

## **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

**Minjie Lin**



## **Teaching And Learning A Second Language A Review Of Recent Research:**

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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

**Recent Researches in Education** Emin Atasoy, Recep Efe, Irina Koleva, 2018-07-27 The book brings together 49 chapters related to the field of education The main topics explored here include teacher student interactions pre service teachers children and play early childhood education elements of education children s rights digital education attitudes of students towards the environment art education and problem solving skills among many others It will attract the attention of researchers but will also be of great interest to academics teachers students and staff in social sciences departments and related researchers

**The Handbook of Applied Linguistics** Alan Davies, Catherine Elder, 2008-04-15 The Handbook of Applied Linguistics is a collection of newly commissioned articles

that provide a comprehensive and up to date picture of the field of Applied Linguistics Provides a comprehensive and current picture of the field of Applied Linguistics Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems Valuable resource for students and researchers in applied linguistics language teaching and second language acquisition Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use

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

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

Teaching and Learning Chinese as a Foreign or Second Language: The Educational Psychology Perspective Yang Frank Gong, Chun Lai, Jinghe Han, Chan Lu, Sihui Echo 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

*Resources in Education* ,2001-10

**Strategies for Second Language Listening**

Suzanne Graham, Denise Santos, 2015-10-05 This book seeks to help teachers teach listening in a more principled way by presenting what is known from research exploring teachers' beliefs and practices, examining textbook materials and offering practical activities for improving second language listening **New Focus**, 1988 **Oxford Handbook of Deaf Studies, Language, and Education** Marc Marschark, Patricia Elizabeth Spencer, 2005 This title is a major professional reference work in the field of deafness research. It covers all important aspects of deaf studies: language, social psychological issues, neuropsychology, culture, technology, and education **Translator and Interpreter Training** John Kearns, 2008-05-12 As a research area, education in the fields of translation and interpreting has received growing attention in recent years with the increasing professionalization of the language mediation sector demanding ever more highly trained employees with broader repertoires. This trend is evidenced in the present collection which addresses issues in pedagogy in a variety of translation and interpreting domains. A global range of contributors discuss teaching, evaluation, professionalization, and competence as they apply to an array of educational and linguistic situations. **Translator and Interpreter Training: Issues, Methods, and Debates** presents an in-depth consideration of the issues involved in this area of translation and interpreting studies and will be of interest to all students and academics working and researching in the field **Current Index to Journals in Education**, 2001 *Encyclopedia of Bilingualism and Bilingual Education* Colin Baker, Sylvia Prys Jones, 1998 This encyclopedia is divided into three sections: individual bilingualism, bilingualism in society, and bilingual education. It includes many pictures, graphs, maps, and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

Introduction to Instructed Second Language Acquisition Shawn Loewen, 2020-03-09 Now in its second edition, *Introduction to Instructed Second Language Acquisition* continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). Loewen provides comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy. Also new is the addition of supporting features including new end-of-chapter activities, points for reflection and discussion questions, as well as thoroughly revised content to reflect the most recent research in ISLA. This is an essential resource for students new to ISLA or working in second language acquisition more generally **L2 Collaborative Writing in Diverse Learning Contexts** Mimi Li, Meixiu Zhang, 2023-08-15 This book is the first edited volume to compile up-to-date scholarship that discusses frontier knowledge on second language L2 collaborative writing (CW) and highlights technology-mediated solutions to it. The volume consists of conceptual papers and empirical studies that explore theoretical, methodological, and pedagogical approaches to CW in face-to-face, online, and hybrid learning contexts. The ten chapters of the book are divided into three sections: 1) theoretical perspectives and a methodological review of CW; 2) empirical research addressing the processes, products, and effects pertaining to CW; 3) pedagogical aspects relevant to CW, namely task design, technology use, and

assessment By examining the implementation of various CW tasks across modes genres and L2 learning settings this book re evaluates the practices of CW and illustrates how diverse forms of CW can facilitate students L2 learning and writing development

**Teachers of Multiple Languages** Eric K. Ku,2023-09-04 This book argues that teachers of multiple languages TMLs form a distinct group of language teachers and that the study of this largely overlooked demographic group can reveal new insights into how we perceive and research language teachers The book highlights the narratives of three TMLs from diverse global contexts examining their journeys in navigating their careers as well as traversing multiple worlds and developing additional ways of being through new identities beliefs and emotions The author offers new globally relevant insights for language teaching research at individual pedagogical and institutional level and demonstrates that teaching multiple languages is an emerging transnational phenomenon that cuts across age languages countries institutions and career stages By furthering our understanding of why and how some multilingual language teachers have expanded and changed their careers through teaching additional languages the book offers a new perspective on how language teaching careers are changing in an increasingly globalized multilingual world

**Debates in Primary Education** Virginia Bower,2020-10-19 This powerful text encourages both pre service and established teachers as well as teacher educators to engage with contemporary debates in primary education Promoting a critical approach the chapters explore a wide range of key themes including the importance of values in primary education and the imperative for a curriculum which embraces the whole range of available subjects At the same time the chapters are underpinned by a belief that children should be at the heart of all the decisions we make and that primary education should inspire a love of learning for life The book aims to support practitioners to make informed judgements and feel confident to argue their point of view with deeper theoretical knowledge and understanding thus increasing teacher agency and confidence in responding to complex educational and social dilemmas such as literacy levels and rising mental health concerns Chapters encompass both the macro aspects of primary education and more specialised debates on key topics such as reading mathematics languages early years education and the use of technology With annotated further reading and reflective questions this key text is essential reading for all those wanting to develop a better understanding of the issues that shape their practice including student teachers at both undergraduate and postgraduate level practising teachers engaged in continuing professional development and teacher educators

**Current Perspectives on Vocabulary Learning and Teaching** Nuray Alagözlü,Vedat Kiymazarslan,2020-07-13 This book brings together current perspectives and up to date research on vocabulary teaching and the learning of a foreign or second language It will serve as a basis for academic studies and can be used as a supplementary source for vocabulary courses in English language teacher training programs Featuring contributors from Cyprus Greece Italy Spain and Turkey who detail their experiences of language teaching in different cultural contexts this collection is valuable as it reflects theory and practice at work in different settings on vocabulary acquisition teaching vocabulary to

young learner and vocabulary teaching and learning strategies The volume also provides insights into the use of technology in vocabulary teaching and details various forms of vocabulary testing

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