar Safont Jordà, 2015-02-05 This volume brings together the latest findings from research on multilingual language learning and use in multilingual communities Suzanne Flynn H kan Ringbom and Larissa Aronin are some of the prestigious scholars who have contributed to this book As argued by this last author in her chapter although multilingualism has always existed the important changes that research on this phenomenon has recently undergone like that of adopting a multilingual perspective in its studies should always be borne in mind This volume considers the languages of multilingual communities as well as the interaction among them As such the chapters adopt a multilingual approach that guides the analysis of grammatical lexical and pragmatic development together with the role of affective and social factors in multilingual settings Furthermore this edited monograph is not restricted to an age group in the scope of its studies as it contains research on children teenagers young adults and adults In addition it covers a wide range of sociolinguistic settings including English speaking countries like the United Kingdom and Canada and Northern and Central European contexts such as Sweden and Germany as well as Southern settings like Spain and Tunisia This book will be relevant to both researchers and teachers due to its educational and sociolinguistic orientation dealing as it does with language learners from various multilingual communities and describing the social representation of languages and the measures for their promotion

Cognitive Perspectives on Bilingualism Monika Reif, Justyna A. Robinson, 2016-04-25 Only 15 years ago bilingualism was somewhat outside the main debates in cognitive linguistics Cognitive linguistics had to a large extent taken for granted the fact that language is embodied in our experience However not much attention was given to questions of whether any changes to our language repertoire alter the way we perceive the world around us A growing body of recent research suggests that one cannot understand the cognitive foundations of language without looking at bi and multilingual speakers In this vein the present book aims to contribute to the existing debate of the relationship between language culture and cognition by assessing differences and similarities between monolingual and bilingual language acquisition and use In particular it investigates the effect of conceptual semantic and pragmatic properties of constructions on code choice and code switching as well as the impact of bilingual and bicultural education on speakers cognitive development This collective

volume systematises reviews and promotes a range of theoretical perspectives and research techniques that currently inform work across the disciplines of bilingualism and code switching

A Journey through the Content and Language Integrated Learning Landscape Carmel Mary Coonan, Luciana Favaro, Marcella Menegale, 2017-11-06 Interest in Content and Language Integrated Learning CLIL in Europe and beyond has increased exponentially since it first appeared on the scene in Europe in the early 1990s CLIL has grown to become a much discussed topic of language education today with the number of publications pertaining to the field continuing to increase Researchers teachers teacher trainers course planners and others involved in CLIL are constantly searching for new studies to help them understand how CLIL is evolving and how best it can be implemented As the concept is now informing the pedagogical principles of different educational realities research and reflection are now required to further understand its potential and implications its inherent difficulties and possible applications This volume was conceived with this idea in mind The book primarily covers three macro areas learning teaching and training It provides insight into the latest areas of research and reflection that are characterizing the CLIL field in the current decade The wide range of topics covered reveal for example a shift in interest towards CLIL at the tertiary level focusing on lecturer and student perceptions and problems

The Cambridge Handbook of Cognitive Linguistics Barbara Dancygier, 2017-06-01 The best survey of cognitive linguistics available this Handbook provides a thorough explanation of its rich methodology key results and interdisciplinary context With in depth coverage of the research questions basic concepts and various theoretical approaches the Handbook addresses newly emerging subfields and shows their contribution to the discipline The Handbook introduces fields of study that have become central to cognitive linguistics such as conceptual mappings and construction grammar It explains all the main areas of linguistic analysis traditionally expected in a full linguistics framework and includes fields of study such as language acquisition sociolinguistics diachronic studies and corpus linguistics Setting linguistic facts within the context of many other disciplines the Handbook will be welcomed by researchers and students in a broad range of disciplines including linguistics cognitive science neuroscience gesture studies computational linguistics and multimodal studies

English Comparative Correlatives Thomas Hoffmann, 2019-05-02 Explores how comparative correlative constructions behave in English and how these change over time and space

The Making and Breaking of Classification Models in Linguistics Jane Klavan, 2024-06-04 The book provides a methodological blueprint for the study of constructional alternations using corpus linguistic methods in combination with different types of experimental data The book looks at a case study from Estonian This morphologically rich language is typologically different from Indo European languages such as English Corpus based studies allow us to detect patterns in the data and determine what is typical in the language Experiments are needed to determine the upper and lower limits of human classification behaviour They give us an idea of what is possible in a language and show how human classification behaviour is susceptible to more variation than corpus based models lead us to believe Corpora and forced choice data tell us that when we produce

language we prefer one construction Acceptability judgement data tell us that when we comprehend language we judge both constructions as acceptable The book makes a theoretical contribution to the what why and how of constructional alternations

The Cognitive Foundation of Post-colonial Englishes Thomas Hoffmann, 2021-12-09 Varieties of English are spoken all over the world from Africa to Asia from Europe to America In addition to its use as a foreign language English in many of these countries is a first or second language variety that initially arose in a colonial setting Currently the most influential sociolinguistic model for the evolution of these Post Colonial Englishes is the Dynamic Model In this Element I outline how Construction Grammar the most prominent cognitive syntactic theory can provide a cognitive foundation for the assumptions made by the Dynamic Model As I shall argue Construction Grammar naturally complements the Dynamic Model and in addition to that a Constructionist Grammar Approach to the Dynamic Model approach generates new research questions concerning the productivity of syntactic patterns across Dynamic Model phases

