

Understanding Second Language Acquisition

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An Introduction to Second Language Acquisition Research Diane Larsen-Freeman 2014-09-25 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.

Understanding Second Language Acquisition Lourdes Ortega 2014-02-04 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.

Understanding Second Language Process Zhaohong Han 2008 This is a collection of 11 analytical and empirical studies on the process of second language acquisition, probing a wide array of issues, from transfer appropriate processing to L2 default processing strategies, among hearing or deaf learners of a variety of target languages.

Key Questions in Second Language Acquisition Bill VanPatten 2019-12-05 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.

Principles and Practice in Second Language Acquisition Stephen D. Krashen 1982 The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarising the current state of second language acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that a solution to language teaching lies not so much in expensive equipment, exotic new methods, or sophisticated language analysis, but rather in the full utilisation of the most important resources - native speakers of the language - in real communication.

Second Language Acquisition: The Basics Gregory D. Keating 2015-09-16 Starting from the premise that language instruction should be informed by how humans learn language, this module on second language acquisition (SLA) aims to provide teachers at any level with a comprehensive and up-to-date introduction to the key findings about how second languages are learned in adulthood. This module explores a variety of topics including the mechanisms in the mind responsible for language acquisition, the roles that input and output play in acquisition, and how language develops in the learner's mind over time. Furthermore, the module explores the many factors believed to impact the outcome of SLA, such as the role of the native language, individual differences in aptitude and motivation, and age of acquisition. Please visit the series companion website for more information:
<http://routledge-textbooks.com/textbooks/9781315679594/>

SLA Applied Brian John Tomlinson 2021-02-28 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.

Toward Second Language Acquisition E.C. Klein 2012-12-06 This book uniquely illustrates how second language acquisition (SLA) data can instigate linguistic exploration and help inform linguistic and acquisition theory in crucial ways. It also offers new perspectives toward our understanding of the relationship between first and second language acquisition, Universal Grammar (UG), and the target language input. Specifically, examination of the L2 development of pied-piping and preposition stranding in English questions and relative clauses shows that the required preposition is frequently omitted by learners who have demonstrated accurate subcategorization knowledge of verbal complements in related declarative constructions. The 'null-prep' data in the L2 grammar leads to an important cross-linguistic investigation of this largely ignored syntactic phenomenon in the world's languages; it also motivates exploration of the complex English input learners receive as positive evidence. An analysis of null-prep, piping and stranding is posited, including the relevant principles and parameters of UG involved. Based on this linguistic analysis, alternative explanations for the L2 phenomenon are offered, representing challenges to UG and markedness-based accounts of second language acquisition. Such challenges will be of interest to linguists as well as to students, teachers, researchers and scholars interested in second language acquisition, particularly in its relationship to UG.

Second Language Acquisition Kees De Bot 2005 Second Language Acquisition: introduces the key areas in the field, including multilingualism, the role of teaching, the mental processing of multiple languages, and patterns of growth and decline explores the key theories and debates and elucidates areas of controversy gathers together influential readings from key names in the discipline, including: Vivian Cook, William E. Dunn and James P. Lantolf, S.P. Corder, and Nina Spada and Patsy Lightbown.

Understanding Second Language Acquisition 2013 Review: "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 theories and 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."

Second Language Acquisition Rod Ellis 1997 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 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.

The Routledge Encyclopedia of Second Language Acquisition Peter Robinson 2012-08-21 The Routledge Encyclopedia of Second Language Acquisition offers a user-friendly, authoritative survey of terms and constructs that are important to understanding research in second language acquisition (SLA) and its applications. The Encyclopedia is designed for use as a reference tool by students, researchers, teachers and professionals with an interest in SLA. The Encyclopedia has the following features: • 252 alphabetized entries written in an accessible style, including cross references to other related entries in the Encyclopedia and suggestions for further reading • Among these, 9 survey entries that cover the foundational areas of SLA in detail: Development in SLA, Discourse and Pragmatics in SLA, Individual Differences in SLA, Instructed SLA, Language and the Lexicon in SLA, Measuring and Researching SLA, Psycholinguistics of SLA, Social and Sociocultural Approaches to SLA, Theoretical Constructs in SLA. • The rest of the entries cover all the major subdisciplines, methodologies and concepts of SLA, from "Accommodation" to the "ZISA project." Written by an international team of specialists, the Routledge Encyclopedia of Second Language Acquisition is an invaluable resource for students and researchers with an academic interest in SLA.

