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.

Introduction to English as a Second Language is a course to prepare students for studying at IGCSE or equivalent level. Presented in a colourful updated design and offering clear, practical support for students, it follows a variety of interesting themes and topics, with a focus on skills development: listening, speaking, reading and writing. Each unit provides opportunities for thinking and discussion, along with developing research and study skills. Furthermore, each unit has a specific language-focus section to revise and consolidate key areas of language awareness and activities for vocabulary building. Audio CD is included for use with the listening activities.

This book is intended to introduce novice student researchers to second language acquisition in the study abroad learning environment. It reviews the existing literature and provides the emerging researcher an overview of the important factors to consider, informs them where to begin, and how to move forth an agenda for future research in this field. The book recognizes that aside from the academic advantages, study abroad programmes are an excellent tool for fostering extended and relevant interaction with native speakers. It provides reflection questions and activities, and guides the novice researcher in critically analysing existing research and to eventually carry out their own study. The book will be of use to beginning researchers who are new to linguistics in the areas of study abroad and second language acquisition.

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2
assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

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.

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.

Second Language Writing Systems looks at how people learn and use a second language writing system, arguing that they are affected by characteristics of the first and second writing systems, to a certain extent independently of the languages involved. This book presents for the first time the effects of writing systems on language reading and writing and on language awareness, and provides a new platform for discussing bilingualism, biliteracy and writing systems. The approach is interdisciplinary, with contributions not only from applied linguists and psychologists but also corpus linguists, educators and phoneticians. A variety of topics are covered, from handwriting to spelling, word recognition to the mental lexicon, and language textbooks to metalinguistic awareness. Though most of the studies concern adult L2 learners and users, other populations covered include minority children, immersion students and bilingual children. While the emphasis is on English as the L2 writing system, many other writing systems are analysed as L1 or L2: Arabic, Chinese, Dutch, Gujarati, Indonesian, Irish, Italian and Japanese. Approaches that are represented include contrastive analysis, transfer, poststructuralism, connectionism and corpus analysis. The readership is SLA and bilingualism researchers, students and teachers around the world; language teachers will also find much food for thought.

*Winner of the 2019 AAAL First Book Award* Racialized Identities in Second Language Learning: Speaking Blackness in Brazil provides a critical overview and original sociolinguistic analysis of the African American experience in second language learning. More broadly, this book introduces the idea of second language learning as "transformative socialization": how learners, instructors, and their communities shape new communicative selves as they collaboratively construct and negotiate race, ethnicity, gender, sexuality, and social class identities. Uju Anya's study follows African American college students learning Portuguese in Afro-Brazilian communities, and their journeys in learning to do and speak blackness in Brazil. Video-recorded interactions, student journals, interviews, and writing assignments show how multiple intersecting identities are enacted and challenged in second language learning. Thematic, critical, and conversation analyses describe ways black Americans learn to speak their material, ideological, and symbolic selves in Portuguese and how linguistic action reproduces or resists power and inequity. The book addresses key questions on how learners can authentically and effectively participate in classrooms and target language communities to show that black students' racialized identities and investments in these communities greatly influence their success in second language learning and how successful others perceive them to be.

Second Language Processing: An Introduction is the first textbook to offer a thorough introduction to the field of second language processing (SLP). The study of SLP seeks to illuminate the cognitive processes underlying the processing of a non-native
Second Language Learning and Language Teaching provides an introduction to the application of second language acquisition research to language teaching. Assuming no previous background in second language acquisition or language teaching methods, this text starts by introducing readers to the basic issues of second language acquisition research. It then examines how people learn particular aspects of the second language, such as grammar, vocabulary, pronunciation and the writing system, and at the strategies they adopt in their learning and the differences between individuals. Final chapters look at second language learning in a broader context – the goals of language teaching and how teaching methods relate to SLA research. This newly updated fifth edition builds on the comprehensive scope of earlier editions while also addressing more recent developments in the field, particularly multilingual approaches to language teaching.

While the literature on second language acquisition and use is overwhelmingly rich with respect to initial and intermediate stages of development, present knowledge of levels of ultimate attainment that are equal or close to that if native speakers has so far not been presented in a coherent manner. This is what the present volume aims to achieve. In addition to chapters that summarize what is currently known about the grammatical, lexical, and discourse features that continue to exhibit instability at the most advanced levels of second language development, the volume presents overviews of the incipient research on two unique learner populations, polyglots and employees in international call centres. Polyglots, defined as language users who are proficient in six or
more second languages, may be considered second language learners par excellence. Call centre employees in economically less developed parts of the world are intriguing in how they cope with the high language proficiency requirements of their job. In conclusion, this book is relevant for all readers - both professionals and students - interested in the development of second language theory. For language teachers, the book provides insights that are profitable in classrooms for advanced learners. Now in its second edition, Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). Loewen provides comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA, and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy. Also new is the addition of supporting features including end-of-chapter activities, points for reflection, and discussion questions, as well as thoroughly revised content to reflect the most recent research in ISLA. This is an essential resource for students new to ISLA, or working in Second Language Acquisition more generally.

