

Access Free Understanding  
Second Language Acquisition

Ortega

# Understanding Second Language Acquisition Ortega

This is a collection of 11 analytical and empirical studies on the process of second language acquisition, probing a wide array of issues, from transfer appropriate processing to L2 default processing strategies, among hearing or deaf learners of a variety of target languages.

This volume presents six alternative approaches to studying second language acquisition - 'alternative'

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in the sense that they contrast with and/or complement the cognitivism pervading the field. All six approaches - sociocultural, complexity theory, conversation-analytic, identity, language socialization, and sociocognitive - are described according to the same set of six headings, allowing for direct comparison across approaches. Each chapter is authored by leading advocates for the approach described: James Lantolf for the sociocultural approach; Diane Larsen-Freeman for the complexity theory approach; Gabriele Kasper and Johannes

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Wagner for the conversation-analytic approach; Bonny Norton and Carolyn McKinney for the identity approach; Patricia Duff and Steven Talmy for the language socialization approach and Dwight Atkinson for the sociocognitive approach. Introductory and commentary chapters round out this volume. The editor's introduction describes the significance of alternative approaches to SLA studies given its strongly cognitivist orientation. Lourdes Ortega's commentary considers the six approaches from an 'enlightened traditional' perspective on SLA studies - a viewpoint

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which is cognitivist in orientation but broad enough to give serious and balanced consideration to alternative approaches. This volume is essential reading in the field of second language acquisition.

This book represents the most comprehensive account to date of foreign language writing. Its basic aim is to reflect critically on where the field is now and where it needs to go next in the exploration of foreign language writing at the levels of theory, research, and pedagogy.

Review: "Understanding Second Language Acquisition offers a wide-encompassing

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survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the theories and research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied

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linguistics, foreign language education, TESOL, and education. It is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science."

Key Questions in Second  
Language Acquisition  
Research Methods in Second  
Language Acquisition  
Understanding Child Language  
Acquisition  
Practice in a Second  
Language  
Research Methods for  
Understanding Child Second  
Language Development  
The Routledge Handbook of Second  
Language Acquisition and Individual  
Differences provides a thorough, in-depth

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discussion of the theory, research, and pedagogy pertaining to the role individual difference (ID) factors play in second language acquisition (SLA). It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners' cognitive, conative, affective, and demographic/sociocultural variation. The volume examines IDs from two perspectives: one is how each ID variable is associated with learning behaviors, processes, and outcomes; the other is how each domain of SLA (e.g., vocabulary, reading, etc.) is affected by clusters of ID variables. The volume also includes a section on the common methods used in individual difference research including data elicitation instruments such as surveys, interviews, and psychometric testing, as well as methods of data analysis such as structural equation modeling. The book is a must-read for any second

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language researcher or applied linguist interested in investigating the effects of IDs on language learning, and for any educator interested in taking account of learners' individual differences to maximize the effects of second language instruction.

Oxford Applied Linguistics features books providing thorough yet accessible coverage of controversial topics related to language use, including learning, teaching, research, and policy. All titles are based on extensive research and include comprehensive bibliographies. The authors are noted authorities in their fields.

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

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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.

This volume, as a sequel to *Fossilization in Adult Second Language Acquisition* by Han (2004), brings together a collection of most recent theoretical and empirical studies on fossilization, a classic problem of second language acquisition. It covers a wide range of perspectives and issues. The analyses discussed herein address key concerns of many second language researchers and teachers with regard to just how far anyone can go in learning a new language.

The Routledge Handbook of Second Language Acquisition and Individual Differences

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Thinking for Speaking  
Second Language Acquisition,  
Indigenization, Contact  
Child Language  
A Critical Examination

*This volume provides an unprecedented insight into current approaches to crosslinguistic influence (CLI). The collection investigates a range of themes including linguistic relativity, the possible contributions of neurolinguistics, the problem of cognitive development and the role of the frequency of structures in acquisition from distinct, overlapping*

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*and complementary perspectives. Chapters focusing on vocabulary, morphosyntactic categories, semantic structures, and phonetic and phonological structures feature in the volume, as do over 20 languages, in order to offer new insights into both theoretical and empirical issues in CLI, including the consequences of great or little similarity in structures between languages. The relevance of CLI research for teaching is discussed in a number of chapters,*

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*as is the phenomenon of multilingualism. The collection will appeal to researchers, graduate and postgraduate students, teachers and professionals interested in the field of CLI in SLA.*

