

2 The Recent History of Second Language Learning Research

2.1 Introduction

In order to understand current developments in second language learning research, it is helpful to retrace its recent history. We will see throughout this chapter that the kind of questions researchers are asking today are for the most part firmly rooted in earlier developments in the fields of linguistics, psychology, sociology and pedagogy.

The first part of this chapter explores in general terms the theoretical foundations of today's thinking. More detailed reviews can be found elsewhere, such as de Bot (2015), Dulay, Burt, and Krashen (1982), Gass (2009), Ortega (2014), Selinker (1992), Tarone (2015), Thomas (2004, 2013) and VanPatten and Williams (2015). We will limit ourselves to the period since the 1950s, which has seen the development of theorizing about L2 learning from an adjunct to language pedagogy to an autonomous field of research.

We will start with the 1950s and 1960s and a short description of how L2s were believed to be learned at the time. We will then describe the initial impact of the Chomskyan revolution in linguistics on the field of language acquisition in the 1970s, firstly on the study of L1 acquisition, and subsequently that of L2 acquisition.

We will then briefly consider the 1980s, which witnessed the development of second language acquisition (SLA) theorizing as a relatively autonomous field of enquiry (a "coming of age": Sharwood Smith, 1994, p. ix). During this period, the impact of Chomskyan linguistics developed considerably, though with L2 researchers sometimes struggling to adapt their empirical programmes in line with changes in Chomskyan theorizing. However, ideas coming from cognitive psychology also became increasingly significant. Research strands initiated in the 1980s will then systematically be reviewed and evaluated in the rest of the book, as well as some newer trends which made their appearance in the 1990s and beyond. On the one hand, cognitive and psycholinguistic theorizing have developed considerably. On the other hand, there has emerged what has been described as the "social turn" in SLA (Block, 2003), with greatly increased interest in learner identity and agency, and the wider social context for SLA. This social turn is linked to more

Teaching And Learning A Second Language A Review Of Recent Research

Daniel F McAuley



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Debates in Modern Languages Education Patricia Driscoll, Ernesto Macaro, Ann Swarbrick, 2014-01-03 Debates in Modern Languages Education offers a comprehensive introduction and synthesis of the major themes and research evidence in language learning and teaching today providing an up to date authoritative review of traditional and contemporary issues in language teaching With chapters by leading experts in the field thematic sections explore and consider the importance of a wide range of different knowledge bases and skills for effective teaching how to become expert practitioners approaches to teaching with reference to relevant theories complex constructs and empirical research the innovations and ideas that shape and will shape the discipline for the next decade Each thought provoking chapter is supported by reference to further reading and additional material to encourage deeper exploration which will help the reader to fully engage in the debates presented This book is a valuable resource for any student or practising teacher engaged in initial teacher education continuing professional development and Masters level study

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Ke,2024-02-21 Over the past two decades Chinese as a foreign or second language CFL CSL has been increasingly taught and learnt as an important language both within and outside China Studies in the field have attempted to address deep seated tensions between existing educational ideologies concepts strategies and approaches and student learning process and performance and between existent teaching methods and techniques and the globalization of Chinese language education *Working with Text and Around Text in Foreign Language Environments* Halina Chodkiewicz,Piotr

Steinbrich, Małgorzata Krzemińska-Adamek,2016-06-28 This book investigates the three pivotal points of text for foreign language acquisition reception construction and deconstruction In Part One the focus is on various aspects of text reception such as developing literacy text interest and perceptions of the academic register or the assessment of spoken language in educational contexts Part Two deals with various aspects of composing text such as author identity lexical constructs or collaborative web based writing Lastly Part Three presents the various segmental items that constitute text like lexical clustering L1 L2 relationship classroom talk as text etc The division corresponds with what can be viewed as a logical sequence of text related processes reflected in formal learning and teaching environments Research in Education ,1971

Handbook of Early Language Education Mila Schwartz,2022-03-30 This is the first international and interdisciplinary handbook to offer a comprehensive and an in depth overview of findings from contemporary research theory and practice in early childhood language education in various parts of the world and with different populations The contributions by leading scholars and practitioners are structured to give a survey of the topic highlight its importance and provide a critical stance The book covers preschool ages and looks at children belonging to diverse ethno linguistic groups and experiencing different histories and pathways of their socio linguistic and socio cultural development and early education The languages under the scope of this handbook are identified by the contributors as immigrant languages indigenous endangered heritage regional minority majority and marginalized as well as foreign and second languages all of which are discussed in relation to early language education as the key concept of the handbook In this volume early language education will refer to any kind of setting both formal and informal e g nursery kindergarten early childhood education centers complementary early schooling etc in which language learning within a context of children s sociolinguistic diversity takes place before elementary school

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Table of Contents Teaching And Learning A Second Language A Review Of Recent Research

1. Understanding the eBook Teaching And Learning A Second Language A Review Of Recent Research
 - The Rise of Digital Reading Teaching And Learning A Second Language A Review Of Recent Research
 - Advantages of eBooks Over Traditional Books
2. Identifying Teaching And Learning A Second Language A Review Of Recent Research
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teaching And Learning A Second Language A Review Of Recent Research
 - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching And Learning A Second Language A Review Of Recent Research
 - Personalized Recommendations
 - Teaching And Learning A Second Language A Review Of Recent Research User Reviews and Ratings
 - Teaching And Learning A Second Language A Review Of Recent Research and Bestseller Lists
5. Accessing Teaching And Learning A Second Language A Review Of Recent Research Free and Paid eBooks
 - Teaching And Learning A Second Language A Review Of Recent Research Public Domain eBooks
 - Teaching And Learning A Second Language A Review Of Recent Research eBook Subscription Services
 - Teaching And Learning A Second Language A Review Of Recent Research Budget-Friendly Options

6. Navigating Teaching And Learning A Second Language A Review Of Recent Research eBook Formats
 - ePub, PDF, MOBI, and More
 - Teaching And Learning A Second Language A Review Of Recent Research Compatibility with Devices
 - Teaching And Learning A Second Language A Review Of Recent Research Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Teaching And Learning A Second Language A Review Of Recent Research
 - Highlighting and Note-Taking Teaching And Learning A Second Language A Review Of Recent Research
 - Interactive Elements Teaching And Learning A Second Language A Review Of Recent Research
8. Staying Engaged with Teaching And Learning A Second Language A Review Of Recent Research
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Teaching And Learning A Second Language A Review Of Recent Research
9. Balancing eBooks and Physical Books Teaching And Learning A Second Language A Review Of Recent Research
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teaching And Learning A Second Language A Review Of Recent Research
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Teaching And Learning A Second Language A Review Of Recent Research
 - Setting Reading Goals Teaching And Learning A Second Language A Review Of Recent Research
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Teaching And Learning A Second Language A Review Of Recent Research
 - Fact-Checking eBook Content of Teaching And Learning A Second Language A Review Of Recent Research
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

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web school newsletter 2023 monthy newsletter welcome to our newsletter page parents 2024 primary 1 cohort 2023 parents engagement sale of textbooks and uniforms counselling services special education services big heart student care psle related information 2024 moe fas application

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