
Theories In Second Language Acquisition An Introduction

Second Language Acquisition Research Series

Connecting Theory and Practice

Introducing Second Language Acquisition

An Advanced Resource Book

SECOND LANGUAGE ACQUISITION A COMPILATION OF SLA THEORIES

Second Language Acquisition and Second Language Learning

The Cambridge Handbook of Learner Corpus Research

SLA Applied

The Routledge Handbook of Second Language Acquisition

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Sociocultural Theory and Second Language Learning

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Pedagogies, Practices and Perspectives

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Speech Production and Second Language Acquisition
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Connecting Theory and Practice Cambridge University Press
Theories in Second Language Acquisition
Introduction Routledge
Introducing Second Language Acquisition Springer Science &
Business Media
The origins of learner corpus research go back to the late 1980s

when large electronic collections of written or spoken data started to be collected from foreign/second language learners, with a view to advancing our understanding of the mechanisms of second language acquisition and developing tailor-made pedagogical tools. Engaging with the interdisciplinary nature of this fast-growing field, *The Cambridge Handbook of Learner Corpus Research* explores the diverse and extensive applications of learner corpora, with 27 chapters written by internationally renowned experts. This comprehensive work is a vital resource for students, teachers and researchers, offering fresh perspectives and a unique overview of the field. With

representative studies in each chapter which provide an essential guide on how to conduct learner corpus research in a wide range of areas, this work is a cutting-edge account of learner corpus collection, annotation, methodology, theory, analysis and applications.

An Advanced Resource Book John Benjamins Publishing
 Second Language Learning Theories is a clear and concise overview of the field of second language acquisition (SLA) theories. Written by a team of leading academics working in different SLA specialisms, this book provides expert analysis of the main theories from multiple perspectives to offer a broad and balanced introduction to the topic. The book covers all the main theoretical perspectives currently active in the SLA field and sets them in a broader perspective per chapter, e.g. linguistic, cognitive or sociolinguistic. Each chapter examines how various theories view language, the learner, and the acquisition process. Summaries of key studies and examples of data relating to a variety of languages illustrate the different theoretical perspectives. Each chapter concludes with an evaluative summary of the theories discussed. This third edition has been thoroughly updated to reflect the very latest research in the field of SLA. Key features include: a fully re-worked chapter on cognitive models of language and language learning a new chapter on information processing, including the roles of different types of memory and knowledge in language learning the addition of a glossary of key linguistic terms to help the non-specialist a new timeline of second language learning theory development This third edition takes account of the significant developments that have taken place in the field in recent years.

Highly active domains in which theoretical and methodological advances have been made are treated in more depth to ensure that this new edition of Second Language Learning Theories remains as fresh and relevant as ever.

SECOND LANGUAGE ACQUISITION A COMPILATION OF SLA THEORIES Routledge

Understanding how people learn and fail to learn second and foreign languages is increasingly recognised as a critical social and psycholinguistic issue. Second languages are vitally important to diverse groups of people, ranging from refugees to college students facing foreign language requirements. This book provides a synthesis of empirical findings on second and foreign language learning by children and adults, emphasising the design and execution of appropriate research.

Second Language Acquisition and Second Language Learning Oxford University Press

Second language acquisition has an identity problem. It is a young field struggling to emerge from the parent fields of education and applied linguistics. In his new book, *Problems in Second Language Acquisition*, Mike Long proposes a way to help second language acquisition develop a systematic and coherent focus using the philosophy of science as the lens. The volume is neatly organized into three parts--theory, research, and practice. This structure allows a focus on areas of SLA of interest to many in the field. These include theory proliferation and comparative theory evaluation; the Critical Period Hypothesis and negative feedback; and the practice of "synthetic" language teaching. The controversial volume will be of interest to researchers, educators, and graduate students in second language acquisition, applied

linguistics, TESOL, and linguistics programs. It may be recommended as additional reading for an introductory SLA course in order to stimulate class discussions.

The Cambridge Handbook of Learner Corpus Research Yale University Press

This book is written in order to help undergraduate students and trainee teachers to reflect on certain topics and key issues related to second language acquisition. Despite the proliferation of books and introductory courses in second language acquisition, most of these books very often provide a very complex account of theoretical views in second language acquisition and sometimes fail to emphasise the crucial interplay between how people learn languages and what is the most effective way to teach languages. The overall purpose of this book is to provide an overview of second language acquisition research and theories by identifying the main key issues in this field and by highlighting the relevance of this research for classroom implications. The study of second language acquisition is a rich and varied enterprise, carried out by researchers, whose interests and training often lie in broader disciplines of linguistics, psychology, sociology, and education. Readers will be encouraged to critically reflect on the presented content through self-engaging thinking activities in the form of questions, matching activities, choices and conclusions about the implications of SLA theories to the real world applications.

