

# Second Language Acquisition Oxford Introduction To

Second Language Acquisition Oxford University Press

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

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students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at [www.routledge.com/ortega](http://www.routledge.com/ortega).

This cutting-edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition (SLA). The first two sections identify theoretical and empirical strands of Cognitive Linguistics, presenting them as a coherent whole. The third section discusses the relevance of Cognitive Linguistics to SLA and defines a research agenda linking these fields with implications for language instruction. Its comprehensive range and tutorial-style chapters make this handbook a valuable resource for students and researchers alike.

The Handbook of Second Language Acquisition presents an integrated discussion of key, and sometimes controversial, issues in second language acquisition research. Discusses the biological and cognitive underpinnings of SLA, mechanisms, processes, and constraints on SLA, the level of ultimate attainment, research methods, and the status of SLA as a cognitive science. Includes contributions from twenty-seven of the world's leading scholars. Provides an invaluable resource for all students and scholars of human cognition, including those in linguistics, psychology, applied linguistics, ESL, foreign languages, and cognitive

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science.

What does it mean to acquire a language? What is considered a 'second' language in multilingual settings? This practical and comprehensive guide provides an opportunity to consider these issues, providing easy access to concise definitions of key terms and concepts in the study of Second Language Acquisition.

Peer Interaction and Second Language Learning synthesizes the existing body of research on the role of peer interaction in second language learning in one comprehensive volume. In spite of the many hours that language learners spend interacting with peers in the classroom, there is a tendency to evaluate the usefulness of this time by comparison to whole class interaction with the teacher. Yet teachers are teachers and peers are peers – as partners in interaction, they are likely to offer very different kinds of learning opportunities. This book encourages researchers and instructors alike to take a new look at the potential of peer interaction to foster second language development.

Acknowledging the context of peer interaction as highly dynamic and complex, the book considers the strengths and limitations of peer work from a range of theoretical perspectives. In doing so, Peer Interaction and Second Language Learning clarifies features of effective peer interaction for second language learning across a range of educational

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contexts, age spans, proficiency levels, and classroom tasks and settings.

Written for students encountering the topic for the first time, this is a clear and practical introduction to second language acquisition (SLA). It explains in non-technical language how a second language is acquired; what the second language learner needs to know; and why some learners are more successful than others. The textbook introduces in a step-by-step fashion a range of fundamental concepts – such as SLA in adults and children, in formal and informal learning contexts, and in diverse socio-cultural settings – and takes an interdisciplinary approach, encouraging students to consider SLA from linguistic, psychological and social perspectives. Each chapter contains a list of key terms, a summary, and a range of graded exercises suitable for self-testing or class discussion. Providing a solid foundation in SLA, this book is set to become the leading introduction to the field for students of linguistics, psychology, and education, and trainee language teachers.

This text goes back to basics by investigating fundamental assumptions about the way English should be defined and taught as a foreign language. It looks at different attitudes to English teaching, and critically examines proposals for course content. The book discusses vocabulary learning strategies as an integral subgroup of language learning strategies. It defines

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language learning strategies in general and their features on the basis of cognitive theory and relevant models of second language acquisition as the basis for empirical research.

Furthermore, the book gives a survey of research on vocabulary learning strategies and describes three original empirical studies. Thus, the book attempts at integrating the approaches of theories of second language acquisition, the theory and practice of instructed foreign language learning, and the findings of current empirical research.

Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include a glossary of key terms, and discussion questions. Following the back-to-front approach of the series, the book takes problematic issues in language pedagogy as its starting points. These are then examined in terms of second language acquisition. Each chapter begins with a look at the pedagogical proposals found in teacher guides and then asks 'Do these proposals accord with what we know about how languages are acquired?' Pedagogical topics covered include teaching methods, syllabus design, explicit instruction, comprehension versus production-based instruction, task-based instruction, authentic materials, the role of the learners' first language in the classroom, error correction and catering for individual differences. Including a glossary of key terms and questions

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for discussion at the end of each chapter, and assuming no prior knowledge of second language acquisition, this is the ideal text for all students studying language teaching methods, language teacher education, English teaching methodology and second language acquisition modules in advanced undergraduate and postgraduate/graduate TESOL and Applied Linguistics courses.