The Oxford Handbook of Construction Grammar Thomas Hoffmann, Graeme Trousdale, 2013-04-18 This Handbook is the first authoritative reference work solely dedicated to the theory method and applications of Construction Grammar and will be a resource that students and scholars alike can turn to for a representative overview of its many sub theories and applications

The Changing English Language Marianne Hundt, Sandra Mollin, Simone E. Pfenninger, 2017-07-20 Bringing together experts from both historical linguistics and psychology this volume addresses core factors in language change from the perspectives of both fields It explores the potential and limitations of such an interdisciplinary approach covering the following factors frequency salience chunking priming analogy ambiguity and acquisition Easily accessible the book features chapters by psycholinguists presenting cutting edge research on core factors and processes and develops a model of how this may be involved in language change Each chapter is complemented with one or several case study in the history of the English language in which the psycholinguistic factor in question may be argued to have played a decisive role Thus for the first time a single volume provides a platform for an integrated exchange between psycholinguistics and historical linguistics on the question of how language changes over time

Applying Priming Methods to L2 Learning, Teaching and Research Pavel Trofimovich, Kim McDonough, 2011 This volume features a collection of empirical studies which use priming methods to explore the comprehension production and acquisition of second language L2 phonology syntax and lexicon The term priming refers to the phenomenon in which prior exposure to specific language forms or meanings influences a speaker's subsequent language comprehension or production This book brings together the various strands of priming research into a single volume that specifically addresses the interests of researchers teachers and students interested in L2 teaching and learning Chapters by internationally known scholars feature a variety of priming techniques describe various psycholinguistic tasks and focus on different domains of language knowledge and skills The book is conceptualized with a wide audience in mind including researchers not familiar with priming methods and their application to L2 research graduate students in second

language acquisition and related disciplines and instructors who require readings for use in their courses Second Language Pronunciation Ubiratã Kickhöfel Alves, Jeniffer Imaregna Alcantara de Albuquerque, 2022-12-19 In the field of second language L2 acquisition the number of studies focusing on L2 pronunciation instruction and perceptual production training has increased as new classroom methodologies have been proposed and new goals for L2 pronunciation have been set This book brings together different approaches to L2 pronunciation research in the classroom or in the language laboratory 13 chapters written by well known researchers focusing on a variety of first and target languages are divided into four parts Pronunciation development and intelligibility implications for teaching and training studies L2 pronunciation teaching L2 pronunciation training implications for the classroom and Pronunciation in the laboratory High Variability Phonetic Training Intended for researchers in the fields of second language acquisition phonetics phonology psycholinguistics speech therapies speech technology as well as second language teaching this book not only summarizes the current research questions on L2 pronunciation teaching and training but also predicts future scenarios for both researchers and practitioners in the field

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Table of Contents Using Priming Methods In Second Language Research Pavel Trofimovich

1. Understanding the eBook Using Priming Methods In Second Language Research Pavel Trofimovich
 - The Rise of Digital Reading Using Priming Methods In Second Language Research Pavel Trofimovich
 - Advantages of eBooks Over Traditional Books
2. Identifying Using Priming Methods In Second Language Research Pavel Trofimovich
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Using Priming Methods In Second Language Research Pavel Trofimovich
 - User-Friendly Interface
4. Exploring eBook Recommendations from Using Priming Methods In Second Language Research Pavel Trofimovich
 - Personalized Recommendations
 - Using Priming Methods In Second Language Research Pavel Trofimovich User Reviews and Ratings

- Using Priming Methods In Second Language Research Pavel Trofimovich and Bestseller Lists
- 5. Accessing Using Priming Methods In Second Language Research Pavel Trofimovich Free and Paid eBooks
 - Using Priming Methods In Second Language Research Pavel Trofimovich Public Domain eBooks
 - Using Priming Methods In Second Language Research Pavel Trofimovich eBook Subscription Services
 - Using Priming Methods In Second Language Research Pavel Trofimovich Budget-Friendly Options
- 6. Navigating Using Priming Methods In Second Language Research Pavel Trofimovich eBook Formats
 - ePub, PDF, MOBI, and More
 - Using Priming Methods In Second Language Research Pavel Trofimovich Compatibility with Devices
 - Using Priming Methods In Second Language Research Pavel Trofimovich Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Using Priming Methods In Second Language Research Pavel Trofimovich
 - Highlighting and Note-Taking Using Priming Methods In Second Language Research Pavel Trofimovich
 - Interactive Elements Using Priming Methods In Second Language Research Pavel Trofimovich
- 8. Staying Engaged with Using Priming Methods In Second Language Research Pavel Trofimovich
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Using Priming Methods In Second Language Research Pavel Trofimovich
- 9. Balancing eBooks and Physical Books Using Priming Methods In Second Language Research Pavel Trofimovich
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Using Priming Methods In Second Language Research Pavel Trofimovich
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Using Priming Methods In Second Language Research Pavel Trofimovich
 - Setting Reading Goals Using Priming Methods In Second Language Research Pavel Trofimovich
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Using Priming Methods In Second Language Research Pavel Trofimovich
 - Fact-Checking eBook Content of Using Priming Methods In Second Language Research Pavel Trofimovich
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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