

Second Language Acquisition An Introductory Course

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KENYON DANIELA

Second Language Acquisition BoD – Books on Demand

Children learn languages quickly and easily while adults are ineffective in comparison -- A true bilingual is someone who speaks two languages perfectly -- 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.

Second Language Acquisition and the Critical Period Hypothesis Routledge

What is language and how can we investigate its acquisition by children or adults? What perspectives exist from which to view acquisition? What internal constraints and external factors shape acquisition? What are the properties of interlanguage systems? This comprehensive 31-chapter handbook is an authoritative survey of second language acquisition (SLA). Its multi-perspective synopsis on recent developments in SLA research provides significant contributions by established experts and widely recognized younger talent. It covers cutting edge and emerging areas of enquiry not treated elsewhere in a single handbook, including third language acquisition, electronic communication, incomplete first language acquisition, alphabetic literacy and SLA, affect and the brain, discourse and identity. Written to be accessible to newcomers as well as experienced scholars of SLA, the Handbook is organised into six thematic sections, each with an editor-written introduction.

Second Language Acquisition Springer Nature

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.

Methodology and Design University of Michigan Press ELT

Second Language Acquisition An Introductory Course Psychology Press

Second Language Acquisition Multilingual Matters

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

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

An Introductory Course Pergamon

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.

Second Language Research Multilingual Matters

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.

Key Topics in Second Language Acquisition Routledge

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.

Theories in Second Language Acquisition Psychology Press

Research Methods in Second Language Acquisition: A Practical Guide is an informative guide to research design and methodology for graduate students and scholars. Each chapter of this volume offers background, step-by-step guidance, and relevant studies to create comprehensive coverage of each method. Includes chapters by expert scholars on an array of topics, including second language writing and reading, meta-analyses, research replication, qualitative data collection and analysis, and more. Includes feature boxes in each chapter highlighting relevant research studies, discussion questions and suggested further readings. Utilizes research methods and tools from varied fields of study including education, linguistics, psychology, and sociology.

Studying Speaking to Inform Second Language Learning John Wiley & Sons

How do people learn nonnative languages? Is there one part or function of our brains solely dedicated to language processing, or do we apply our general information-processing abilities when learning a new language? In this book, an interdisciplinary collaboration of scholars and researchers presents an overview of the latter approach to adult second language acquisition and brings together, for the first time, a comprehensive picture of the latest research on this subject. Clearly organized into four distinct but integrated parts, *Mind and Context in Adult Second Language Acquisition* first provides an introduction to information-processing approaches and the tools for students to understand the data. The next sections explain factors that affect language learning, both internal (attention and awareness, individual differences, and the neural bases of language acquisition) and external (input, interaction, and pedagogical interventions). It concludes by looking at two pedagogical applications: processing instruction and content based instruction. This important and timely volume is a must-read for students of language learning, second language acquisition, and linguists who want to better understand the information-processing approaches to learning a non-primary language. This book will also be of immense interest to language scholars, program directors, teachers, and administrators in both second language acquisition and cognitive psychology.

Fluency in L2 Learning and Use Bloomsbury Publishing

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.

Applying Second Language Research to Classroom Teaching Bloomsbury Publishing

Specifically targeted towards the needs of a second language research audience, *Second Language Research: Methodology and Design* addresses basic issues related to research design, providing step-by-step instructions for how to carry out studies. This up-to-date text includes chapters that cover identifying research problems and questions; selecting elicitation measures; dealing with ethical issues related to data gathering; validity and reliability in research; research in second and foreign language classroom contexts; data description and coding; and data analysis. Also included is a chapter on the much needed and rarely addressed topic of writing up SLA research, giving concrete suggestions about preparing for publication. Principles of both qualitative and quantitative research are discussed in the context of design issues. Throughout the book, examples from applied linguistics, second language acquisition, and TESOL are provided. Helpful discussion and data-based skill-building exercises at the end of each chapter promote better understanding of the principles discussed. A glossary outlines the key terms in second language research. *Second Language Research: Methodology and Design* is an ideal textbook for introductory and advanced classes in second language research methods, as well as classes in related areas, for example, TESOL research methods.

The Handbook of Advanced Proficiency in Second Language Acquisition Taylor & Francis

This volume addresses salient theoretical issues concerning the validity of research methods in second-language acquisition, and provides critical analysis of contextualized versus sentence-level production approaches. The contributors present their views of competence versus performance, the nature of language acquisition data, research design, the relevance of contextualized data collection and interpretation, and the desirability of a particularistic nomothetic theoretical paradigm versus more comprehensive consideration of multiple realities and complex influencing factors. This book presents varying and antithetical approaches to the issues, bringing together the thinking and approaches of leading researchers in language acquisition, language education, and sociolinguistics in an engaging debate of great currency in the field.

Perspectives and Practices Routledge

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.

John Wiley & Sons

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.

A Theoretical Introduction To Real World Applications Routledge

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.

Exploring Language Pedagogy through Second Language Acquisition Research Psychology 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

In language learning, the rule of thumb is: the earlier the better. Children exposed to language from birth are uniformly successful in first language acquisition (L1A), whereas those deprived of contact with language during childhood are pathologically deficient. In second language acquisition (L2A), the difficulty of learning after puberty is routinely attested anecdotally and has been the subject of numerous scientific studies. It is widely believed that age effects in both are developmental in nature. Native levels of attainment in L1A and L2A are thought to be possible only if learning began before the closure of a "window of opportunity"--a critical or sensitive period. Increasingly, this popular wisdom is being called into question. Triggering this reevaluation is evidence that some late-starting learners achieve native-like competence in a second language and evidence of age effects past the presumed closure of the window of opportunity for learning. As the debate takes shape, some of the most renowned researchers in the field are weighing in on the issue. Their thoughts and evidence are presented in this volume. The chapters approach the Critical Period Hypothesis (CPH) from diverse perspectives and are evenly balanced in favor of and against the CPH-L2A. Each of the contributors brings authority and an international reputation to the question. As the papers encompass many domains of inquiry in L2A--syntax, morphology, phonetics/phonology, Universal Grammar, and neurofunctional factors in language--this volume should appeal to a wide audience of researchers and advanced students.

A Practical Guide Cambridge University Press

divdivHow 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