*The origins of learner corpus research go back to the late 1980s when large electronic collections of written or spoken data started to be collected from foreign/second language learners, with a view to advancing our understanding of the mechanisms of second language acquisition and*

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*developing tailor-made pedagogical tools. Engaging with the interdisciplinary nature of this fast-growing field, The Cambridge Handbook of Learner Corpus Research explores the diverse and extensive applications of learner corpora, with 27 chapters written by internationally renowned experts. This comprehensive work is a vital resource for students, teachers and researchers, offering fresh perspectives and a unique overview of the field. With representative*

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*studies in each chapter which provide an essential guide on how to conduct learner corpus research in a wide range of areas, this work is a cutting-edge account of learner corpus collection, annotation, methodology, theory, analysis and applications.*

*A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.*

*Linguistic complexity is one of the currently most hotly debated notions in*

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*linguistics. The essays in this volume reflect the intricacies of thinking about the complexity of languages and language varieties (here: of English) in three major contact-related fields of (and schools in) linguistics: creolistics, indigenization and nativization studies (i.e. in the realm of English linguistics, the "World Englishes" community), and Second Language Acquisition (SLA) research: How can we adequately assess linguistic complexity?*

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*Should we be interested in absolute complexity or rather relative complexity? What is the extent to which language contact and/or (adult) language learning might lead to morphosyntactic simplification? The authors in this volume are all leading linguists in different areas of specialization, and they were asked to elaborate on those facets of linguistic complexity which are most relevant in their area of specialization, and/or which strike them as being most intriguing. The*

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*result is a collection of papers that is unique in bringing together leading representatives of three often disjunct fields of linguistic scholarship in which linguistic complexity is seen as a dynamic and inherently variable parameter.*

*Measuring L2 Proficiency*

*Key Topics in Second  
Language Acquisition*

*Linguistic Complexity*

*Learning, Teaching, and  
Research*

*Studies of Fossilization  
in Second Language  
Acquisition*

This highly accessible

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introductory textbook carefully explores the main issues that have driven the field of second language acquisition research. Intended for students with little or no background in linguistics or psycholinguistics, it explains important linguistic concepts, and how and why they are relevant to second language acquisition. Topics are presented via a 'key questions' structure that enables the reader to understand how these questions have motivated research in the field, and the problems to which researchers are seeking solutions. It provides a complete package for any introductory course on

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second language acquisition. The creation of the Common European Framework of Reference for Languages (CEFR) has given rise to interest and debate among policy makers, testers, teachers and researchers alike in the reliability and feasibility of the assessment of second language (L2) proficiency. This volume brings together concrete ideas on identifying and measuring L2 proficiency from different branches of SLA research (psycholinguistic, sociolinguistic, corpus-based, applied linguistics) to contribute to a deeper understanding of what it means to be proficient in

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an L2. The chapters introduce a wide range of tools that are innovative, reliable, and easy-to-use for the evaluation of learners' language level with respect to both productive and receptive skills and provide a variety of answers to the question of how to assess L2 proficiency in a valid, reliable and practical manner. The collection will therefore inspire language teachers, teacher trainers and language testing specialists and help them adapt their assessment practices when necessary, and will also be a valuable resource for postgraduate students and researchers.

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The ability to speak two or more languages is a common human experience, whether for children born into bilingual families, young people enrolled in foreign language classes, or mature and older adults learning and using more than one language to meet life's needs and desires. This Handbook offers a developmentally oriented and socially contextualized survey of research into individual bilingualism, comprising the learning, use and, as the case may be, unlearning of two or more spoken and signed languages and language varieties. A wide range of topics

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is covered, from ideologies, policy, the law, and economics, to exposure and input, language education, measurement of bilingual abilities, attrition and forgetting, and giftedness in bilinguals. Also explored are cross- and intra-disciplinary connections with psychology, clinical linguistics, second language acquisition, education, cognitive science, neurolinguistics, contact linguistics, and sign language research.

This book focuses on how ideologies of literacy influence literacy instruction and bilingual education policies. While classroom teachers in both

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English and other languages are given a wealth of curriculum guides and texts and are coached and trained as to how to best teach their subjects, issues of policy, ideology, or politics are rarely engaged or explored. The Literacy Curriculum and Bilingual Education offers a critical look at how literacy is defined, by whom, and for what purposes - illustrating not only how ideology influences policy and curriculum, but how our own ideologies relate to curriculum and teaching. Utilizing critical theory, this book demonstrates how functional, cultural, progressive, and critical

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ideologies - informed by particular social, political, and historical contexts - develop and situate policies for literacy programs and bilingual education.