Handbook of Cognitive Linguistics and Second Language Acquisition Peter Robinson 2008-03-29 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.

Introducing Second Language Acquisition Kirsten M. Hummel 2013-12-16

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Introducing Second Language Acquisition: Perspectives and Practices represents a clear and concise introduction to the main concepts, issues, and debates in second language acquisition studies aimed specifically at undergraduates encountering the topic for the first time. Follows six fictitious language learners throughout the text whose stories serve to introduce various concepts and issues. Contains specific chapters on first language acquisition and bilingualism, as well as explicit references to the most recent and important research. Covers key topics including acquisition contexts, theoretical perspectives, language teaching methods, second language development, and individual differences (such as age, aptitude, and motivation). Grabs student attention with lighthearted cartoons that illustrate and reinforce key ideas. Features a full range of pedagogical tools to aid student learning, including "language learning in practice" textboxes; bolded new terms defined in the margins; an end-of-book glossary; self-assessment and classroom discussion questions; exercise and project ideas; and further online viewing sections.

Understanding Second Language Acquisition Rod Ellis 1985-10-24 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.

A Philosophy of Second Language Acquisition Marysia Johnson 2008-10-01
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. /DIV/DIV

The Handbook of Second Language Acquisition Catherine J. Doughty 2008-04-15 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 science.

Second Language Acquisition Susan M. Gass 2001 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.

Understanding Formulaic Language Anna Siyanova-Chanturia 2018-09-11 *Understanding Formulaic Language: A Second Language Acquisition Perspective* brings together leading scholars to provide a state-of-the-art, interdisciplinary account of the acquisition, processing, and use of formulaic language. Contributors present three distinct but complementary perspectives on the study of formulaic language – cognitive/psycholinguistic, socio-cultural/pragmatic, and pedagogical – to highlight new work as well as directions for future work. This book is an essential resource for established researchers and graduate students in second language acquisition and pedagogy, corpus and cognitive linguistics, psycholinguistics, sociolinguistics, and pragmatics.

Salience in Second Language Acquisition Susan M. Gass 2017-07-31 *Salience in Second Language Acquisition* brings together contributions from top scholars of second language acquisition (SLA) in a comprehensive volume of the existing literature and current research on salience. In the first book to focus exclusively on this integral topic, the editors and contributors define and explore what makes a linguistic feature salient in sections on theory,

perpetual salience, and constructed salience. They also provide a history of SLA theory and discussion on its contemporary use in research. An approachable introduction to the topic, this book is an ideal supplement to courses in SLA, and a valuable resource for researchers and scholars looking for a better understanding of the subject.

Research Methods in Second Language Acquisition Alison Mackey 2011-12-12

Research Methods in Second Language Acquisition “With its cornucopia of information, both thorough and practical, this book is a must for our methodology shelves. Its study questions and project suggestions will be a boon for many research methods courses.” Robert M. DeKeysevr, University of Maryland “This guide to collecting, coding and analyzing second language acquisition data will be an essential reference for novice and experienced researchers alike.” Peter Robinson, Aoyama Gakuin University “Comprehensive and technically up-to-date, yet accessible and cogent! This remarkable textbook is sure to become a premier choice for the research training of many future SLA generations.” Lourdes Ortega, University of Hawaii “Alison Mackey and Susan Gass’ valuable new book offers hands-on methodological guidance from established experts on all kinds of second language research.” Michael H. Long, University of Maryland Research Methods in Second Language Acquisition: A Practical Guide is an informative guide to research design and methodology in this growing and vibrant field. Utilizing research methods and tools from varied fields of study including education, linguistics, psychology, and sociology, this collection offers complete coverage of the techniques of second language acquisition research. This guide covers a variety of topics, such as second language writing and reading, meta-analyses, research replication, qualitative data collection and analysis, and more. Each chapter of this volume offers background, step-by-step guidance, and relevant studies to create comprehensive coverage of each method. This carefully selected and edited volume will be a useful text for graduate students and scholars looking to keep pace with the latest research projects and methodologies in second language acquisition.