SLA Applied John Benjamins Publishing

This volume presents six alternative approaches to studying second language acquisition – 'alternative' in the sense that they contrast with and/or complement the cognitivism pervading the

field. All six approaches – sociocultural, complexity theory, conversation-analytic, identity, language socialization, and sociocognitive – are described according to the same set of six headings, allowing for direct comparison across approaches. Each chapter is authored by leading advocates for the approach described: James Lantolf for the sociocultural approach; Diane Larsen-Freeman for the complexity theory approach; Gabriele Kasper and Johannes Wagner for the conversation-analytic approach; Bonny Norton and Carolyn McKinney for the identity approach; Patricia Duff and Steven Talmy for the language socialization approach and Dwight Atkinson for the sociocognitive approach. Introductory and commentary chapters round out this volume. The editor's introduction describes the significance of alternative approaches to SLA studies given its strongly cognitivist orientation. Lourdes Ortega's commentary considers the six approaches from an 'enlightened traditional' perspective on SLA studies – a viewpoint which is cognitivist in orientation but broad enough to give serious and balanced consideration to alternative approaches. This volume is essential reading in the field of second language acquisition.

The Routledge Handbook of Second Language Acquisition Bloomsbury Publishing

Seminar paper from the year 2013 in the subject English Language and Literature Studies - Linguistics, grade: 2,7, Johannes Gutenberg University Mainz, course: English Linguistics and the Language Classroom, language: English, abstract: Of course, there are multiple perspectives in so called Second Language Acquisition (SLA), which all encompass different hypotheses of how learners acquire a second language. Thus, in

this paper two distinct influential linguistic theories of SLA will be introduced and their main statements will be clarified. The first one will be the dominant psychological theory of the 1950s and 1960s, named "Behaviorist Learning Theory", with the focus on habit formation. Some years later, in the 1960s and 1970s, a new mentalist paradigm emerged and in regard to this, Krashen's monitor model will be outlined. Subsequently, these theories will be discussed in relation to their suitability for the English language classroom and probably supplemented. Following, direct conclusions of how to improve language teaching can be drawn.

State of the Science Theories in Second Language Acquisition An Introduction

The Routledge Handbook of Second Language Acquisition brings together fifty leading international figures in the field to produce a state-of-the-art overview of Second Language Acquisition. The Handbook covers a wide range of topics related to Second Language Acquisition: language in context, linguistic, psycholinguistic, and neurolinguistic theories and perspectives, skill learning, individual differences, L2 learning settings, and language assessment. All chapters introduce the reader to the topic, outline the core issues, then explore the pedagogical application of research in the area and possible future development. The Routledge Handbook of Second Language Acquisition is an essential resource for all those studying and researching Second Language Acquisition.

Sociocultural Theory and Second Language Learning Routledge
 How does a person learn a second language? In this provocative book, Marysia Johnson proposes a new model of

second language acquisition (SLA)—a model that shifts the focus from language competence (the ability to pass a language exam) to language performance (using language competently in real-life contexts). Johnson argues that current SLA theory and research is heavily biased in the direction of the cognitive and experimental scientific tradition. She shows that most models of SLA are linear in nature and subscribe to the conduit metaphor of knowledge transfer: the speaker encodes a message, the hearer decodes the sent message. Such models establish a strict demarcation between learners' mental and social processes. Yet the origin of second language acquisition is located not exclusively in the learner's mind but also in a dialogical interaction conducted in a variety of sociocultural and institutional settings, says the author. Drawing on Vygotsky's sociocultural theory and Bakhtin's literary theory, she constructs an alternative framework for second language theory, research, teaching, and testing. This approach directs attention toward the investigation of dynamic and dialectical relationships between the interpersonal (social) plane and the intrapersonal (individual) plane. Johnson's model shifts the focus of SLA away from a narrow emphasis on language competence toward a broader view that encompasses the interaction between language competence and performance. Original and controversial, *A Philosophy of Second Language Acquisition* offers:

- an introduction to Vygotsky's sociocultural theory and Bakhtin's literary theory, both of which support an alternative framework for second language acquisition;
- an examination of the existing cognitive bias in SLA theory and research;
- a radically new model of second language acquisition.

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Key Questions in Second Language Acquisition Cambridge University Press

While the focus is on the acquisition of Spanish as a second language, this is also an extremely useful volume for second language theoreticians and practitioners involved in all aspects of the pedagogy of other second languages. Students, teachers, program administrators, and scholars alike will benefit from the insights that the contributors bring to the myriad issues that language professionals confront."--BOOK JACKET.

