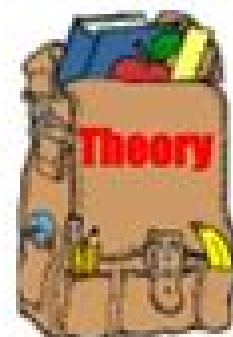


Theories of Second Language Acquisition (Continued)



Behaviorist Theory dominated both psychology and linguistics in the 1950's. This theory suggests that external stimuli (extrinsic) can elicit an internal response which in turn can elicit an internal stimuli (intrinsic) that lead to external responses.

- The learning process has been described by S-R-R theorists as a process forming stimulus-response-reward chains. These chains come about because of the nature of the environment and the nature of the learner.
- The environment provides the stimuli and the learner provides the responses. Production of certain aspects of language and the environment provide the reward.
- The environment plays a major role in the exercise of the learners' abilities since it provides the stimuli that can shape responses selectively rewarding some responses and not others.

Second Language Acquisition And Linguistic Theory

**Rosamond Mitchell, Florence
Myles, Emma Marsden**



Second Language Acquisition And Linguistic Theory:

Linguistic Theory in Second Language Acquisition S. Flynn, W. O'Neil, 2012-12-06 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

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 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

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Thom Huebner, Charles A. Ferguson, 1991-01-01 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

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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 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

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 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 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 *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 **Error Analysis** Jack C. Richards, 2015-12-14 The eleven essays in this book cover a wide range of topics from the role of interlanguage and the influence of external factors on the process of language learning to the development of syntax and the methodology of error analysis Collectively they provide a valuable perspective on the learning process which both enriches our theoretical understanding of the processes underlying second language acquisition and suggests ways in which teaching practice may best exploit a learner's skills

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 *Second Language Learning Theories* Rosamond Mitchell, Florence Myles, Emma Marsden, 2013-08-21 *Second Language Learning Theories* is a clear and concise overview of the field of second language acquisition SLA theories Written by a team of leading academics working in different SLA specialisms this book provides expert analysis of the main theories from multiple perspectives to offer a broad and balanced introduction to the topic The book covers all the main theoretical perspectives currently active in the SLA field and sets them in a broader perspective per chapter e g linguistic cognitive or sociolinguistic Each chapter examines how various theories view language the learner and the acquisition process Summaries of key studies and examples of data relating to a variety of languages illustrate the different theoretical perspectives Each chapter concludes with an evaluative summary of the theories discussed This third edition has been thoroughly updated to reflect the very latest research in the field of SLA Key features include a fully re-worked chapter on cognitive models of language and language learning a new chapter on information processing including the roles of different types of memory and knowledge in language learning the addition of a glossary of key linguistic terms to help the non specialist a new timeline of second language learning theory development This third edition takes account of the significant developments that have taken place in the field in recent years Highly active domains in which theoretical and methodological advances have been made are

treated in more depth to ensure that this new edition of Second Language Learning Theories remains as fresh and relevant as ever

Linguistic Perspectives on Second Language Acquisition , 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

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

Syntactic Theory and First Language Acquisition (Vol.1)Barbara Lust,Margarita Suxer,John Whitman,(Vol.2)Barbara Lust,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

Language Teaching Melinda Whong, 2011-01-27 How can theories of language development be understood and applied in your language classroom By presenting a range of linguistic perspectives from formal to functional to cognitive this book highlights the relevance of second language acquisition research to the language classroom Following a brief historical survey of the ways in which language has been viewed Whong clearly discusses the basic tenets of Chomskyan linguistics before exploring ten generalisations about second language development in terms of their implications for language teaching Emphasising the formal generative approach the book explores well known language teaching methods looking at the extent to which linguistic theory is relevant to the different approaches This is the first textbook to provide an explicit discussion of language teaching from the point of view of formal linguistics

Understanding Interfaces Laura Domínguez, 2013-06-27 By combining theoretical analysis and empirical investigation this monograph investigates the status of interfaces in Minimalist linguistic theory second language acquisition and native language attrition Two major questions are currently under debate 1 what exactly makes a linguistic phenomenon an interface phenomenon and 2 what is the specific role that the interfaces play in explaining language loss and persistent problems in second language acquisition Answers to these questions are provided by a theoretical examination of the role that economy and computational efficiency play in recent Minimalist models of the language faculty as well as by evidence obtained in two empirical studies examining the acquisition and attrition of two interface phenomena Spanish subject realization and word order variation The result is a new definition of interface phenomena which deemphasizes syntactic complexity and focuses on the effect of interface interpretive conditions on syntactic structure This work also shows that representational deficits cannot be ruled out in the acquisition and attrition of interface structures

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