While *Designing Tasks* underpins this new title, the material has been thoroughly updated and includes four new chapters. This volume presents seven alternative approaches to studying second language acquisition, and each approach is authored by a leading advocate for it in the field. Edited by Dwight Atkinson, and including contributions from James Lantolf, Diane Larsen-Freeman, Gabriele Kasper and Johannes Wagner, Bonny Norton and Carolyn McKinney, Patricia Duff and Steven Talmy.

An up to date comprehensive introduction to second language acquisition research. Contains a general framework for the study of second language acquisition, provides a general description of learner language, accounts for the role of the linguistic environment, examines the learner's internal mechanisms, explores individual differences in language learning and reviews the expanding research on classroom second language acquisition.

This book brings together a number of high-profile exchanges on controversial issues between scholars of opposing positions reacting to each other in print. It engages the reader in a critical evaluation of the points at issue.

This edited collection of empirical studies examines the link between interaction and second language learning. The studies provide readers with insights into a wide variety of issues at the centre of current research into the relationship between conversational interaction and second language learning outcomes.

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Researching Pedagogic Tasks brings together a series of empirical studies into the use of pedagogical tasks for second language learning, with a view to better understanding the structure of tasks, their impact on students, and their use by teachers. The volume starts with an introduction to the background and key issues in the topic area and is then organised into three sections: the first section focuses on the language and learning of students on tasks the second on the use of tasks in the language classroom the third on the use of tasks for language testing Each section begins with a succinct section introduction, and the volume concludes with an afterword relating the theme of the volume to issues in curriculum development. The chapters include both experimental and qualitative approaches to the topic, some providing original accounts of specific studies, others offering overviews of linked series of studies.

An accessible introduction to language learning research, which provides a 'feel' for what research activities are like by engaging the reader in several roles across a range of research design types, both quantitative and qualitative. Roles include research subject, research organizer, data collector, data analyst, and research reporter. The book systematically explains the characteristics and purposes of various types of research, including terminology, the logic underlying selection, and the steps typical of each type of research design. It also offers an introduction to some classic research studies.

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

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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, emphasizing the design and execution of appropriate research.

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.

This accessible textbook offers balanced and uniformly excellent coverage of modern linguistics.

A comprehensive introduction to TESOL for new and future teachers of English, offering a full and detailed view of the process of becoming a language teacher *Introduction to TESOL: Becoming a Language Teaching Professional* presents an expansive and well-balanced

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view of both the interdisciplinary knowledgebase and professional opportunities in the field of language teaching. Written to help aspiring TESOL educators understand how to begin their careers, this comprehensive textbook covers both the foundational linguistic elements of TESOL as well as the practical pedagogical aspects of the discipline. Written with the needs of the introductory student in mind, this book delves into the essentials of English as a Second Language (ESL) and English as a Foreign Language (EFL) teaching, covering professional organizations, language acquisition theories, instructional practices, professional development, and more. Readers are provided with clear descriptions of recent research and contemporary practices, numerous illustrations and examples highlighting key material, and engaging real-world vignettes from professionals teaching internationally. Offering a coherent overview and contextualized orientation of the field of TESOL, this guide:

- Discusses the differences in TESOL approaches in international settings
- Addresses the current state and potential future of TESOL with a view for new developments in teaching pedagogy and language research
- Explores the history and development of the field, including the political, social, and cultural decisions made about language teaching and learning
- Describes the specializations, niches, and subfields within the discipline of TESOL
- Explains what, how and why TESOL educators need a working understanding of linguistics and second language acquisition theories
- Outlines the scope of the profession and how to engage in

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professional organizations to grow in expertise Introduction to TESOL: Becoming a Language Teaching Professional is essential reading for students and educators planning to enter this dynamic and rewarding area of language teaching.

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.

A general theory of second language learning - Knowing a language - Knowing how to use a language - Structures and functions - Measuring knowledge of a second language - The psycholinguistic basis - Ability and personality - The linguistic basic - The social context - Attitudes and motivation - Opportunities for second language learning - Formal instruction - Testing the model - The form of a general theory.

This important text provides a general overview of the methods and theories used in the broad domain of bilingualism. The unique interdisciplinary approach,

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which is reflected in the various topics covered, gives students a global picture of the field. Topics range from early childhood intellectual development to educational and social-cognitive challenges to the maturing bilingual brain. Important developing areas such as cognitive aging, creativity, the social and cultural context perspective, communication disorders and sentence processing are also covered within the volume. This text is aimed towards undergraduate courses and graduate courses in psycholinguistics, especially those with an emphasis on bilingualism or second language learning. An introduction to the field of second language learning for students without a substantial background in linguistics, this book provides an up-to-date introductory survey of the most active and significant theoretical perspectives on the subject.