Issues and Implications Routledge

A volume on second-language acquisition theory and pedagogy is, at the same time, a mark of progress and a bit of an anomaly. The progress is shown by the fact that the two disciplines have established themselves as areas of study not only distinct from each other, but also different from linguistic theory. This was not always the case, at least not in the United States. The anomaly results from the fact that this book deals with the relationship between L2 theory and pedagogy despite the conclusion that there is currently no widely-accepted theory of SLA. Grouped into five sections, the papers in this volume: * consider questions about L2 theory and pedagogy at the macro-level, from the standpoint of the L2 setting; * consider input in terms of factors which are internal to the learner; * examine the question of external factors affecting the input, such as the issue of whether points of grammar can be explicitly taught; * deal with questions of certain complex, linguistic behaviors and the various external and social variables that influence learners; and * discuss issues surrounding the teaching of pronunciation factors that affect a non-native accent.

The Input Hypothesis Oxford University Press

This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook, *Second Language Learning Data Analysis, Second Edition*, makes an ideal accompaniment to the text.

Second Language Acquisition Routledge

This highly accessible introductory textbook carefully explores the main issues that have driven the field of second language acquisition research. Intended for students with little or no background in linguistics or psycholinguistics, it explains important linguistic concepts, and how and why they are relevant to second language acquisition. Topics are presented via a 'key questions' structure that enables the reader to understand how these questions have motivated research in the field, and the problems to which researchers are seeking solutions. It provides a complete package for any introductory course on second language acquisition.

Second Language Learning Theories John Benjamins Publishing

This volume presents a collection of current research on pedagogies, practices and perspectives in the field of second language acquisition. It brings together different aspects of learning, teaching and researching a second language with chapters covering a range of topics from emotional communication, pragmatic competence, transformative pedagogy, inclusion, reflective teaching and innovative research methodologies. The authors address a global audience to offer insights into contemporary theories, research, policies and practices in second language acquisition. This collection of work is aimed at students, teachers and researchers wishing to reflect on current developments and identify potential research directions.

Understanding Second Language Acquisition Media Nusa Creative (MNC Publishing)

A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.

Spanish Second Language Acquisition Routledge

This volume brings together theoretical perspectives and empirical studies in second language (L2) acquisition and bilingualism and discusses their implications for L2 pedagogy. The book is organized into three sections that focus on prominent linguistic and cognitive theories and together provide a compelling set of state-of-the-art works. Part I consists of studies that give rise to innovative applications for second language teaching and learning and Part II discusses how findings from cognitive research can inform practices for L2 teaching and learning. Following these two sections, Part III provides a

summative commentary of the theories explored in the volume along with suggestions for future research directions. The book is intended to act as a valuable reference for scholars, applied linguists, specialists in pedagogy, language educators, and anyone wishing to gain an overview of current issues in SLA and bilingualism.

Theories in Second Language Acquisition Routledge

This third edition of the best-selling *Theories in Second Language Acquisition* surveys the major theories currently used in second language acquisition (SLA) research, serving as an ideal introductory text for undergraduate and graduate students in SLA and language teaching. Designed to provide a consistent and coherent presentation for those seeking a basic understanding of the theories that underlie contemporary SLA research, each chapter focuses on a single theory. Chapters are written by leading scholars in the field and incorporate a basic foundational description of the theory, relevant data or research models used with this theory, common misunderstandings, and a sample study from the field to show the theory in practice. New to this edition is a chapter addressing the relationship between theories and L2 teaching, as well as refreshed coverage of all theories throughout the book. A key work in the study of second language acquisition, this volume will be useful to students of linguistics, language and language teaching, and to researchers as a guide to theoretical work outside their respective domains.

Second Language Acquisition. Suitability of SLA Theories for the English Language Classroom Routledge

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or

heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega.

Theory Construction in Second Language Acquisition BoD - Books on Demand

This singular new textbook is both an introduction to the major theories of second language acquisition and a practical proposal for their application to language learning courses. It explains and evaluates these theories, and focuses on recent research that has enriched thinking about the best ways to facilitate communicative effectiveness in an L2. It then suggests practical applications regarding language planning, curriculum development, pedagogy, materials development, teacher development, and assessment, establishing a tangible connection between theory and practice. Unlike many SLA books which are narrowly focused on the acquisition of language, it explores the roles of factors such as pragmatics, para-linguistic signals, gesture, semiotics, multi-modality, embodied language, and brain activity in L2 communication. SLA Applied connects research-based theories to the authors' and students' real-life experiences in the classroom, and stimulates reflection and creativity through the inclusion of Readers' Tasks in every chapter. This engaging and relevant text is suitable for students in Applied Linguistics or TESOL courses, trainee teachers, researchers, and practitioners.

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