

# Second Language Acquisition *and* Linguistic Theory



*edited by* JOHN ARCHIBALD



# Second Language Acquisition And Linguistic Theory

**Bill VanPatten, Alessandro G. Benati**



## **Second Language Acquisition And Linguistic Theory:**

Linguistic Theory in Second Language Acquisition S. Flynn, W. O'Neil, 2012-12-06 Suzanne Flynn and Wayne O'Neil  
Massachusetts Institute of Technology I INTRODUCTION The theory of Universal Grammar (UG) as explicated e.g. in Chomsky 1986 has led to explosive developments in the study of natural language as well as to significant advances in the study of first language (L1) acquisition. Most recently the theory of UG has led to important theoretical and empirical advances in the field of adult second language (L2) acquisition as well. The principle impetus for this development can be traced to the work in linguistics which shifted the study from behavior or the products of behavior to states of the mind/brain that enter into behavior. Chomsky 1986:3 Grammars within this framework are conceived of as theoretical accounts of the state of the mind/brain of the person who knows a particular language. Chomsky 1986:3 Research within fields of language acquisition seeks to isolate and specify the properties of the underlying competence necessary for language learning. Full development of a theory of UG demands study and understanding of the nature of both the formal properties of language and of the language acquisition process itself. However, while there is a tradition of debate and dialogue established between theoretical linguistics and L1 acquisition research, relatively few connections have been made between linguistic theory and L2 acquisition research.

**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.

**Cross Currents in Second Language Acquisition and Linguistic Theory** Thom Huebner, Charles A. Ferguson, 1991-07-12 The term crosscurrent is defined as a current flowing counter to another. This volume represents crosscurrents in second language acquisition and linguistic theory in several respects. First, although the main currents running between linguistics and second language acquisition have traditionally flowed from theory to application, equally important contributions can be made in the other direction as well. Second, although there is a strong tendency in the field of linguistics to see theorists working within formal models of syntax, SLA research can contribute to linguistic theory more broadly defined to include various functional

as well as formal models of syntax theories of phonology variationist theories of sociolinguists etc These assumptions formed the basis for a conference held at Stanford University during the Linguistic Institute there in the summer of 1987 The conference was organized to update the relation between second language acquisition and linguistic theory This book contains a selection of mostly revised and updated papers of this conference and two newly written papers

**Crosscurrents in Second Language Acquisition and Linguistic Theories** Thom Huebner, Charles A.

Ferguson, 1991-01-01 The term crosscurrent is defined as a current flowing counter to another This volume represents crosscurrents in second language acquisition and linguistic theory in several respects First although the main currents running between linguistics and second language acquisition have traditionally flowed from theory to application equally important contributions can be made in the other direction as well Second although there is a strong tendency in the field of linguistics to see theorists working within formal models of syntax SLA research can contribute to linguistic theory more broadly defined to include various functional as well as formal models of syntax theories of phonology variationist theories of sociolinguists etc These assumptions formed the basis for a conference held at Stanford University during the Linguistic Institute there in the summer of 1987 The conference was organized to update the relation between second language acquisition and linguistic theory This book contains a selection of mostly revised and updated papers of this conference and two newly written papers

**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 Acquisition and Linguistic Theory** John Archibald, 2000 Cross Currents in Second Language Acquisition and Linguistic Theory Thom Huebner, Charles A.

Ferguson, 1991 The term crosscurrent is defined as a current flowing counter to another This volume represents crosscurrents in second language acquisition and linguistic theory in several respects First although the main currents running between linguistics and second language acquisition have traditionally flowed from theory to application equally important contributions can be made in the other direction as well Second although there is a strong tendency in the field of linguistics to see theorists working within formal models of syntax SLA research can contribute to linguistic theory more broadly defined to include various functional as well as formal models of syntax theories of phonology variationist theories of

sociolinguists etc These assumptions formed the basis for a conference held at Stanford University during the Linguistic Institute there in the summer of 1987 The conference was organized to update the relation between second language acquisition and linguistic theory This book contains a selection of mostly revised and updated papers of this conference and two newly written papers Handbook of Cognitive Linguistics and Second Language Acquisition Peter Robinson, Nick C. Ellis, 2008 This cutting edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition SLA The first two sections identify theoretical and empirical strands of Cognitive Linguistics presenting them as a coherent whole The third section discusses the relevance of Cognitive Linguistics to SLA and defines a research agenda linking these fields with implications for language instruction Its comprehensive range and tutorial style chapters make this handbook a valuable resource for students and researchers alike *Key Terms in Second Language Acquisition* Bill VanPatten, Alessandro G. Benati, 2015-11-26 The new edition of Key Terms in Second Language Acquisition defines the key terminology within second language acquisition and also provides accessible summaries of the key issues within this complex area of study The final section presents a list of key readings in second language acquisition that signposts the reader towards classic articles and also provides a springboard to further study The whole book has been updated and expanded to take into account a wider range of theories and developments since the first edition It remains at the top of its game The text is accessibly written with complicated terms and concepts explained in an easy to understand way Key Terms in Second Language Acquisition is an essential resource for students *Contemporary Approaches to Second Language Acquisition* María del Pilar García Mayo, María Junkal Gutierrez Mangado, María Martínez Adrián, 2013-02-19 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 Error Analysis Jack C. Richards, 2015-12-14 The eleven essays in this book cover a wide range of topics from the role of interlanguage and the influence of external factors on the process of language learning to the development of syntax and the methodology of error analysis Collectively they provide a valuable perspective on the learning process which both enriches our theoretical understanding of the processes underlying second language acquisition and suggests ways in which teaching practice may best exploit a learner's