Promoting Academic Success for ESL Students Virginia P. Collier 1995

Second Language Acquisition Myths Steven Brown 2012-03-15 This volume was conceived as a first book in SLA for advanced undergraduate or introductory master’s courses that include education majors, foreign language education majors, and English majors. It’s also an excellent resource for practicing teachers. Both the research and pedagogy in this book are based on the newest research in the field of second language acquisition. It is not the goal of this book to address every SLA theory or teach research methodology. It does however address the myths and questions that non-specialist teacher candidates have about language learning. Steven Brown is the co-author of the introductory applied linguistics textbook Understanding Language Structure, Interaction, and Variation textbook (and workbook). The myths challenged in this book are: § Children learn languages quickly and easily while adults are ineffective in comparison. § A true bilingual is someone who speaks two languages perfectly. §

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You can acquire a language simply through listening or reading. § Practice makes perfect. § Language students learn (and retain) what they are taught. § Language learners always benefit from correction. § Individual differences are a major, perhaps the major, factor in SLA. § Language acquisition is the individual acquisition of grammar.

Ultimate Attainment in Second Language Acquisition Donna Lardiere 2017-09-25
The first book-length treatment of its type, *Ultimate Attainment in Second Language Acquisition* is a case study with a solid theoretical grounding that examines the language of an immigrant learner of English, and thereby presents a much needed understanding of the linguistic competence of second language speakers. Based on longitudinal data collected over a period of 16 years, this clear and accessible presentation is well-grounded in linguistic theory and in second language acquisition research issues. Author Donna Lardiere presents the narrative of Patty, an adult Chinese immigrant learner of English, who achieves native-like proficiency in some areas of her English idiolect, although reaches a plateau in her language acquisition, known as the concept of fossilization. By addressing this concept, a central idea in second language acquisition research, Lardiere fills a void in existing literature. Individual chapters focus on Patty's end state knowledge of grammatical areas of finiteness, past-tense marking, word order, wh-movement and relativization, passivization, number marking, and use of determiners. Important topics discussed throughout the book include: *learner variability in production; *case study methodology; *the roles of motivation and prior language (L1) knowledge; and *sensitivity to input in circumscribing ultimate attainment in adult second language acquisition. *Ultimate Attainment in Second Language Acquisition* is intended for anyone whose research is in the areas of second language acquisition, language acquisition, theoretical, applied, or developmental linguistics. It is also appropriate for graduate level students of TESOL and teachers who work with more advanced learners of foreign languages.

Introducing Second Language Acquisition Muriel Saville-Troike 2012-04-05 A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.

Reflections on Task-Based Language Teaching Rod Ellis 2018-06-18 Task-based language teaching is now a well-established pedagogic approach but problematic issues remain, such as whether it is appropriate for all learners and in all instructional contexts. This book draws on the author's experience of working with teachers, together with his knowledge of relevant research and theory, to examine the key issues. It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task-based language teaching. It will appeal to researchers and teachers who are interested in task-based language teaching and the practical and theoretical issues involved. It will also be of interest to students and researchers working in the areas of applied linguistics, TESOL and second language acquisition.

Theories in Second Language Acquisition Bill VanPatten 2020-02-24 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.

Error Analysis Jack C. Richards 2015-12-14 The eleven essays in this book cover a wide range of topics from the role of 'interlanguage' and the influence of external factors on the process of language learning, to the development of syntax and the methodology of error analysis. Collectively they provide a valuable perspective on the learning process, which both enriches our theoretical understanding of the processes underlying second language acquisition and suggests ways in which teaching practice may best exploit a learner's skills.

Exploring Language Pedagogy through Second Language Acquisition Research Rod Ellis 2013-07-31 *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 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.

Understanding Second Language Acquisition Lourdes Ortega 2009 This is a cutting-edge yet accessible introduction to Second Language Acquisition. It covers concepts, themes, goals, research problems, methods, theories and new directions.

Alternative Approaches to Second Language Acquisition Dwight Atkinson 2011-03-01 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.

Understanding Second Language Acquisition 2nd Edition - Oxford Applied Linguistics Rod Ellis 2015-10-26 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 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

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at 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.

Understanding Silence and Reticence Dat Bao 2014-02-25 What is the state of that which is not spoken? This book presents empirical research related to the phenomenon of reticence in the second language classroom, connecting current knowledge and theoretical debates in language learning and acquisition. Why do language learners remain silent or exhibit reticence? In what ways can silence in the language learning classroom be justified? To what extent should learners employ or modify silence? Do quiet learners work more effectively with quiet or verbal learners? Looking at evidence from Australia, China, Japan, Korea, and Vietnam, the book presents research data on many internal and external forces that influence the silent mode of learning in contemporary education. This work gives the reader a chance to reflect more profoundly on cultural ways of learning languages.

