

theories of second language acquisition

Theories of Second Language Acquisition: Understanding How We Learn New Languages

theories of second language acquisition have fascinated linguists, educators, and learners for decades. Whether you're a language teacher aiming to improve your instructional methods or a student curious about how your brain processes a new language, exploring these theories offers valuable insights. They shed light on the complex journey of acquiring a second language, revealing not only how we grasp grammar and vocabulary but also how social interaction, cognition, and even age play crucial roles.

In this article, we'll dive deep into some of the most influential theories of second language acquisition, unpack their core ideas, and discuss how they can be applied in real-world language learning settings. Along the way, we'll touch on related concepts such as language acquisition vs. language learning, interlanguage, input hypothesis, and the role of motivation—all important pieces of the language learning puzzle.

Understanding the Basics: What is Second Language Acquisition?

Before exploring the various theories, it's essential to clarify what second language acquisition (SLA) actually means. SLA refers to the process by which people learn a language other than their native tongue. This can happen in formal environments like classrooms or informally through immersion and interaction. Unlike first language acquisition, which occurs naturally during childhood, SLA often involves more conscious effort and can be influenced by a learner's age, environment, and cognitive factors.

One key distinction is between **language acquisition** and **language learning**. Acquisition is generally subconscious and occurs through meaningful communication, similar to how children pick up their mother tongue. Learning, on the other hand, is more deliberate and involves explicit instruction and study of grammar rules. Many modern theories emphasize the importance of natural acquisition processes, even in classroom settings.

Major Theories of Second Language Acquisition

Over the years, researchers have proposed numerous theories to explain how people acquire a second language. Each theory offers a unique perspective,

highlighting different mechanisms and factors involved in the process.

The Behaviorist Theory

One of the earliest explanations for SLA comes from behaviorism, which views language learning as a habit formation process. According to this theory, learners acquire a second language through repetition, reinforcement, and imitation. When a correct response is made, positive reinforcement strengthens the habit.

While behaviorism helped lay the groundwork for language teaching methods like the Audio-Lingual Method, it has limitations. It tends to overlook the creative and cognitive aspects of language use, such as the ability to generate novel sentences and understand abstract grammar rules.

The Innatist Theory

In stark contrast to behaviorism, the innatist theory, championed by Noam Chomsky, argues that humans are born with an innate ability to acquire language. This is often referred to as the Universal Grammar (UG) hypothesis. The idea is that all languages share certain structural principles, and learners use their built-in linguistic framework to process and internalize a second language.

The innatist perspective emphasizes that language acquisition is not just about mimicry but involves an internal mental process. This theory explains why learners can often understand complex grammar even without explicit teaching, though its application to second language learning is debated because adults may not have the same plasticity as children.

The Interactionist Perspective

A more socially oriented approach to SLA is the interactionist theory, which suggests that language acquisition is deeply tied to meaningful communication and social interaction. Psychologist Lev Vygotsky's concept of the Zone of Proximal Development (ZPD) is often cited here. The ZPD refers to the difference between what a learner can do independently and what they can achieve with guidance.

Interactionist theories propose that learners acquire language best when they engage in conversations that challenge them just enough to promote learning. This highlights the importance of input that is comprehensible yet slightly beyond the learner's current level, often called "i+1" in Stephen Krashen's Input Hypothesis.

Krashen's Input Hypothesis

Stephen Krashen's theories have been hugely influential in SLA research and language teaching. His Input Hypothesis stresses the significance of receiving language input that is understandable but slightly above the learner's current proficiency. According to Krashen, acquisition occurs naturally when learners are exposed to enough meaningful input in low-stress environments.

Krashen also differentiates between "acquisition" and "learning," arguing that true language ability comes from subconscious acquisition rather than conscious learning of rules. He supports the idea that affective factors like motivation, anxiety, and self-confidence play a major role in successful language acquisition.

The Cognitive Theory

This theory views second language acquisition as a mental process involving attention, memory, and problem-solving. Cognitive approaches focus on how learners process new linguistic information, form hypotheses about language patterns, and gradually refine their understanding.

