



# Second Language Learning Theories

**Diane Larsen-Freeman, Michael H.  
Long**



## **Second Language Learning Theories:**

**Second Language Acquisition** ,2024-09-04 Second Language Acquisition Learning Theories and Recent Approaches will aim to present the process of learning an additional language apart from one's native language. The process of understanding writing and speaking another language with fluency involves complex intellectual and emotional responses as well as continuous information processing abilities. A variety of perspectives is needed in order for learning to take place. Many factors both internal and external are involved in determining why some learn a second language at a faster rate than others. With an internal or external focus of attention, various linguistic techniques have explored the basic questions about SLA. With the ability to convey and structure information in a second language, there is a need for what is being learned to be viewed from various perspectives. The focus on continuous natural UG capability for language learning versus communicative processing requirements differs among viewpoints on how SLA develops. This book intends to provide readers with language acquisition, language comprehension, language development, language processing, and psychological and social variables which have been largely excluded by purely language approaches.

**Theories in Second Language Acquisition** Bill VanPatten, Jessica Williams, 2014-12-22 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.

**Second Language Learning Theories** Rosamond Mitchell, Florence Myles, Emma Marsden, 2013-08-21 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 reworked chapter on cognitive models of language and language learning, a new chapter on information processing including the roles of different types of memory and knowledge in language learning, the

addition of a glossary of key linguistic terms to help the non specialist a new timeline of second language learning theory development This third edition takes account of the significant developments that have taken place in the field in recent years Highly active domains in which theoretical and methodological advances have been made are treated in more depth to ensure that this new edition of **Second Language Learning Theories** remains as fresh and relevant as ever

**Second Language Learning Theories** Florence Myles,Rosamund Mitchell,2014-02-04 **Second Language Learning Theories** is an introduction to the field of second language learning for students without a substantial background in linguistics Drawing on the expertise of both a specialist in the teaching of second languages and a linguist specializing in second language acquisition this textbook provides an up to date introductory survey of the most active and significant perspectives on the subject In this new edition the authors have revised and updated the text throughout to reflect the substantial developments that have taken place in the field in recent years New studies have been incorporated as examples and there is more material on work in L2 phonology and lexis as well as syntax The evaluation sections in each chapter have been expanded and generally the book is rebalanced in favour of newer material The first edition quickly established itself as the textbook of choice for students new to second language learning The updates and revisions in this new edition ensure that the book remains as fresh engaging and useful as the day it was first published

*Second Language Acquisition. Suitability of SLA Theories for the English Language Classroom* Lena Groß,2015-01-19 Seminar paper from the year 2013 in the subject English Language and Literature Studies Linguistics grade 2.7 Johannes Gutenberg University Mainz course English Linguistics and the Language Classroom language English abstract Of course there are multiple perspectives in so called Second Language Acquisition SLA which all encompass different hypotheses of how learners acquire a second language Thus in this paper two distinct influential linguistic theories of SLA will be introduced and their main statements will be clarified The first one will be the dominant psychological theory of the 1950s and 1960s named Behaviorist Learning Theory with the focus on habit formation Some years later in the 1960s and 1970s a new mentalist paradigm emerged and in regard to this Krashen s monitor model will be outlined Subsequently these theories will be discussed in relation to their suitability for the English language classroom and probably supplemented Following direct conclusions of how to improve language teaching can be drawn

*Second Language Learning Theories* Rosamond Mitchell,Florence Myles,Emma Marsden,2019-01-21 Written by a team of leading experts working in different SLA specialisms this fourth edition is a clear and concise introduction to the main theories of second language acquisition SLA from multiple perspectives comprehensively updated to reflect the very latest developments SLA research in recent years The book covers all the main theoretical perspectives currently active in SLA and sets each chapter within a broader framework Each chapter examines the claims and scope of each theory and how each views language the learner and the acquisition process supplemented by summaries of key studies and data examples from a variety of languages Chapters end with an evaluative summary of the theories discussed Key