Understanding Second Language Acquisition, Second Edition Lourdes Ortega 2016-01-01 Second Language Acquisition is a theoretical, experimental and fast-paced field of study which looks at, and seeks to understand, how native speakers of one language learn to speak another language fluently. *Understanding Second Language Acquisition* provides an approachable but authoritative introduction to this area of linguistics. The essentials are clearly explained with pointers for further study. The author focuses on the key notions involved rather than arguing for a particular theoretical position. This second edition is fully up-to-date and includes the latest empirical developments and theoretical refinements in second language acquisition, such as new sections on age and learner-language development. New features also include end-of-chapter questions for revision and further discussion, and a full glossary of terms. The extensive online resources have been updated and expanded to include more powerpoint slides for lecturers and reading suggestions for students, and are available at www.routledge.com/cw/ortega. This is the ideal book for anyone looking for an accessible but comprehensive introduction to second language learning.

Understanding, Evaluating, and Conducting Second Language Writing Research Charlene Polio 2016-11-18 *Understanding, Evaluating, and Conducting Second Language Writing Research* speaks to the rapidly growing area of second language writing by providing a uniquely balanced approach to L2 writing research. While other books favor either a qualitative or quantitative approach to second language acquisition (SLA) research, this text is comprehensive in scope and does not privilege one approach over the other, illuminating the strengths of each and the ways in which they might complement each other. It also provides equal weight to the cognitive and socio-cultural approaches to SLA. Containing an array of focal studies and suggestions for further reading, this text is the ideal resource for students beginning to conduct L2 writing research as well as for more experienced researchers who wish to expand their approach to

conducting research.

Research Methods for Understanding Child Second Language Development Yuko Goto Butler 2022-09-15 Butler and Huang's book is one of the first to focus on second language (L2) development research methods and techniques specifically targeted at children of primary and pre-primary years. The last decade has seen a growing number of L2 studies of children aged 4–12, a demographic with special developmental characteristics that confound research methods designed for studying adults. Written by experts from a variety of disciplines, this book covers major research methods and techniques in existing L2 development research, including observations, surveys, interviews, introspective methods, speech production methods, receptive methods, eye tracking, and brain imaging, as well as research methods specifically designed for L2 children with special educational needs. The book also discusses various age-related considerations and challenges if they are employed to young L2 learners. This will be essential reading for SLA, child development, and TESOL researchers, and students in these courses will benefit particularly from pedagogical material such as further readings and discussion questions.

Second Language Acquisition Wolfgang Klein 1986-01-23 An up-to-date account of the main problems and theoretical and practical issues raised by second language acquisition research. As such, this introduction provides students with a "real" understanding of the fundamental topics in the field and the advances achieved by empirical research.

First and Second Language Acquisition Jürgen M. Meisel 2011-07-07 Infants and very young children develop almost miraculously the ability of speech, without apparent effort, without even being taught - as opposed to the teenager or the adult struggling without, it seems, ever being able to reach the same level of proficiency as five year olds in their first language. This useful textbook serves as a guide to different types of language acquisition: monolingual and bilingual first language development and child and adult second language acquisition. Unlike other books, it systematically compares first and second language acquisition, drawing on data from several languages. Research questions and findings from various subfields are helpfully summarized to show students how they are related and how they often complement each other. The essential guide to studying first and second language acquisition, it will be used on courses in linguistics, modern languages and developmental psychology.

Understanding Second Language Processing Bronwen Patricia Dyson 2017-05-24 This book aims to help researchers and teachers interested in language processing and Processability Theory (PT) to understand this theory and its applications. PT is an influential account of second language processing which hypothesizes that, due to the architecture of language processing, learners acquire second languages in developmental stages. This book lays out PT's predictions and research on the development of diverse target languages – particularly English and Scandinavian languages – by learners of various categories. It discusses the typological issues facing PT and its contribution to an understanding of

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variation and cognitive constraints on pedagogy. However, the book also raises a critical eye to the literature which, after almost twenty years of evolution, requires explanation, clarification and, in some cases, extension. Why do some phenomena belong to different stages in different languages? Why are important types of variation under-represented? Is teaching as constrained as proposed in PT?

Second Language Acquisition and Task-Based Language Teaching Mike Long

2014-07-31 This book offers an in-depth explanation of Task-Based Language Teaching (TBLT) and the methods necessary to implement it in the language classroom successfully. Combines a survey of theory and research in instructed second language acquisition (ISLA) with insights from language teaching and the philosophy of education Details best practice for TBLT programs, including discussion of learner needs and means analysis; syllabus design; materials writing; choice of methodological principles and pedagogic procedures; criterion-referenced, task-based performance assessment; and program evaluation Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning