

Background to second language acquisition research and language teaching

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Language is at the centre of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure, to pray or to blaspheme. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities. Language is the most unique thing about human beings. As Cicero said in 55 bc, 'The one thing in which we are especially superior to beasts is that we speak to each other.'

Some people are able to do some or all of this in more than one language. Knowing another language may mean: getting a job; a chance to get educated; the ability to take a fuller part in the life of one's own country or the opportunity to emigrate to another; an expansion of one's literary and cultural horizons; the expression of one's political opinions or religious beliefs; the chance to talk to people on a foreign holiday. A second language affects people's careers and possible futures, their lives and their very identities. In a world where probably more people speak two languages than one, the acquisition and use of second languages are vital to the everyday lives of millions; monolinguals are becoming almost an endangered species. Helping people acquire second languages more effectively is an important task for the twenty-first century.

1.1 The scope of this book

The main aim of this book is to communicate to those concerned with language teaching some of the ideas about how people acquire second languages that emerge from second language acquisition (SLA) research, and to make suggestions of how these might benefit language teaching. It is not a guide to SLA research methodology itself, or to the merits and failings of particular SLA research techniques, which are covered in other books, such as *Second Language Learning Theories* (Myles and Mitchell, 2004). Nor is it an overall guide to the methods and techniques of language teaching; only to those which are related to an SLA research perspective. It is intended for language teachers and trainee teachers. Most of the time it tries not to take sides in reporting the various issues; inevitably my own interest in the multi-competence approach is hard to conceal.

Much of the discussion concerns the L2 learning and teaching of English, mainly because this is the chief language that has been investigated in SLA research. English is used here, however, as a source of examples rather than forming the subject matter itself. The teaching and learning of other modern languages are discussed when appropriate. It should be remembered that the English language is often in a unique situation, being the only language that can be used almost anywhere on the globe

Research In Second Language Learning Focus On The Classroom

Eli Hinkel



Research In Second Language Learning Focus On The Classroom:

Research in Second Language Learning James P. Lantolf, Angela Labarca, 1987 The volumes in this series are intended to bring to an extended reading public select papers from the annual symposia on language studies held at the University of Delaware These symposia are sponsored by the program in linguistics at the university Each year a general theme in applied linguistics is chosen and a call is sent out for papers dealing with that theme in some way *Second and Foreign Language Learning Through Classroom Interaction* Joan Kelly Hall, Lorrie Stoops Verplaetse, 2000-06-01 This volume brings together the current theoretical interest in reconceptualizing second and foreign language learning from a sociocultural perspective on language and learning with practical concerns about second and foreign language pedagogy It presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language The authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages Not only will the findings from the studies reported in this volume help to lay a foundation for the development of a more expansive sociocultural model of second and foreign language learning but on a more practical level they will help language educators in creating a set of principles for identifying and sustaining classroom interactional practices that foster additional language development The volume is distinguished in three ways Following a Vygotskian perspective on development the studies assume that language learning is a fundamentally pragmatic enterprise intrinsically linked to language use This breaks from a more traditional understanding of second and foreign language learning which has viewed learning and use as two distinct phenomena The importance of classroom interaction to additional language development is foregrounded The investigations reported in this book are distinguished by their methodological approach Because language learning is assumed to be a situated context sensitive and dynamic process the studies do not rely on traditional experimental methods for collecting and analyzing data but rather they involve primarily the use of ethnographic and discourse analytic methods The studies focus on interactional practices that promote second and foreign language learning Although a great deal of research has examined first language learning in classrooms from a sociocultural perspective little has looked at second and foreign language classrooms from such a perspective Thus there is a strong need for this volume of studies addressing this area of research Researchers teacher educators and graduate students across the fields of second and foreign language learning applied linguistics and language education will find this book informative and relevant Because of the programmatic implications arising from the studies it will also appeal to teacher educators and teachers of second and foreign languages from the elementary to the university levels Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of

expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook's international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

