

Second Language Acquisition Research Series

SECOND LANGUAGE ACQUISITION AND THE CRITICAL PERIOD HYPOTHESIS

David Birdsong



Second Language Acquisition And The Critical Period Hypothesis

Zhaohong Han



Second Language Acquisition And The Critical Period Hypothesis:

The Age Factor in Second Language Acquisition David Michael Singleton, Zsolt Lengyel, 1995-01-01 This book takes a hard look at some of the assumptions that are customarily made concerning the role of age in second language acquisition. The evidence and arguments the contributors present run counter to the notion that an early start in second language learning is of itself either absolutely sufficient or necessary for the attainment of native like mastery of a second language. Another theme of the book is a doubt that there is a particular stage of maturity beyond which language learning is no longer fully possible. In short the book presents a challenge to those who take it as given that second language learning is inevitably different in its essential nature from language acquisition in the childhood years and that second language knowledge acquired beyond the critical period is in all circumstances and in all respects doomed to fossilize at a non native like level.

Second Language Acquisition and the Critical Period Hypothesis David Birdsong, 1999 **The Critical Period Hypothesis** Sabine Starzer, 2013-11-25 Seminar paper from the year 2013 in the subject English Language and Literature Studies Linguistics grade 2 University of Vienna Anglistik course Proseminar Linguistik language English abstract When it comes to learning a language there seems to be a certain period in which a child must acquire the basic competences in order to be able to understand and use language. This window of opportunity is also called critical period and has been the subject of much research over the last decades. Especially for future language teachers the question about the existence of such a critical period for second language acquisition as well arises. This paper examines the actual research on critical period for second language acquisition and sheds light on the on going academic discussion. The paper proceeds as follows: section 2 provides a short description of the Critical Period Hypothesis and sheds light on biological and neurological aspects of language learning. In section 3 recent findings of research according to critical periods in second language acquisition are presented and discussed. Section 4 contains a list with personal characteristics and strategies having emerged out of different studies. These characteristics might help second language learners to gain more success in their goal to reach the status of native speakers. This of course can also be useful for language teachers who want to support their learners. Section 5 provides a short conclusion.

Is there a Critical Period Hypothesis in Second Language Acquisition? Jochen Mueller, 2014-05-06 Studienarbeit aus dem Jahr 2013 im Fachbereich Didaktik f r das Fach Englisch P dagogik Sprachwissenschaft Note 3,0 Universit t zu K ln Sprache Deutsch Abstract This paper wants to research into the question of the existence of a Critical Period Hypothesis CPH in Second Language Acquisition SLA. Further since this theory was already introduced in the early 60 s I will have a closer look at the modifications of the CPH i e the Sensitive Period Hypothesis SPH. By the help of taking some of the findings from different studies into account I will try to answer the underlying question.

Fossilization in Adult Second Language Acquisition Zhaohong Han, 2004 This book is a systematic attempt to address the issue of fossilization in relation to a fundamental question in second language acquisition research which is why are learners

adults in particular unable to develop the level of competence they have aspired to in spite of continuous and sustained exposure to the target language adequate motivation to learn and sufficient opportunity to practice

The critical period hypothesis in second language acquisition Miok Lee, 2002

Is There a Sensitive Period in Second Language Learning? Annegret Gelbrecht, 2011-08 Seminar paper from the year 2011 in the subject English Language and Literature Studies Linguistics grade 1.0 University of Erfurt Philosophische Fakultät Fachbereich Anglistik course Second Language Acquisition language English abstract A tree must be bent while it is young Proverb Proverbs usually have an element of truth The German speakers will certainly also know the German equivalent Was H n s ch en nicht lernt lernt Hans nimmermehr Do these proverbs also apply to the acquisition of a second language Are young learners trees that must be bent before they are too old to reach a certain language proficiency In first and second language research the concept of a critical period respectively of a sensitive period was developed to explain probable advantages of children in the process of language acquisition The aim of this term paper is to find out whether there is a sensitive period for second language learning and to explore possible explanatory approaches Within this research the Critical Period Hypothesis CPH represents the major focus According to this hypothesis there is a period during which language acquisition is easy and complete i e native speaker ability is achieved and beyond which it is difficult and typically incomplete ELLIS 1997 67 This means it is assumed that language learners must begin at an early age to learn a language in order to reach native like proficiency Generally empirical data from course books handbook articles and journal articles as well as commentaries by different authors are used in order to follow the research question up First a framework concerning the origins of the idea of a sensitive period from first language acquisition and the clarification of particular terms will be created Then the distinction between possible advantages of young learners in natural as well as instructional settings will be of interest The findings on a critical or sensitive period have a

The critical period hypothesis in second language acquisition Kyung-Soon Boo, 1983

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 *English Language Teaching in Its Social Context* Christopher Candlin, Neil Mercer, 2001 *English Language Teaching in its Social Context* offers sociolinguistic ethnographic and social psychological perspectives on TESOL teaching and learning and introduces the relevant literature on second language acquisition Together with its companion volumes it presents English language teaching in a variety of specific institutional geographic and cultural contexts The articles a range of seminal and specially commissioned pieces have been carefully chosen to present four major principles of English language teaching they focus on the roles played by teachers and learners recognise the individuality of language learners support teachers in the provision of active guidance for students learning examine both positive and negative patterns of interaction between learners and teachers This Reader offers people unfamiliar with research in this field an overall impression of English language teaching issues while allowing the more experienced reader the opportunity to relate his or her own experiences to the theories presented **Introducing Second Language**