In this accessible introduction to Vygotskyian sociocultural theory, narratives illuminate key concepts of the theory. These key concepts, addressed across seven chapters, include mediation; Zone of Proximal Development; collaborative dialogue; private speech; everyday and scientific concepts; the interrelatedness of cognition and emotion, activity theory and assessment. An eighth chapter provides readers with an opportunity to consider two additional narratives and apply the SCT concepts that they have become familiar with. These narratives come from individuals in a variety of languages, contexts, ages and proficiencies. We hear from learners, teachers and researchers. Intended for graduate and undergraduate audiences, this textbook includes controversies in the field, questions for collaborative discussion and provides references to important work in the literature of second language teaching, learning and research. This book presents a unique introduction to Sociocultural Theory. Through the telling of fascinating stories the authors familiarize the reader with the concepts that are central to the theory and in particular to how the theory relates to the teaching and learning of languages beyond the first. It is an exceptional piece of scholarship that I think Vygotsky would have wholeheartedly endorsed." James P. Lantolf, the Pennsylvania State University, USA "This book is a most welcome addition to the growing literature on sociocultural theory. It is refreshing to come across such a reader-friendly book dealing with complex constructs. The book provides an overview of key concepts in sociocultural theory, and then, using a set of narratives, illustrates how these concepts can be used to explain phenomena in second language learning and teaching, As such, the authors have succeeded in producing an accessible and highly engaging introduction to sociocultural theory." Neomy Storch, The University of Melbourne, Australia "Sociocultural Theory in Second Language Education is a highly recommended and worthwhile book for all those who seek to understand how sociocultural theory is entailed in teaching practice. Using narratives of teaching recounted in the voices of language learners and teachers, Swain and her co-authors bring the major concepts of Vygotsky to life in clear and accessible ways. Contributing to the conceptual analysis of each story is information on allied concepts, key studies, controversies and discussion topics. This book is certain to be a mainstay in language teacher education
The authors, each from a different background, share a passion for sociocultural theory. Each author brings stories, data and experiences from her area of expertise: second language pedagogy and teacher development (Linda); elementary classroom teaching with second language and bilingual students (Penny) and teaching and research in bilingual education and second language learning (Merrill). Penny lectures at the University of Toronto. Linda is an associate professor at York University in Toronto. Merill is a professor emeritus at OISE University of Toronto.

This textbook focuses on second language speech - how individuals perceive and produce the sounds of their second language. An Introduction to Second Language Research MethodsDesign and Data (2nd edition) enables classroom teachers to become classroom researchers, and in doing so, to improve their understanding of their teaching. Changes made for the second edition include a new chapter, an expanded glossary of terms, combining the references, and three new appendixes.

The second edition of Theories in Second Language 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.

Providing a much-needed critical synthesis of research on teaching vocabulary and grammar to students of a second or foreign language, this book puts the research into perspective in order to distil recommendations for language teaching. Boers evaluates a comprehensive range of both well-established and lesser-known research strands and classroom practices to draw out the most effective instructional approaches to teaching words, multiword expressions and grammar patterns. Chapters discuss learning as a by-product of communicative activities, language-focused instruction, diverse types of exercises, mnemonic techniques and more, with a view to building bridges between the available research on such instructional approaches and how they are commonly implemented in actual language courses and textbooks. This book helps teachers make research-informed decisions regarding their instructional approaches to words, phrases and patterns, and direct researchers to specific areas in need of further inquiry. Boers not only demonstrates how research findings can inform effective teaching, but also calls for a deeper appreciation on the part of researchers of the realities of the teaching profession, making this a worthwhile text for preservice teachers, teacher educators, graduate students and scholars.

Introduction to English as a Second Language Teacher's Book is part of the series of resources which bring students to a level where they are ready to study Cambridge IGCSE® or equivalent courses and accompanies the Introduction to English as a
Second Language Coursebook and Workbook. The series is written by an experienced ESL teacher and trainer, and includes answers to all of the exercises in the Coursebook and Workbook. This book features Top Tips to help teachers with the course and Differentiated Activities to stretch able students while supporting those that need more help.