skills      **Universal Grammar and the Second Language Classroom** Melinda Whong, Kook-Hee Gil, Heather Marsden, 2013-06-26 This book proposes that research into generative second language acquisition GenSLA can be applied to the language classroom Assuming that Universal Grammar plays a role in second language development it explores generalisations from GenSLA research The book aims to build bridges between the fields of generative second language acquisition applied linguistics and language teaching and it shows how GenSLA is poised to engage with researchers of second language learning outside the generative paradigm Each chapter of *Universal Grammar and the Second Language Classroom* showcases ways in which GenSLA research can inform language pedagogy Some chapters include classroom research that tests the effectiveness of teaching particular linguistic phenomena Others review existing research findings discussing how these findings are useful for language pedagogy All chapters show how generative linguistics can enhance teachers expertise in language and second language development This groundbreaking volume ably takes on the gap that currently exists between generative linguistic theory in second language acquisition GenSLA and second language pedagogy by gathering chapters from GenSLA researchers who are interested in the relevance and potential application of their research to second foreign language teaching It offers a welcome and thought provoking contribution to any discussion of the relation between linguistic theory and practice I recommend it not only for language teachers interested in deepening their understanding of the formal properties of the languages they teach but also for linguists interested in following up on more practical consequences of the fruits of their theoretical and empirical research Donna Lardiere Georgetown University Washington DC USA

*A Philosophy of Second Language Acquisition* Marysia Johnson, 2008-10-01 divdiv 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 Second Language Acquisition and Linguistic Theory**, 1996 **Second Language Acquisition and Linguistic Variation** Robert Bayley, Dennis Richard Preston, 1996-01-01 This volume corrects the relative neglect in Second Language Acquisition studies of the quantitative study of language variation and provides insights into such issues as language transfer acquisition through exposure language universals learner's age and so forth These studies bolster the idea that a full account of SLA development and hence a theory of SLA must be built on not only detailed accounts of interlanguage data but also on a wide appeal to factors which govern the psycholinguistic bases of SLA An important addition to the volume is a comprehensive guide to both the DOS and Macintosh versions of the VARBRUL statistical program used by variationists

**Linguistic Theory and Adult Second Language Acquisition** Carolina Plaza Pust, 2000 General considerations as regards the human language faculty come into play when analysing adult second language acquisition Grammar as conceived in the Principles and Parameters theory is a modularly organised system which relies on both the autonomy and the inter relation of its subcomponents One such inter relation lies at the heart of this study namely the relation between the lexicon and the syntax Following current assumptions it is expected that the acquisition of functional categories plays a crucial role in grammar development However it is a matter of debate whether language acquisition in adulthood relies on the same learning mechanisms as in childhood The critical evaluation of this controversy leads to the conclusion that traditional learning concepts need to be revised in more dynamic terms The dynamic approach proposed is applied in the investigation of the intra individual variation in adult L2 German

**Universal Grammar in Second-Language Acquisition** Margaret Thomas, 2004-07-31 This book discusses how scholars in the west have conceived that human languages share important properties and how westerners have understood the nature of second or foreign language learning

**Language Teaching** Melinda Whong, 2011-01-27 How can theories of language development be understood and applied in your language classroom By presenting a range of linguistic perspectives from formal to functional to cognitive this book highlights the relevance of second language acquisition research to the language classroom Following a brief historical survey of the ways in which language has been viewed Whong clearly discusses the basic tenets of Chomskyan linguistics before exploring ten generalisations about second language development in terms of their implications for language teaching Emphasising the formal generative approach the book explores well known language teaching methods looking at the extent to which linguistic theory is relevant to the different approaches This is the first textbook to provide an explicit discussion of language teaching from the point of view of formal linguistics

**Universal Grammar and Second Language Acquisition** Lydia White, 1989-01-01 This book explores the relationship between linguistic universals and second language acquisition Although no knowledge of generative grammar is presupposed the theoretical framework underlying

the work is the principles and parameters approach to Universal Grammar UG as realized in Chomsky's Government and Binding theory. In recent research the question has arisen as to whether the principles and parameters of UG remain available in language acquisition that is non primary. Within second language acquisition theorizing hypotheses have ranged from UG playing no role at all to UG operating exactly as in primary language acquisition. In this work the theoretical arguments and data from the whole spectrum are reviewed.

Linguistic Theory in Second Language Acquisition S. Flynn, W. O'Neil, 1988-09-30 Suzanne Flynn and Wayne O'Neil Massachusetts Institute of Technology

I INTRODUCTION The theory of Universal Grammar UG as explicated e.g. in Chomsky 1986 has led to explosive developments in the study of natural language as well as to significant advances in the study of first language L1 acquisition. Most recently the theory of UG has led to important theoretical and empirical advances in the field of adult second language L2 acquisition as well. The principle impetus for this development can be traced to the work in linguistics which shifted the study from behavior or the products of behavior to states of the mind/brain that enter into behavior. Chomsky 1986:3 Grammars within this framework are conceived of as theoretical accounts of the state of the mind/brain of the person who knows a particular language. Chomsky 1986:3 Research within fields of language acquisition seeks to isolate and specify the properties of the underlying competence necessary for language learning. Full development of a theory of UG demands study and understanding of the nature of both the formal properties of language and of the language acquisition process itself. However while there is a tradition of debate and dialogue established between theoretical linguistics and L1 acquisition research relatively few connections have been made between linguistic theory and L2 acquisition research.



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