Acquisition Kirsten M. Hummel, 2021-02-24 An up to date overview of second language acquisition designed to engage 21st century learners *Introducing Second Language Acquisition Perspectives and Practices* provides a clear and comprehensive introduction to the main concepts issues and debates in second language acquisition studies This introductory textbook is aimed specifically at students encountering the topic for the first time Each chapter offers a modern layout with engaging pedagogical features such as self assessment and discussion questions project ideas and further reading and viewing suggestions The second edition of *Introducing Second Language Acquisition Perspectives and Practices* has been fully updated to reflect the most recent scholarship in the field It introduces a new structure featuring separate chapters on theoretical perspectives which cover past and present approaches as well as cognitive approaches New content also includes sections on skill acquisition theory translanguaging second language literacy development and multilingualism Written in accessible language and with a focus on practical applications this go to textbook is a clear and concise introduction to second language acquisition studies offering lessons drawn from the latest leading research It is an ideal resource for students in applied linguistics and second language education This key text offers Comprehensive coverage of the latest research in second language acquisition studies Improved organizational structure to promote greater student comprehension Engaging introduction to the theoretical underpinnings of second language acquisition with chapters on first language acquisition and bilingualism and multilingualism Coverage of key topics including acquisition contexts theoretical perspectives language teaching methods and individual differences Pedagogical tools to aid student learning including language learning in practice textboxes bolded terms defined in the margins and an end of book glossary With a strong focus on the fundamentals this second edition of *Introducing Second Language Acquisition* stands as an innovative guide This book is ideal for today's undergraduate students offering a practical focus and appealing format that will aid in learning and

provide a solid foundation for further study Key Concepts in Second Language Acquisition Shawn Loewen, Hayo Reinders, 2017-09-16 What does it mean to acquire a language What is considered a second language in multilingual settings This practical and comprehensive guide provides an opportunity to consider these issues providing easy access to concise definitions of key terms and concepts in the study of Second Language Acquisition The Age-Factor in Second Language Acquisition. Is There a Critical Period? Jana Schmidt, 2015-05-29 Seminar paper from the year 2013 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1 3 University of Kassel Anglistik course Englische Fachdidaktik language English abstract Second language acquisition in particular English is nowadays more important than ever before As a consequence it is of great importance to improve second language education at school In order to do this learner factors as for instance age motivation or aptitude have to be considered more closely The present research paper considers the question if second language learning can be affected by age particularly if there is a critical period that can affect the learning success in a negative way The common sense that children are the most successful language learners will be examined and compared to contrary opinions In a last step the results will be used to draw conclusions for second language instruction *Age and the Rate of Foreign Language Learning* Carmen Muñoz, 2006-01-01 This book examines the various ways in which age affects the process and the product of foreign language learning in a school setting It presents studies that cover a wide range of topics from phonetics to learning strategies It will be of interest to students and researchers working in SLA research language planning and language teaching *Introducing Second Language Acquisition* Muriel Saville-Troike, 2005-11-17 Written for students encountering the topic for the first time this is a clear and practical introduction to second language acquisition SLA It explains in non technical language how a second language is acquired what the second language learner needs to know and why some learners are more successful than others The textbook introduces in a step by step fashion a range of fundamental concepts such as SLA in adults and children in formal and informal learning contexts and in diverse socio cultural settings and takes an interdisciplinary approach encouraging students to consider SLA from linguistic psychological and social perspectives Each chapter contains a list of key terms a summary and a range of graded exercises suitable for self testing or class discussion Providing a solid foundation in SLA this book is set to become the leading introduction to the field for students of linguistics psychology and education and trainee language teachers *A Critical Review of the Critical Period Hypothesis* Isabelle Vonwiller, 2006 **Age Effects on Second Language Acquisition** Jule Dorin, 2015-11-19 Studienarbeit aus dem Jahr 2015 im Fachbereich Anglistik Linguistik Note 1 7 Universität Paderborn Veranstaltung Second Language Acquisition Sprache Deutsch Abstract It is a widespread belief that the acquisition of a foreign language is much easier for children rather than for adults It is said that the younger the learner the better the outcome will be The same applies for the assumption that an adult learner of a foreign language cannot reach native like competence no matter how long the process of acquisition will take whereas a child indeed can

acquire a perfect language without even the hint of a foreign accent Furthermore there is a common notion that the age of onset of the acquisition of a second language plays a role in its further development Indeed the acquisition of a foreign language can be a frustrating and very tough experience for adults in whereas it seems to be a facile and fast proceeding process for children or adolescents A possible answer to these beliefs may be found in the Critical Period Hypothesis which states that the age is a major factor for second language acquisition henceforth SLA and that there is a time span where the acquisition of a language functions best On the other hand there are studies which want to make clear that in fact the contrary is true or as well that age has no influence at all when it comes to SLA This paper aims to find out if there indeed is a connection between the learner's age and his level of proficiency in the L2

The Social Construction of Age Patricia Andrew, 2012-01-11 This book explores the social construction of age in the context of EFL in Mexico It is the first book to address the age factor in SLA from a social perspective Based on research carried out at a public university in Mexico it investigates how adults of different ages experience learning a new language and how they enact their age identities as language learners By approaching the topic from a social constructionist perspective and in light of recent work in sociolinguistics and cultural studies it broadens the current second language acquisition focus on age as a fixed biological or chronological variable to encompass its social dimensions What emerges is a more complex and nuanced understanding of age as it intersects with language learning in a way that links it fundamentally to other social phenomena such as gender ethnicity and social class

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

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