Understanding Second  
Language Process

In celebration of Diane Larsen-Freeman

Alternative Approaches to  
Second Language Acquisition  
A Practical Guide

The Longitudinal Study of  
Advanced L2 Capacities

***The Handbook of Second Language Acquisition presents an integrated discussion of key, and sometimes controversial, issues in second language acquisition research.***

***Discusses the biological and***

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***cognitive underpinnings of SLA, mechanisms, processes, and constraints on SLA, the level of ultimate attainment, research methods, and the status of SLA as a cognitive science. Includes contributions from twenty-seven of the world's leading scholars.***

***Provides an invaluable resource for all students and scholars of human cognition, including those in linguistics, psychology, applied linguistics, ESL, foreign languages, and cognitive science.***

***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***

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***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***

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***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***

***'How Languages Are Learned' provides a readable introduction to the main theories of first and second language acquisition, relating them to approaches to classroom methodology and practice.***

***Researchers and educators routinely call for longitudinal research on language learning and teaching. The present volume explores the connection between longitudinal study and advanced language capacities, two under-researched areas, and proposes an***

***agenda for future research. Five chapters probe theoretical and methodological reflections about the longitudinal study of advanced L2 capacities, followed by eight chapters that report on empirical longitudinal investigations spanning descriptive, quasi-experimental, qualitative, and quantitative longitudinal methodologies. In addition, the co-editors offer a detailed introduction to the volume and a coda chapter in which they explore what it would take to design systematic research programs for the longitudinal investigation of advanced L2 capacities. The scholars in this volume collectively make the argument that second language acquisition research will be the richer, theoretically and empirically,***

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***if a trajectory toward advancedness is part of its conceptualization right from the beginning and, in reverse, that advancedness is a particularly interesting acquisitional level at which to probe contemporary theories associated with the longitudinal study of language development. Acknowledging that advancedness is increasingly important in our multicultural societies and globalized world, the central question explored in the present collection is: How does learning over time evolve toward advanced capacities in a second language?***

***Translation in Language Teaching  
An Introduction to the Main  
Theories of First and Second  
Language Acquisition (now in a  
New, Updated Edition).***

***Linguistic Relativity in SLA  
Complexity Theory and Language  
Development  
Synthesizing Research on  
Language Learning and Teaching***

This textbook offers an introductory overview of eight hotly-debated topics in second language acquisition research. It offers a glimpse of how SLA researchers have tried to answer common questions about second language acquisition rather than being a comprehensive introduction to SLA research. Each chapter comprises an introductory discussion of the issues involved and suggestions for further reading and study. The reader is asked to consider the issues based on their own experiences, thus allowing them to compare their own intuitions and experiences with established research findings and gain an

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understanding of methodology. The topics are treated independently so that they can be read in any order that interests the reader.

Butler and Huang's book is one of the first to focus on second language (L2) development research methods and techniques specifically targeted at children of primary and pre-primary years. The last decade has seen a growing number of L2 studies of children aged 4–12, a demographic with special developmental characteristics that confound research methods designed for studying adults. Written by experts from a variety of disciplines, this book covers major research methods and techniques in existing L2 development research, including observations, surveys, interviews, introspective methods, speech production methods, receptive

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methods, eye tracking, and brain imaging, as well as research methods specifically designed for L2 children with special educational needs. The book also discusses various age-related considerations and challenges if they are employed to young L2 learners. This will be essential reading for SLA, child development, and TESOL researchers, and students in these courses will benefit particularly from pedagogical material such as further readings and discussion questions.

This volume presents the first collection of work on research synthesis in applied linguistics. It introduces readers to a cutting-edge approach for reviewing and summarizing exactly what accumulated research has to say about theoretical and practical

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subjects. John Norris and Lourdes Ortega first elucidate the value and practice of synthesis, and they challenge all members of the research community to adopt a synthetic ethic. The book then features seven empirical syntheses, each modeling rigorous synthetic practice in definitively reviewing the state of knowledge and research quality in important domains. Included are five meta-analyses on: Universal Grammar; Task-Based Interaction; Corrective Feedback; Instructed Pragmatics Development; and Reading Strategy Training. Also included are a qualitative meta-synthesis on Effective Teaching for English Language Learners, and a historiographical synthesis of Proficiency Assessment practices. Rounding out the collection are

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commentaries by two renowned experts in language learning and teaching research: Nick Ellis and Craig Chaudron.