Notable cognitive SLA researchers like Robert DeKeyser argue that both explicit learning (studying grammar rules) and implicit learning (absorbing language naturally) contribute to proficiency. The theory also considers factors such as working memory capacity and individual differences in learning styles.

The Sociocultural Theory

Rooted in Vygotsky's ideas, sociocultural theory emphasizes the role of social context and cultural tools in language learning. It suggests that learning happens through mediated interaction with more knowledgeable others—teachers, peers, or native speakers.

This approach recognizes that language acquisition is not just a cognitive task but also a social practice. Meaningful engagement in communities where the target language is used fosters deeper learning and helps learners internalize not only linguistic structures but also cultural norms.

Additional Concepts in Theories of Second Language Acquisition

Exploring SLA theories naturally leads to some related concepts that are

important for understanding how language acquisition unfolds.

Interlanguage

Interlanguage refers to the evolving linguistic system that learners create as they move towards proficiency. It's a blend of their native language and the target language, characterized by unique errors and patterns. Understanding interlanguage helps teachers identify common stages and challenges learners face, allowing for more tailored instruction.

Transfer and Fossilization

Transfer occurs when learners apply knowledge from their first language to the second, which can result in both positive transfer (helpful similarities) and negative transfer (errors). Fossilization refers to the process where incorrect language forms become fixed despite continued exposure or correction, a phenomenon often observed in adult learners.

Motivation and Affective Factors

Motivation is a key driver in second language acquisition. Theories highlight how intrinsic interest, cultural identity, and practical needs influence how much effort learners put into acquiring a new language. Additionally, anxiety and self-confidence can either facilitate or hinder progress.

How These Theories Impact Language Teaching

Understanding theories of second language acquisition isn't just an academic exercise—it has real implications for teaching practices. For example, teachers who embrace the interactionist and sociocultural perspectives might prioritize communicative activities and collaborative learning. Those influenced by Krashen's input hypothesis may focus on providing rich, comprehensible input through storytelling, visuals, and context.

Incorporating cognitive strategies, such as explicit grammar instruction combined with meaningful practice, can help learners internalize complex rules. Awareness of interlanguage development and fossilization helps educators identify persistent errors and adjust their feedback methods accordingly.

Tips for Language Learners Based on SLA Theories

- Seek out meaningful communication opportunities rather than just rote memorization.
- Focus on exposure to comprehensible input slightly above your current level.
- Engage with native speakers or more proficient users to experience authentic interaction.
- Be patient with errors—they are a natural part of the interlanguage process.
- Build your motivation by setting clear goals and connecting language learning to your personal interests.
- Combine explicit study of grammar with real-life practice for balanced development.

Language acquisition is a complex, dynamic process influenced by cognitive abilities, social environments, and emotional factors. Exploring the diverse theories of second language acquisition offers valuable frameworks to understand these dimensions and enhance both teaching and learning experiences. Whether you're starting a new language journey or refining your teaching approach, these insights provide a solid foundation to navigate the fascinating world of second language learning.

Frequently Asked Questions

What is the Input Hypothesis in second language acquisition?

The Input Hypothesis, proposed by Stephen Krashen, suggests that learners acquire a second language best when they are exposed to language input that is slightly above their current proficiency level, often referred to as 'i+1'. This comprehensible input helps learners naturally acquire new language structures.

How does the Interaction Hypothesis explain second language acquisition?

The Interaction Hypothesis posits that language acquisition is facilitated through meaningful interaction and communication. It emphasizes the role of conversational adjustments, feedback, and negotiation of meaning in helping learners process and acquire the target language.

What role does the Affective Filter play in second language acquisition?

The Affective Filter is a concept introduced by Krashen that refers to

emotional factors, such as motivation, anxiety, and self-confidence, which can influence language acquisition. A low affective filter (low anxiety and high motivation) allows for better language input processing, while a high affective filter can hinder acquisition.

How does the Output Hypothesis contribute to second language learning?

The Output Hypothesis, developed by Merrill Swain, argues that producing language (speaking or writing) is crucial for second language acquisition. Output helps learners notice gaps in their knowledge, practice language structures, and receive feedback, which promotes language development.

What is the role of Universal Grammar in second language acquisition theories?

Universal Grammar (UG) theory suggests that humans are born with an innate set of grammatical principles shared by all languages. In second language acquisition, UG posits that learners use this innate knowledge to acquire the syntax of a new language, although access to UG may vary depending on age and learner factors.

How do cognitive theories explain second language acquisition?

Cognitive theories view second language acquisition as a process of learning and internalizing new information through mental processes such as attention, memory, and problem-solving. These theories emphasize the importance of conscious learning, practice, and the development of language knowledge through interaction with input and output.

Additional Resources

Theories of Second Language Acquisition: An In-Depth Exploration

theories of second language acquisition have long fascinated linguists, educators, and cognitive scientists alike. Understanding how individuals acquire a language beyond their mother tongue is crucial for designing effective teaching methodologies, improving language learning outcomes, and even shaping language policy. These theories attempt to explain the cognitive, social, and psychological processes involved in learning a new language, highlighting various factors such as age, motivation, input, interaction, and innate ability. This article offers a comprehensive, analytical review of the most influential theories of second language acquisition (SLA), integrating relevant concepts and recent insights.

Theoretical Foundations of Second Language Acquisition

Second language acquisition is a multidisciplinary field drawing from linguistics, psychology, neuroscience, and education. Theories of second language acquisition can broadly be categorized into linguistic, cognitive, and sociocultural frameworks, each emphasizing different aspects of language learning.

Behaviorist Theory

One of the earliest perspectives on SLA, rooted in behaviorism, views language learning as habit formation through stimulus-response associations. According to this theory, learners acquire a new language by mimicking native speakers and receiving reinforcement. Repetition and drills are central to this approach.

- **Pros:** Emphasizes practice and reinforcement, practical for beginners.
- **Cons:** Overlooks the creative and generative aspects of language, neglects internal cognitive processes.

Though largely supplanted by more nuanced theories, behaviorism laid groundwork for language teaching methods such as the Audio-Lingual Method.

The Nativist Perspective and Universal Grammar

Noam Chomsky revolutionized language acquisition theory by proposing that humans possess an innate language faculty. His concept of Universal Grammar (UG) posits that all languages share a common structural basis, and learners are born with an inherent ability to acquire language.

In second language acquisition, the UG hypothesis suggests learners tap into this innate system to internalize grammatical rules of the target language. This explains why children acquire languages rapidly and effortlessly.

However, the extent to which Universal Grammar applies to adult SLA remains debated. Adults often struggle with phonology and syntax, indicating other factors influence acquisition beyond an innate grammar template.

Input Hypothesis and Interactionist Approaches

Stephen Krashen's Input Hypothesis is pivotal in modern SLA theory. Krashen argues that comprehensible input—language input slightly beyond the learner's current level ($i+1$)—is essential for acquisition. Passive exposure alone is

insufficient; the input must be understandable yet challenging.

Complementing this, interactionist theories emphasize the role of meaningful communication and social interaction in facilitating language learning. Michael Long's Interaction Hypothesis, for example, stresses that negotiation of meaning during conversations helps learners notice linguistic gaps and adjust their output, accelerating acquisition.

These approaches highlight the importance of context, interaction, and feedback, moving away from rote memorization toward communicative competence.

Cognitive Theories: Information Processing and Skill Acquisition

Cognitive theories treat SLA as a process of internalizing and automating language knowledge through mental operations. The Information Processing model likens language learning to acquiring procedural and declarative knowledge, where learners gradually shift from conscious practice to automatic use.

Robert DeKeyser's Skill Acquisition Theory aligns with this, proposing that explicit learning (conscious knowledge of rules) combined with extensive practice leads to automatization. This explains why adult learners can benefit from grammar instruction alongside immersive practice.

Cognitive approaches underscore the roles of working memory capacity, attention, and individual learner differences, influencing how effectively one processes and retains language input.

Sociocultural Theory and the Role of Mediation

Lev Vygotsky's Sociocultural Theory reframes SLA as a socially mediated process. Language is not merely a cognitive system but a cultural tool acquired through social interaction within the learner's Zone of Proximal Development (ZPD)—the difference between what a learner can do independently and with guidance.

This perspective stresses scaffolding, collaboration, and the use of cultural artifacts in language learning. It also accounts for the influence of identity, motivation, and community belonging on SLA success.

Sociocultural theory has inspired task-based language teaching and collaborative learning environments that foster authentic communication.

Comparative Analysis of Major SLA Theories

Understanding the strengths and limitations of various theories provides a more holistic view of second language acquisition.

Role of Input and Interaction

While Krashen's Input Hypothesis prioritizes comprehensible input, Interactionist theories expand this by emphasizing active negotiation and output. Research shows that passive listening alone rarely leads to fluency; interaction provides corrective feedback and facilitates deeper processing.

Innate Mechanisms vs. Learned Skills

Nativist theories highlight an inherent language faculty, yet cognitive and sociocultural models demonstrate that experience, practice, and social context are indispensable. Adults, unlike children, often rely more on explicit learning strategies due to decreased neural plasticity.

Explicit vs. Implicit Learning

Some theories advocate for implicit acquisition through natural exposure, while others recognize the value of explicit grammar instruction. For example, Skill Acquisition Theory supports integrating rule learning with communicative practice, especially for adult learners.

Practical Implications for Language Teaching

Theories of second language acquisition have directly influenced pedagogical approaches worldwide.

- **Communicative Language Teaching (CLT):** Grounded in interactionist and sociocultural theories, CLT focuses on meaningful communication and fluency rather than rote memorization.
- **Task-Based Language Teaching (TBLT):** Emphasizes real-world tasks that promote negotiation of meaning, reflecting the sociocultural emphasis on social interaction.
- **Grammar-Translation and Audiolingual Methods:** Rooted in behaviorism and early structuralist views, these focus on repetition and rule

memorization but are less favored in modern contexts.

- **Content and Language Integrated Learning (CLIL):** Combines language acquisition with subject matter learning, benefiting from cognitive and sociocultural principles.

Teachers who understand these theories can tailor instruction to learners' needs, balancing input, interaction, explicit explanation, and cultural mediation.

Emerging Trends and Research in SLA

Contemporary research integrates neuroscience, technology, and socio-affective factors into SLA theory.

- **Neurocognitive Studies:** Brain imaging reveals how neural networks adapt during language learning, shedding light on age-related differences and critical periods.
- **Technology-Enhanced Learning:** Digital tools enable personalized input, virtual interaction, and adaptive feedback, aligning with input and interaction hypotheses.
- **Motivation and Identity:** Socio-psychological research explores how learner attitudes, self-concept, and cultural identity impact language acquisition trajectories.

These advances continue to refine and expand existing theoretical frameworks, emphasizing SLA's complexity.

Theories of second language acquisition collectively offer a multifaceted understanding of how humans learn languages beyond their native tongue. While no single theory accounts for all dimensions, their interplay informs both research and practical teaching. As globalization intensifies and multilingualism becomes increasingly valuable, ongoing exploration into SLA theories remains vital for unlocking the full potential of language learners worldwide.

Theories Of Second Language Acquisition

theories of second language acquisition: Theories in Second Language Acquisition Bill VanPatten, Jessica Williams, 2014-12-22 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 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.

theories of second language acquisition: Second Language Learning Theories Rosamond Mitchell, Florence Myles, Emma Marsden, 2019-01-21 Written by a team of leading experts working in different SLA specialisms, this fourth edition is a clear and concise introduction to the main theories of second language acquisition (SLA) from multiple perspectives, comprehensively updated to reflect the very latest developments SLA research in recent years. The book covers all the main theoretical perspectives currently active in SLA and sets each chapter within a broader framework. Each chapter examines the claims and scope of each theory and how each views language, the learner and the acquisition process, supplemented by summaries of key studies and data examples from a variety of languages. Chapters end with an evaluative summary of the theories discussed. Key features to this fourth edition include updated accounts of developments in cognitive approaches to second language (L2) learning, the implications of advances in generative linguistics and the social turn in L2 research, with re-worked chapters on functional, sociocultural and sociolinguistic perspectives, and an entirely new chapter on theory integration, in addition to updated examples using new studies. Second Language Learning Theories continues to be an essential resource for graduate students in second language acquisition.