Extending the Boundaries of Research on Second Language Learning and Teaching Mirosław Pawlak, 2011-08-30 The book contains a selection of papers reflecting cutting edge developments in the field of learning and teaching second and foreign languages The contributions are devoted to such issues as classroom oriented research sociocultural aspects of language acquisition individual differences in language learning teacher development new strands in second language acquisition research as well as methodological considerations Because of its scope the diversity of topics covered and the adoption of various theoretical perspectives the volume is of interest not only to theorists and researchers but also to methodologists and practitioners and can be used in courses for graduate students *The Routledge Handbook of Second Language Research in Classroom Learning* Ronald P. Leow, 2019-02-11 The Routledge Handbook of Second Language Research in Classroom Learning is a comprehensive psycholinguistic approach to the issue of instructed language learning that is uniquely theoretical methodological empirical pedagogical and curricular Bringing together empirical studies with theoretical underpinnings this handbook focuses on conceptual replications extensions of and new research on classroom learning or Instructed SLA ISLA In chapters from leading experts the Handbook reports on the tenets of several models that have postulated the roles of cognitive processes in the L2 learning process and also covers two major methodological data elicitation procedures to be employed in addressing learner cognitive processes think aloud protocols and eye tracking With a dedicated interest in the role of this research in pedagogical ramifications this handbook strives for deeper understanding of how L2 learners process L2 data in instructional settings **At the Crossroads: Challenges of Foreign Language Learning** Ewa Piechurska-Kuciel, Elżbieta Szymańska-Czaplak, Magdalena Szyszka, 2017-04-21 This book offers a valuable contribution to the discussion on the complexities of L2 learning processes that pose a challenge to learners Focusing on the cognitive affective and socio cultural perspectives the papers included provide important insights into the individual's experiences in second language acquisition This work also addresses social interactions and cultural background shedding new light on their role in the context in L2 learning processes It is a valuable resource for anyone interested in understanding the challenges of foreign language FL learning and teaching *Aspects of Culture in Second Language*

Acquisition and Foreign Language Learning Janusz Arabski, Adam Wojtaszek, 2011-08-27 In recent years language learning has been increasingly viewed by some SLA researchers as an essentially social psychological process in which the role of a wider sociocultural context should not be marginalized This volume offers a valuable contribution to this growing body of research by providing theoretical considerations and empirical research data on themes such as the development of intercultural communicative competence the role of English as a lingua franca in intercultural communication and the place of cultural factors in SLA theorizing research second foreign language teaching and teacher training The volume also contains contributions which share the linguistic interest in the culture related concepts and constructs such as time modesty politeness and respect discussing the culture dependent differences in conceptualization and their reflection in particular language forms and linguistic devices Focus on Grammar and Meaning Luciana C. de Oliverira, Mary J.

Schleppegrell, 2016-06-28 *Focus on Grammar and Meaning* explores how to teach grammar effectively to second or foreign language learners aged 5-18 It provides teachers with research insights that will help them to reflect on their classroom practice and enable them to experiment with different ways of teaching grammar Taking a systemic functional approach the authors emphasize the importance of linking language and meaning in teaching Key research studies on grammar instruction are featured examples from real classroom practice are examined and activities are provided to help teachers relate the content to their own teaching context Additional online resources at www.oup.com/elt/teacher/fogm Luciana C de Oliveira is Associate Professor of TESOL and Applied Linguistics at Teachers College Columbia University New York Mary J Schleppegrell is Professor of Education at the University of Michigan Ann Arbor **Applied Language Learning**, 1999

Teaching Grammar in Second Language Classrooms Hossein Nassaji, Sandra S. Fotos, 2011-03-17 This text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option **The Routledge Handbook of Second Language**

Acquisition Susan M. Gass, Alison Mackey, 2013-06-17 This handbook brings together 50 leading international figures in the field to produce a state of the art overview of second language acquisition *Noticing Oral Corrective Feedback in the*

Second Language Classroom Eva Kartchava, 2019-03-18 *Noticing Oral Corrective Feedback in the Second Language Classroom* Background and Evidence contributes to the accumulated knowledge regarding the noticeability of corrective feedback corrective responses to learner ill formed productions in the field of second language teaching and learning The book provides a comprehensive overview of research into the role of noticing of form details several original studies on the phenomenon and outlines language teaching plans and strategies to augment noticing of errors in the language classroom This volume will appeal to researchers and graduate students of applied linguistics as well as to language teachers and teacher educators interested in furthering their understanding and knowledge of this important area of second language acquisition and education **The Routledge Encyclopedia of Second Language Acquisition** Peter Jake Robinson, 2013

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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Innovative Research and Practices in Second Language Acquisition and Bilingualism

