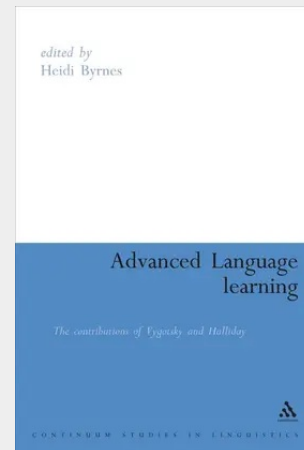


Advanced Language Learning

The Contribution of Halliday and Vygotsky

Examines the need for advanced levels of language learning from socio-cultural and linguistic perspectives. - Focuses on a hot topic in Systemic Functional Linguistics and Applied Linguistics - Contributions by well-known academics in these areas, including: Matthiessen, Lantolf, Swain, Schlepppegrell, Caffarel and Byrnes - Complements similar collections from Continuum, including Second Language Conversations, Language, Education and Discourse, Analysing Academic Writing. The reality of multicultural societies and globalization has increased the demand for language abilities that far exceed those that have typically been associated with communicative competence in a second language. Speakers are expected to be able to function competently in diverse public arenas, institutions and professional contexts. This book examines the need for advanced levels of language learning from socio-cultural and linguistic perspectives. This volume examines the acquisition of advanced levels of ability by second language learners in three parts: theoretical; descriptive and instructional. It moves beyond the traditional constraints of second language acquisition research by linking systemic functional linguistics and sociocultural theory. The contributors draw on the work of Halliday, Vygotsky, Bakhtin and Agar, as well as practical data drawn from the language classroom, to suggest practical applications towards advanced literacy and linguistic competence. The cutting-edge contributions in Advanced Language Learning will be of interest to academics researching systemic functional linguistics, second language acquisition and applied linguistics.

'The editor and authors in this volume make a convincing case for focusing on advanced foreign language instruction. Importantly, they invite consideration of this focus as an opportunity to re-examine conventional definitions of the target of instruction. In so doing, readers also learn more about the theories highlighted in this volume, and their capacity to enhance our understanding of advancedness and its development within an educational context. This book thus mediates between linguistic and language learning theories and educational practice, modelling the very best of what applied linguistics has to offer.' Diane Larsen-Freeman, Professor of Education, University of Michigan. The reality of multicultural societies and globalization has increased the demand for language abilities that far exceed those that have typically been associated with communicative competence in a second language. This book examines the acquisition of advanced levels of ability in three parts: theoretical; descriptive; and instructional. It moves beyond the traditional constraints of second language acquisition research by linking systemic functional linguistics and sociocultural theory. The contributors draw primarily on the work of Halliday, Vygotsky and Bakhtin, as well as empirical data from the language classroom, to suggest practical applications towards advanced literacy and linguistic competence. Advanced Language Learning will be of interest to academics researching systemic functional linguistics, second language acquisition and applied linguistics.



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