features to this fourth edition include updated accounts of developments in cognitive approaches to second language L2 learning the implications of advances in generative linguistics and the social turn in L2 research with re worked chapters on functional sociocultural and sociolinguistic perspectives and an entirely new chapter on theory integration in addition to updated examples using new studies Second Language Learning Theories continues to be an essential resource for graduate students in second language acquisition Second Language Acquisition Theory and Pedagogy Fred R. Eckman, Jean Mileham, Rita Rutkowski Weber, Diane Highland, Peter W. Lee, 2013-10-08 A volume on second language acquisition theory and pedagogy is at the same time a mark of progress and a bit of an anomaly The progress is shown by the fact that the two disciplines have established themselves as areas of study not only distinct from each other but also different from linguistic theory This was not always the case at least not in the United States The anomaly results from the fact that this book deals with the relationship between L2 theory and pedagogy despite the conclusion that there is currently no widely accepted theory of SLA Grouped into five sections the papers in this volume consider questions about L2 theory and pedagogy at the macro level from the standpoint of the L2 setting consider input in terms of factors which are internal to the learner examine the question of external factors affecting the input such as the issue of whether points of grammar can be explicitly taught deal with questions of certain complex linguistic behaviors and the various external and social variables that influence learners and discuss issues surrounding the teaching of pronunciation factors that affect a non native accent

**Contemporary Approaches to Second Language Acquisition** María del Pilar García Mayo, María Junkal Gutierrez Mangado, Maria Martinez Adrian, 2013 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 **Problems in SLA** Michael H. Long, 2007 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 Similarities and Common Denominators in Second Language Acquisition Approaches Bert Bobock, 2013-08-05 Seminar paper from the year 2012 in the subject American Studies Linguistics grade 2.7 Humboldt University of Berlin Institut für Anglistik und Amerikanistik course HS Second Language Acquisition language English abstract Until today there is no unified theory which fully explains second language acquisition even if some attempts of writing comprehensible theories have been made This research paper outlines the history of Second Language Acquisition providing an overview of some of the most influential learning theories such as the Natural Approach Behaviorism Error Analysis Morpheme Studies Krashen's Monitor Model Universal Grammar and The Competition Model The aim of the paper is to help the reader to better understand recent developments find out if and to which extent theories have influenced each other and to disclose similarities that go beyond the respective disciplinary boundaries How much more do we know today about how languages are learned than we did over fifty or one hundred years ago Second Language Learning Theories Rosamond Mitchell, Florence Myles, Emma Marsden (Senior lecturer), 2019 Written by a team of leading experts working in different SLA specialisms this fourth edition is a clear and concise introduction to the main theories of second language acquisition SLA from multiple perspectives comprehensively updated to reflect the very latest developments SLA research in recent years The book covers all the main theoretical perspectives currently active in SLA and sets each chapter within a broader framework Each chapter examines the claims and scope of each theory and how each views language the learner and the acquisition process supplemented by summaries of key studies and data examples from a variety of languages Chapters end with an evaluative summary of the theories discussed Key features to this fourth edition include updated accounts of developments in cognitive approaches to L2 learning the implications of advances in generative linguistics and the social turn in L2 research with reworked chapters on functional sociocultural and sociolinguistic perspectives in addition to updated examples using new studies Second Language Learning Theories continues to be an essential resource for graduate students in 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     *Drama Education and Second Language Learning* Joe Winston, Madonna Stinson, 2016-04-08 In recent years the contribution of drama to second language learning has grown internationally as a field of interest to both teachers and researchers The potential for drama to provide strong social contexts for learning to provide opportunities for the learner to embody the target language and to motivate students desire to communicate have been increasingly recognized as fruitful areas of inquiry This book provides a brief historical perspective on the development of this interest before presenting a range of examples drawn from recent research projects led by those who are themselves experienced as drama and second language teachers Drawing on a variety of theoretical perspectives and deploying a range of methodological processes the chapters present evidence as to how and why drama can impact on student learning in a range of classrooms from the primary school through to undergraduate level Focusing on issues such as questioning in role the professional development of second language teachers interested in using drama and the role of artistry when applying drama as pedagogy for second language learning they provide an up to date picture of contemporary practices and an acute analysis of both the possibilities and the challenges facing researchers in the field This book was originally published as a special issue of Research in Drama Education The Journal of Applied Theatre and Performance     *Second Language Learning and Language Teaching* Vivian Cook, 2013-11-26 The fourth edition of this classic textbook has been revised to reflect recent developments in language teaching and learning yet retains the basic structure and approach so popular with its readers Teaching and learning content has been updated particularly taking into account the rise of task based learning Conversational Analysis and social models of second language acquisition changes in national syllabuses and examinations and the increasing controversy over the role of the native speaker target Each chapter has been revised to stand alone enabling the text to be taught and studied out of sequence if preferred A set of focussing questions has also been added to each and further reading sections have been updated In addition icons appear throughout the text signalling where extra information summaries data lecture notes test

batteries and more can be found on the author's accompanying website [www.routledge.com/cw/cook](http://www.routledge.com/cw/cook) Second Language Learning and Language Teaching remains the essential textbook for all student teachers of modern languages and TESOL as well as applied linguistics