Key issues in second language acquisition - The role of the first language - Interlanguage and the natural route of development - Variability in interlanguage - Individual learner differences and second language acquisition - Input, interaction, and second language acquisition - Learner strategies - The universal hypothesis and second language acquisition - The role of formal instruction in second language acquisition - Theories of second language acquisition.

In the 30 years since Rod Ellis first published the award-winning *Understanding Second Language Acquisition*, it has become a classic text. This new, fully updated edition continues to provide an authoritative and highly readable introduction to key areas of theory and research in second language acquisition. Ellis presents a

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comprehensive overview of the different theories in this field and examines critical reactions to them. The book reflects recent trends in looking at cognitive and social aspects of second language acquisition, as well as examining the roles played by implicit and explicit instruction in language learning. "An excellent and much-needed, in-depth review of the research on how children and literate adults learn a second language. Ellis provides a sound knowledge base for language teachers and beginning graduate students in applied linguistics, focusing on relevant findings of research on second-language learning by children and literate adults in both naturalistic and instructed contexts." Elaine Tarone, Director of the Center for Advanced Research on Language Acquisition, University of Minnesota Additional online resources are available at

[www.oup.com/elt/teacher/understandingsla](http://www.oup.com/elt/teacher/understandingsla) Rod Ellis is the Distinguished Professor of Applied Language Studies in the School of Cultures, Languages and Linguistics in the University of Auckland. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman.

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.

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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.

An up-to-date overview of second language acquisition, designed to engage 21st-century learners Introducing Second Language Acquisition: Perspectives and Practices provides a clear and comprehensive introduction to the main concepts, issues, and debates in second language acquisition studies. This introductory textbook is aimed specifically at students encountering the topic for the first time. Each chapter offers a modern layout with engaging pedagogical features such as self-

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assessment and discussion questions, project ideas, and further reading and viewing suggestions. The second edition of *Introducing Second Language Acquisition: Perspectives and Practices* has been fully updated to reflect the most recent scholarship in the field. It introduces a new structure, featuring separate chapters on theoretical perspectives which cover past and present approaches as well as cognitive approaches. New content also includes sections on skill acquisition theory, translinguaging, second language literacy development, and multilingualism. Written in accessible language and with a focus on practical applications, this go-to textbook is a clear and concise introduction to second language acquisition studies, offering lessons drawn from the latest leading research. It is an ideal resource for students in applied linguistics and second language education. This key text offers:

- Comprehensive coverage of the latest research in second language acquisition studies
- Improved organizational structure to promote greater student comprehension
- Engaging introduction to the theoretical underpinnings of second language acquisition, with chapters on first language acquisition and bilingualism and multilingualism
- Coverage of key topics including acquisition contexts, theoretical perspectives, language teaching methods, and individual differences
- Pedagogical tools to aid student learning, including “language learning in practice” textboxes, bolded terms defined in the margins, and an end-of-book glossary

With a strong focus on the fundamentals, this second edition of *Introducing Second Language Acquisition* stands as an innovative guide. This book is

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ideal for today's undergraduate students, offering a practical focus and appealing format that will aid in learning and provide a solid foundation for further study. This series is designed to provide a source of reference for both language teachers and teacher trainers. Each title is intended to serve both as a basis for courses and seminars, and as a longer-term reference text for the working teacher's bookshelf. This is a completely revised and updated edition of this readable introduction to the study of language acquisition. By understanding how languages are learned, teachers will be more able to judge the merits of different teaching methodologies and textbooks, and make the most of the time they spend with learners. *How Languages are Learned* provides a clear introduction to the main theories of first and second language acquisition and, with the help of activities and questionnaires, discusses their practical implications for language teaching.

This book represents a major statement of the current research being conducted on the learning of second languages from a sociocultural perspective. The book is divided into a theoretical and an empirical part. Specific topics covered include: learning and teaching languages in the zone of proximal development; L1 mediation in the acquisition of L2 grammar; sociocultural theory as a theory of second language learning; gestural mediation in a second language; and constructing a self through a second language.