John W. Schwieter, 2013-08-15 This volume brings together theoretical perspectives and empirical studies in second language L2 acquisition and bilingualism and discusses their implications for L2 pedagogy The book is organized into three sections that focus on prominent linguistic and cognitive theories and together provide a compelling set of state of the art works Part I consists of studies that give rise to innovative applications for second language teaching and learning and Part II discusses how findings from cognitive research can inform practices for L2 teaching and learning Following these two sections Part III provides a summative commentary of the theories explored in the volume along with suggestions for future research directions The book is intended to act as a valuable reference for scholars applied linguists specialists in pedagogy language educators and anyone wishing to gain an overview of current issues in SLA and bilingualism

Issues in Applying SLA

Theories toward Reflective and Effective Teaching, 2018-08-30 A reflective teacher as a growth minded person seeks opportunities to continue professional development Reflection not only ignites a teacher s desire for improvement but also inspires continuous learning Through an accurate grasp of self assessment confidence self appraisal a reflective practitioner can plant the seeds of effective teaching This book aims to guide EFL teachers to teach language reflectively and effectively It includes two parts the first focuses on the SLA theories and their impact on language teaching and the second centers on the reflective and effective teaching of language components and skills The editors hope this book will be helpful to those wishing to become effective teachers since this results in nurturing learners cravings to learn in a safe and supportive environment Contributors are Maryam Azarnoosh Anne Burns Graham V Crookes Michael R W Dawson Richard R Day Akram Faravani Dorothy Gillmeister Christine C M Goh Hamid Reza Kargozari John M Levis John I Lontas Shawn Loewen Parviz Maftoon Jennifer Majorana Shannon McCrocklin Hossein Nassaji Ulugbek Nurmukhamedov Luke Plonsky Nima Shakouri Jun Tian Laurens Vandergrift Constance Weaver and Mitra Zeraatpishe

SLA Research and Materials Development for Language Learning Brian Tomlinson, 2016-05-20 SLA Research and Materials Development for Language Learning is the only book available to focus on the interaction between second language acquisition theory and materials development for language learning It consists of contributions written by experts in SLA experts in materials development researchers who have expertise in both fields and introductions and conclusions by the editor The book is organized into four major sections position statements materials driven by SLA theory evaluations of materials in relation to SLA theory and proposals for action that offer a diverse range of perspectives while maintaining a cohesive and comprehensive overview on the subject This book is ideal for post graduate courses in applied linguistics and second language acquisition and for researchers interested in the relationship between SLA and materials development

Error Correction in the Foreign Language Classroom

Miroslaw Pawlak, 2013-08-13 The book aims to dispel some of the myths surrounding the place of oral and written error correction in language education by providing an exhaustive and up to date account of issues involved in this area taking the stance that the provision of corrective feedback constitutes an integral part of form focused instruction This account places an equal emphasis on the relevant theoretical claims the most recent research findings and everyday pedagogical concerns particularly as they apply to the teaching of additional languages in the foreign language setting The book will be of relevance and significance not only to specialists in the field of second language acquisition but also to graduate and doctoral students carrying out research in the area of form focused instruction and error correction Many parts of the volume will also be of considerable interest and utility to teachers of foreign languages at different educational levels

The Grammar Dimension in Instructed Second Language Learning

Alessandro G. Benati, Cécile Laval, María Arche, 2013-12-19 One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction Does it make a difference How do we teach grammar in the language classroom Is there an effective technique to teach grammar that is

better than others While some linguists address these questions to develop a better understanding of how people acquire a grammar language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks during their teaching It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices Interaction, Feedback and Task Research in Second Language Learning Alison Mackey, 2020-08-06 The role of interaction and corrective feedback is central to research in second language learning and teaching and this volume is the first of its kind to explain and apply design methodologies and materials in an approachable way Using examples from interaction feedback and task studies it presents clear and practical advice on how to carry out research in these areas providing step by step guides to design and methodological principles suggestions for reading short activities memory aids and an A Z glossary for easy reference Its informative approach to study design and in depth discussions of implementing research methodology make it accessible to novice and experienced researchers alike Commonly used tools in these paradigms are explained including stimulated recalls surveys eye tracking metanalysis and research synthesis Open research areas and gaps in the literature are also discussed providing a point of departure for researchers making their first foray into interaction feedback and task based teaching research

Research In Second Language Learning Focus On The Classroom Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the ability of words has become much more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Research In Second Language Learning Focus On The Classroom**, a literary masterpiece that delves deep to the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall impact on readers.

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