**Age as factor in language acquisition and learning** Frederik Droste, 2013-05-21 Seminar paper from the year 2013 in the subject Pedagogy / Pedagogical Sociology grade 3.0 University of Vechta course Spracherwerbs und Sprachlehrforschung Learning and Teaching Languages language English abstract At the beginning of the semester the students of the course concerned with the topic of How Languages are Learned were asked to give an immediate response to several popular opinions. With the benefit of hindsight one of the most interesting responses was that I ascribed much importance to the following statement: The earlier a second language is introduced in school programmes the greater the likelihood of success in learning of L2. I am sure that many of my fellow students agreed strongly as well. After having studied several theories and research findings concerning this question the question whether there is the age in which a second language learner should start to get into contact with a foreign language I could conclude that this question cannot be answered simply by yes or no since there is a great number of factors influencing success. Learners vary a lot in terms of their brain's development, their intelligence, their environment in which a second language is spoken etc. Furthermore, in order to answer the age question it is important to be aware of a certain goal of second language acquisition: Is it pronouncing words like a native speaker? Is it being able to take part in conversations? These factors and questions should thus also be analyzed. Consequently I would like to present basic theories about this subject as well as research findings and as explained above other factors influencing second language acquisition in the following. The results will be supported by my own way of acquiring a second language and will then form the basis for the consequences educators should consider when planning foreign language lessons. Since we used *How Languages are Learned* by Patsy M. Lightbown and Nina Spada as an introduction to this topic my elementary knowledge is based on this book.

**An Introduction to Second Language Acquisition Research** Diane Larsen-Freeman, Michael H. Long, 1991 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.

*Theory Construction in Second Language Acquisition* Geoff Jordan, 2004 Recently many SLA researchers have adopted a postmodernist approach which challenges the assumption that SLA research is a rationalist scientific endeavour. The resulting epistemological arguments plus problems of theory proliferation, contradicting theories and theory domain hinder progress towards a unified theory of SLA. *Theory Construction in SLA* addresses these problems by returning to first principles: it asks whether there is such a thing as reliable knowledge, what is special about scientific method and how we can best explain SLA. It is the first book to use the philosophy of science



in order to examine the epistemological underpinnings of SLA research and evaluate rival theories of SLA Part One explores the central issues in the philosophy of science defends rationality against relativists and offers Guidelines for theory assessment Part Two examines different theories of SLA and evaluates them in terms of how well they stand up to the Guidelines

Artificial Intelligence in Second Language Learning Marina Dodigovic, 2005-10-07 This volume argues that adults can learn English as a second language if their typical errors are corrected systematically and in line with their preferred style of learning The remedy designed for this purpose relies on artificial intelligence The book describes original research which demonstrates the success of this approach

A Practical Guide to Second Language Teaching and Learning Shawn Loewen, Masatoshi Sato, 2024-05-31 An essential resource for individuals entering the field of second language L2 teaching and learning this book provides a complete set of instructional materials written in accessible language Providing enough material to use for an entire semester the book offers exciting activities for the L2 classroom alongside outlining the theories and research that support them including how to connect theory with practice Each chapter includes extensive and up to date content presented in a clear engaging and accessible manner pre and post reading activities to help students connect the topics to their own lives pedagogical guidelines with practical suggestions summaries of empirical studies in non technical jargon free language end of chapter assignments which re enforce students learning and relate directly to the content The book concludes with a compelling chapter on the research practice dialogue Online resources include lecture slides for instructors and audio files

**Practice in Second Language Learning** Christian Jones, 2018-03-15 Bringing together an international team of researchers this volume explores practice in second language learning activities which aim to develop skills in or knowledge of a second language The book begins with two theoretical overviews of practice as applied to learning to speak in a second language and in cognitive accounts of second language acquisition This theory underpins the volume which is split into two main sections receptive and productive practice The studies look at practice in English German and Spanish as a second language in various contexts including traditional classrooms periods of study abroad and online language learning The differing research designs used mean that the chapters contain clear implications for classroom pedagogy and further directions for research teaching and learning in different contexts

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