

Theory of Second Language Acquisition

His five Hypotheses:



Input
Hypothesis

Acquisition-
Learning
Hypothesis

Monitor
Hypothesis

Natural
Order
hypothesis

Affective
Filter
Hypothesis

Second Language Acquisition And Linguistic Theory

Bill VanPatten, Jessica Williams



Second Language Acquisition And Linguistic Theory:

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 sociolinguistics, 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

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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.

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.

Second Language Acquisition and Linguistic Theory John Archibald, 2000.

Theories in Second Language Acquisition Bill VanPatten, Jessica Williams, 2007-01. Theories in Second Language Acquisition surveys the major theoretical approaches currently used in second language acquisition SLA research, providing a systematic and coherent presentation in a single source. Each chapter follows a consistent chapter model constructed around the same set of questions: including What is the Theory? What are the major constructs? What counts as evidence? What are the common misunderstandings about the theory? The answers to these questions are written at a basic level by a leading expert in the respective theoretical model. As a result, the volume as a whole presents complex ideas in an accessible manner. The book's methodical format allows for easy comparison of approaches. Topics of discussion throughout include early theories in SLA, linguistic theory, universal grammar, and SLA, the concept-oriented approach, the associative cognitive creed, skill acquisition theory, and processability theory and autonomous induction. Intended to serve as an introductory textbook for advanced undergraduate and beginning graduate students, *Theories in Second Language Acquisition* is an exceptionally thorough resource that effectively expounds the theoretical foundations of the field.

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

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

Handbook of Cognitive Linguistics and Second Language Acquisition Peter Robinson, Nick C. Ellis, 2008-03-29 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

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

An Introduction to Linguistic Theory and Language Acquisition Stephen Crain, Diane Lillo-Martin, 1999-03-22 Written by two of the foremost researchers in the field the book benefits from their insight into conceptual issues their understanding of experimentation and their own pioneering research

Syntactic Theory and First Language Acquisition Barbara Lust, Margarita Suárez, John Whitman, Gabriella Hermon, 2018-10-24 Universal Grammar UG is a theory of both the

fundamental principles for all possible languages and the language faculty in the initial state of the human organism These two volumes approach the study of UG by joint tightly linked studies of both linguistic theory and human competence for language acquisition In particular the volumes collect comparable studies across a number of different languages carefully analyzed by a wide range of international scholars The issues surrounding cross linguistic variation in Heads Projections and Learnability Volume 1 and in Binding Dependencies and Learnability Volume 2 are arguably the most fundamental in UG How can principles of grammar be learned by general learning theory What is biologically programmed in the human species in order to guarantee their learnability What is the true linguistic representation for these areas of language knowledge What universals exist across languages The two volumes summarize the most critical current proposals in each area and offer both theoretical and empirical evidence bearing on them Research on first language acquisition and formal learnability theory is placed at the center of debates relative to linguistic theory in each area The convergence of research across several different disciplines linguistics developmental psychology and computer science represented in these volumes provides a paradigm example of cognitive science

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 **Linguistic Perspectives on Second Language Acquisition**, 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

27 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

Research Methodology in Second-Language Acquisition Elaine E. Tarone, Susan M. Gass, Andrew D. Cohen, 2013-11-05 This volume addresses salient theoretical issues concerning the validity of research methods in second language acquisition and provides critical analysis of contextualized versus sentence level production approaches The contributors present their views of competence versus performance the nature of language acquisition data research design the relevance of contextualized data collection and interpretation and the desirability of a particularistic nomothetic theoretical paradigm versus more comprehensive consideration of multiple realities and complex influencing factors This book presents varying and antithetical approaches to the issues bringing together the thinking and approaches of leading researchers in language acquisition language education and sociolinguistics in an engaging debate of great currency in the field

Point Counterpoint Lynn Eubank, 1991-01-01 Point Counterpoint offers a series of papers and replies originally presented at a special session of the Second Language Research Forum UCLA March 1989 The focus of the papers is primarily the role of Universal Grammar in second language acquisition though the agenda also includes discussion of other fundamental questions viz the explanatory potential of linguistic theory in native language development It may come as no surprise that the contributors and their respondents often present very different perspectives on the issues for most of the authors were known in advance to hold contrasting points of view Contributors c and Respondents r are Wolfgang Klein c Nina Hyams r Sascha Felix c Jacquelyn Schachter r Suzanne Flynn Lydia White c Robert Bley Vroman r Peter Jordens c Lynn Eubank r Jurgen Meisel c Bonnie Schwartz r Sharon Hilles c William O Grady r Daniel Finer c Margaret Thomas r Usha Lakshmanan c Nina Hymans Ken Safir r

Second Language Acquisition and Linguistic Theory, 1996

Universal Grammar in Child Second Language Acquisition Usha Lakshmanan, 1994-08-19 This book examines child second language acquisition within the Principles and Parameters theory of Universal Grammar UG Specifically the book focuses on null subjects in the developing grammars of children acquiring English as a second language The book provides evidence from the longitudinal speech data of four child second language L2 learners in order to test the predictions of a recent theory of null subjects namely the Morphological Uniformity Principle MUP Lakshmanan argues that the child L2 acquisition data offer little or no evidence in support of the MUP's

predictions regarding a developmental relation between verb inflections and null subjects The evidence from these child L2 data indicates that regardless of the status of null subjects in their first language child L2 learners of English hypothesize correctly from the very beginning that English requires subjects of tensed clauses to be obligatorily overt The failure on the part of these learners to obey this knowledge in certain structural contexts is the result of perceptual factors that are unrelated to parameter setting The book demonstrates the value of child second language acquisition data in evaluating specific proposals within linguistic theory for a Universal principle

A Philosophy of Second Language Acquisition
Marysia Johnson, 2008-10-01
divdivHow 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

Unveiling the Magic of Words: A Review of "**Second Language Acquisition And Linguistic Theory**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Second Language Acquisition And Linguistic Theory**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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