Embracing a sociocultural perspective on human cognition and employing an array of methodological tools for data collection and analysis, this volume documents

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the complexities of second language teachers' professional development in diverse L2 teacher education programs around the world, including Asia, South America, Europe, and North America, and traces that development both over time and within the broader cultural, historical and institutional settings and circumstances of teachers' work. This systematic examination of teacher professional development illuminates in multiple ways the discursive practices that shape teachers' knowing, thinking, and doing and provides a window into how alternative mediational means can create opportunities for teachers to move toward more theoretically and pedagogically sound instructional practices within the settings and circumstances of their work. The chapters represent both native and nonnative English speaking pre-service and in-service L2 teachers at all levels from K-12 through higher education, and examine significant challenges that are present in L2 teacher education programs.

This book covers key topics in second language acquisition and bilingualism, examining different theoretical approaches and introducing key theories in the field. Real studies are examined in areas such as acquisition of morphology, syntax and phonology, and practice questions give students a chance to think critically about crucial areas.

## Table of contents

What should language and writing teachers do about giving students written corrective feedback? This book surveys theory, research, and practice on the important and sometimes controversial issue of written corrective feedback, also known as "error/grammar correction," and its impact on second language acquisition and second language writing

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development. Offering state-of-the-art treatment of a topic that is highly relevant to both researchers and practitioners, it critically analyzes and synthesizes several parallel and complementary strands of research — work on error/feedback (both oral and written) in SLA and studies of the impact of error correction in writing/composition courses — and addresses practical applications. Drawing from both second language acquisition and writing/composition literature, this volume is the first to intentionally connect these two separate but important lines of inquiry.

An Introduction to Applied Linguistics, Second Edition provides a complete, authoritative and up-to-date overview of the state of the field. Each of the 15 chapters offers an extended survey of a central element of Applied Linguistics and is co-authored by two leading international specialists, thus ensuring a full and balanced treatment of the topic covered. The book is divided into three sections: a description of language and language use; essential areas of enquiry; and the four skills and testing. An Introductory chapter familiarises readers with key issues and recurrent themes whilst hands-on activities and further reading sections for each chapter encourage practical analysis and wider reading. For this new edition, each chapter has been fully revised in line with new research and thinking in Applied Linguistics. With its accessible style, broad coverage and practical focus, this book is ideal for students of applied linguistics, TESOL, and second language pedagogy as well as practicing teachers and researchers wishing to update their knowledge. This book offers a succinct theoretical introduction to the basic concepts in language testing in a way that is easy to understand. In the Japanese context, this book is highly recommended for university faculty members involved in obtaining assessment literacy, teachers who want to validate their exploratory teaching and testing, or applied linguistics

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students new to the language testing field. The book is divided into four main sections. The first provides an overview of the principles of language testing. The next contains short extracts from the testing literature with questions which stimulate further thinking. Section 3 is a list of references with brief annotations and Section 4 a glossary of referenced testing terms.

This textbook offers an introductory overview of eight hotly-debated topics in second language acquisition research. It offers a glimpse of how SLA researchers have tried to answer common questions about second language acquisition rather than being a comprehensive introduction to SLA research. Each chapter comprises an introductory discussion of the issues involved and suggestions for further reading and study. The reader is asked to consider the issues based on their own experiences, thus allowing them to compare their own intuitions and experiences with established research findings and gain an understanding of methodology. The topics are treated independently so that they can be read in any order that interests the reader. The topics in question are:

- how different languages connect in the mind;
- whether there is a best age for learning a second language;
- the importance of grammar in acquiring and using a second language;
- how the words of a second language are acquired;
- how people learn to write in a second language;
- how attitude and motivation help in learning a second language;
- the usefulness of second language acquisition research for language teaching;
- the goals of language teaching.

The Psychology of Second Language Acquisition offers a systematic and accessible overview of the main psychological areas and theories in order to keep abreast of the ongoing paradigm shift.

The second edition of Theories in Second Language

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Acquisition seeks to build on the strengths of the first edition by surveying the major theories currently used in second language acquisition research. This volume is an ideal introductory text for undergraduate and graduate students in SLA and language teaching. Each chapter focuses on a single theory, written by a leading scholar in the field in an easy-to-follow style – 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. This text is designed to provide a consistent and coherent presentation for those new to the field who seek basic understanding of theories that underlie contemporary SLA research. Researchers will also find the book useful as a "quick guide" to theoretical work outside their respective domains.

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