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

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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.

Acquisition and Development

The Multilingual Turn

The Cambridge Handbook of  
Bilingualism

An Introduction

Writing in Foreign Language Contexts

Understanding Second Language

AcquisitionRoutledge

Whether we grow up with one, two, or

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several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been

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generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at [www.routledge.com/ortega](http://www.routledge.com/ortega). 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

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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.

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This volume focuses on 'practice' from a theoretical perspective and includes implications for the classroom.

The Literacy Curriculum and Bilingual Education

Key Terms in Second Language Acquisition

Contemporary Approaches to Second Language Acquisition

The Routledge Handbook of Second Language Acquisition

Handbook of Cognitive Linguistics and Second Language Acquisition

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

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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 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

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is an essential resource for students new to ISLA, or working in Second Language Acquisition more generally. Drawing on the latest developments in bilingual and multilingual research, *The Multilingual Turn* offers a critique of, and alternative to, still-dominant monolingual theories, pedagogies and practices in SLA, TESOL, and bilingual education. Critics of the 'monolingual bias' argue that notions such as the idealized native speaker, and related concepts of interlanguage, language competence, and fossilization,

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have framed these fields inextricably in relation to monolingual speaker norms. In contrast, these critics advocate an approach that emphasizes the multiple competencies of bi/multilingual learners as the basis for successful language teaching and learning. This volume takes a big step forward in re-situating the issue of multilingualism more centrally in applied linguistics and, in so doing, making more permeable its key sub-disciplinary boundaries – particularly, those between SLA, TESOL, and bilingual

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education. It addresses this issue head on, bringing together key international scholars in SLA, TESOL, and bilingual education to explore from cutting-edge interdisciplinary perspectives what a more critical multilingual perspective might mean for theory, pedagogy, and practice in each of these fields.

Research Methods in Second Language Acquisition: A Practical Guide is an informative guide to research design and methodology for graduate students and scholars. Each chapter of this

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volume offers background, step-by-step guidance, and relevant studies to create comprehensive coverage of each method. Includes chapters by expert scholars on an array of topics, including second language writing and reading, meta-analyses, research replication, qualitative data collection and analysis, and more Includes feature boxes in each chapter highlighting relevant research studies, discussion questions and suggested further readings Utilizes research methods and tools from varied fields of study including

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education, linguistics, psychology, and sociology  
This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and

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Ortega), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook, *Second Language Learning Data Analysis, Second Edition*, makes an ideal

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accompaniment to the text.

Crosslinguistic Influence in  
Second Language Acquisition  
Perspectives from SLA  
Perspectives from Applied  
Linguistics and Cognitive  
Psychology

Introduction to Instructed  
Second Language Acquisition

***The Routledge Handbook of  
Second Language  
Acquisition brings together  
fifty leading international  
figures in the field to  
produce a state-of-the-art  
overview of Second  
Language Acquisition. The  
Handbook covers a wide  
range of topics related to***

## **Second Language**

**Acquisition: language in context, linguistic, psycholinguistic, and neurolinguistic theories and perspectives, skill learning, individual differences, L2 learning settings, and language assessment. All chapters introduce the reader to the topic, outline the core issues, then explore the pedagogical application of research in the area and possible future development. The Routledge Handbook of Second Language Acquisition is an essential resource for all**

***those studying and researching Second Language Acquisition. Crosslinguistic influence is an established area of second language research, and as such, it has been subject to extensive scrutiny. Although the field has come a long way in understanding its general character, many issues still remain a conundrum, for example, why does transfer appear selective, and why does transfer never seem to go away for certain linguistic elements? Unlike most existing studies, which***

***have focused on transfer at the surface form level, the present volume examines the relationship between thought and language, in particular thought as shaped by first language development and use, and its interaction with second language use. The chapters in this collection conceptually explore and empirically investigate the relevance of Slobin's thinking-for-speaking hypothesis to adult second language acquisition, offering compelling and enlightening evidence of the***

***fundamental nature of crosslinguistic influence in adult second language acquisition "This is a landmark publication - the first to concertedly address the implications for SLA of Slobin's thinking-for-speaking hypothesis. Do processes of conceptualisation that L1s predispose speakers to affect their L2 production, and if so in what ways? Can we `re-think' for L2 speaking, and what cognitive abilities enable this? The research issues this book raises are***