Second language acquisition (SLA) is a field of inquiry that has increased in importance since the 1960s. Currently, researchers adopt multiple perspectives in the analysis of learner language, all of them providing different but complementary answers to the understanding of oral and written data produced by young and older learners in different settings. The main goal of this volume is to provide the reader with updated reviews of the major contemporary approaches to SLA, the research carried out within them and, wherever appropriate, the implications and/or applications for theory, research and pedagogy that might derive from the available empirical evidence. The book is intended for SLA researchers as well as for graduate (MA, Ph.D.) students in SLA research, applied linguistics and linguistics, as the different chapters will be a guide in their research within the approaches presented. The volume will also be of interest to professionals from other fields interested in the SLA process and the different explanations that have been put forward to account for it.

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.

A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time. 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 social theory, and a chapter on the implications of SLA research for teaching. A key work in the study of second language acquisition, this book will be useful to students of linguistics, language and language teaching, and to researchers as a guide to theoretical work outside their respective domains.

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.

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.

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.

Crosslinguistic Influence and Second Language Learning provides a comprehensive overview of what is currently known about prior language knowledge and experience in second language learning. Three bodies of research are critically reviewed to achieve this goal: (i) theories of language learning that attribute critical roles to prior experience in explaining second language development, (ii) empirical studies of second language learning that have investigated roles for crosslinguistic influence, and (iii) instructional studies that have supported second language learning by addressing the negative effects of crosslinguistic influence. Using this foundation, new research directions and theorization in the field of second language acquisition are proposed. This book will serve as an excellent resource for students and scholars with interests in (instructed) second language learning, applied linguistics, cognitive psychology, psycholinguistics, and language education.

This text explores ways in which English grammar enables speakers and writers to represent the world, to interact with one another, and to create coherent messages. The hardback edition provides second language teachers with a functional description of English grammar, in which grammar is viewed not as a set of rules but as a communicative resource. It explores ways in which English grammar enables speakers and writers to represent their experience of the world, to interact with one another, and to create coherent messages. Each chapter includes a focus on areas of difficulty for second language learners, numerous authentic examples, tasks that allow the reader to apply the concepts introduced, and discussion questions. A final chapter covers issues in
the learning and teaching of grammar, and reviews methodological options for the second or foreign language classroom. Assuming no previous study of linguistics or English grammar, Functional English Grammar is suitable for self-study or as a textbook in teacher education programs.

This volume offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion-type classrooms. It includes new work by both new and established scholars in educational scholarship, second language acquisition, and sociolinguistics, as well as in a variety of languages, countries, and educational contexts. Through its focus at the intersection of theory, practice, curriculum and policy, the book demands a reconceptualization of code-switching as something that both proficient and aspiring bilinguals do naturally, and as a practice that is inherently linked with bilingual code-switching.

Adopting the objectives of Chomsky’s Principles and Parameters approach to Universal Grammar, Second Language Syntax takes the reader through the main research findings in second language grammatical development. For each area, empirical findings are linked to proposals made by linguists working within the Principles and Parameters framework, with the aim of developing a theory of second language syntax.

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.

An Introduction to Second Language Acquisition Research

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

Second Language Acquisition: 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.

Whether you're new to teaching English language learners or an old hand, here's a guide that provides you with a firm baseline and can't-miss strategies for boosting the achievement of these students. A teacher with 26 years of experience uses familiar scenarios from actual classrooms to illustrate ideas and advice you can use right away: (1) Six key concepts and six common myths of second language acquisition; (2) Five stages of language acquisition and what to do at each; (3) Four stages of culture shock that newcomers go through before they become comfortable with the language; (4) How to know when an ell student is ready to speak; (5) How to match instruction to ell learning styles and thinking skills; (6) Main challenges that ell students face in learning reading, writing, math, science, and social studies; (7) How to use differentiated instruction, flexible grouping, and other essential practices for ell students; and (8) What to do for ell students during the first weeks of school. School leaders should buy this book in bulk for wide distribution or use the book's professional development activities to create workshops and teacher induction programs.

This volume offers an introduction to the field of second language acquisition with a particular focus on second language Spanish. It connects key issues in the acquisition of Spanish as a second language to theoretical and empirical issues in the field of second language acquisition more generally by exemplifying central concepts in second language acquisition through the exploration of the most widely researched structures and most recent developments in the field of second language Spanish. It is written for a non-specialist audience, making it suitable for advanced undergraduate and graduate courses and readers, while its treatment of recent empirical developments also makes it of interest to researchers in second language Spanish as well as allied fields.