***fundamentally important for SLA theory and pedagogy alike." Peter Robinson, Professor of Linguistics and SLA, Aoyama Gakuin University, Tokyo, Japan***  
***"Language affects how we think. Slobin's (1996) thinking-for-speaking hypothesis concerns the ways that native language directs speakers' attention to pick those characteristics of events that are readily encodable therein. In this impressive collection, Han and Cadierno marshal strong support for effects of native language upon second***

**language use, i.e. for  
'rethinking-for-speaking'. A  
must-read for anybody  
interested in linguistic  
relativity and transfer in  
SLA." Nick Ellis, Professor of  
Psychology, University of  
Michigan, USA**

**Taking an accessible and  
cross-linguistic approach,  
Understanding Child  
Language Acquisition  
introduces readers to the  
most important research on  
child language acquisition  
over the last fifty years, as  
well as to some of the most  
influential theories in the  
field. Rather than just**

***describing what children can do at different ages Rowland explains why these research findings are important and what they tell us about how children acquire language. Key features include: Cross-linguistic analysis of how language acquisition differs between languages A chapter on how multilingual children acquire several languages at once Exercises to test comprehension Chapters organised around key questions that summarise the critical issues posed by researchers in the field, with summaries***

**at the end Further reading suggestions to broaden understanding of the subject With its particular focus on outlining key similarities and differences across languages and what this cross-linguistic variation means for our ideas about language acquisition, Understanding Child Language Acquisition forms a comprehensive introduction to the subject for students of linguistics, psychology and speech and language therapy. Students and instructors will benefit from the comprehensive**

**companion website that includes a students' section featuring interactive comprehension exercises, extension activities, chapter recaps and answers to the exercises within the book. Material for instructors includes sample essay questions, answers to the extension activities for students and a Powerpoint including all the figures from the book. [www.routledge.com/cw/rowland](http://www.routledge.com/cw/rowland) 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***

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**complicated terms and concepts explained in an easy to understand way. Key Terms in Second Language Acquisition is an essential resource for students.**

**The Handbook of Second Language Acquisition Implications for SLA, TESOL,**

**and Bilingual Education**

**A Philosophy of Second Language Acquisition**

**Theories in Second**

**Language Acquisition**

**Introducing Second**

**Language Acquisition**

This third edition of the best-selling Theories in Second Language Acquisition

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surveys the major theories currently used in second language acquisition (SLA) research, serving as an ideal introductory text for undergraduate and graduate students in SLA and language teaching. Designed to provide a consistent and coherent presentation for those seeking a basic understanding of the theories that underlie contemporary SLA research, each chapter focuses on a single theory. Chapters are written by leading scholars in the field and incorporate a basic foundational

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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. New to this edition is a chapter addressing the relationship between theories and L2 teaching, as well as refreshed coverage of all theories throughout the book. A key work in the study of second language acquisition, this volume will be useful to students of linguistics, language and language teaching, and to

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researchers as a guide to theoretical work outside their respective domains. This volume is both a state-of-the-art display of current thinking on second language development as a complex system. It is also a tribute to Diane Larsen-Freeman for her decades of intellectual leadership in the academic disciplines of applied linguistics and second language acquisition. The chapters therein range from theoretical expositions to methodological analyses, pedagogical proposals, and conceptual frameworks for

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future research. In a balanced and in-depth manner, the authors provide a comprehensive and interdisciplinary understanding of second language development, with a wealth of insights that promise to break the status-quo of current research and take it to exciting new territory. The book will appeal to both seasoned and novice researchers in applied linguistics, second language acquisition, bilingualism, cognitive psychology, and education, as well as to practitioners in second or

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foreign language teaching of any language.

Lecturers/Instructors -

Request a free digital inspection copy here This is the best book on the market for taking students from 'how children acquire their first language' to the point where they can engage with key debates and current research in the field of child language. No background knowledge of linguistic theory is assumed and all specialist terms are introduced in clear, non-technical language. It is rare in its balanced presentation

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of evidence from both sides of the nature–nurture divide and its ability to make this complicated topic engaging and understandable to everyone. This edition includes Exercises to foster an understanding of key concepts in language and linguistics A glossary of key terms so students can always check back on the more difficult terms Suggestions for further reading including fascinating TED Talks that bring the subject to life Access to Multiple Choice Quizzes and other online resources so

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students can check they've understood what they have just read

The Cambridge Handbook of  
Learner Corpus Research  
How Languages are Learned  
An Introductory Course  
Second Language Acquisition  
Understanding Second  
Language Acquisition