theories of second language acquisition: Second Language Acquisition , 2024-09-04 Second Language Acquisition - Learning Theories and Recent Approaches will aim to present the process of learning an additional language apart from one's native language. The process of understanding, writing, and speaking another language with fluency involves complex intellectual and emotional responses as well as continuous information processing abilities. A variety of perspectives is needed in order for learning to take place. Many factors, both internal and external, are involved in determining why some learn a second language at a faster rate than others. With an internal or external focus of attention, various linguistic techniques have explored the basic questions about SLA. With the ability to convey and structure information in a second language, there is a need for what is being learned to be viewed from various perspectives. The focus on continuous natural UG capability for language learning versus communicative processing requirements differs among viewpoints on how SLA develops. This book intends to provide readers with language acquisition, language comprehension, language development, language processing, and psychological and social variables, which have been largely excluded by purely language approaches.

theories of second language acquisition: 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.

theories of second language acquisition: Theories in Second Language Acquisition Bill VanPatten, Gregory D. Keating, Stefanie Wulff, 2025-07-03 This fourth edition of the best-selling

Theories in Second Language Acquisition surveys the major theories and frameworks currently used in second language acquisition (SLA) research, serving as an ideal introductory text for graduate students in SLA and language teaching. Designed to provide a consistent and coherent presentation for those seeking a basic understanding of the theories and frameworks 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 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 fully revised edition is the incorporation of a new theoretical framework to replace several lesser-used theories. 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 researchers as a guide to theoretical work outside their respective domains.

theories of second language acquisition: Theory Construction in Second Language Acquisition Geoff Jordan, 2004 Recently, many SLA researchers have adopted a postmodernist approach which challenges the assumption that SLA research is a rationalist, scientific endeavour. The resulting epistemological arguments, plus problems of theory proliferation, contradicting theories, and theory domain, hinder progress towards a unified theory of SLA. Theory Construction in SLA addresses these problems by returning to first principles; it asks whether there is such a thing as reliable knowledge, what is special about scientific method, and how we can best explain SLA. It is the first book to use the philosophy of science in order to examine the epistemological underpinnings of SLA research and evaluate rival theories of SLA. Part One explores the central issues in the philosophy of science, defends rationality against relativists, and offers Guidelines for theory assessment. Part Two examines different theories of SLA and evaluates them in terms of how well they stand up to the Guidelines.

theories of second language acquisition: Principles and Practice in Second Language Acquisition Stephen D. Krashen, 1982 The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarising the current state of second language acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that a solution to language teaching lies not so much in expensive equipment, exotic new methods, or sophisticated language analysis, but rather in the full utilisation of the most important resources - native speakers of the language - in real communication.

theories of second language acquisition: Conditions for Second Language Learning Bernard Spolsky, 1989 Spolsky here examines the conditions under which languages are learned, and how learning related to teaching. His theory, set out in the form of a preference model, emphasizes the need to be precise and clear on the nature of the goals and outcomes of learning, and to recognize the complexity of the concept of knowing a second language.

theories of second language acquisition: Contemporary Approaches to Second Language Acquisition María del Pilar García Mayo, María Junkal Gutierrez Mangado, María Martínez Adrián, 2013-02-19 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 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.

theories of second language acquisition: 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.

theories of second language acquisition: Second Language Acquisition and Second Language Learning Stephen D. Krashen, 1981 On the Monitor Theory of adult second language acquisition.

theories of 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: 2,7, 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.

theories of second language acquisition: 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.

theories of second language acquisition: 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

theories of second language acquisition: Learning Strategies in Second Language Acquisition J. Michael O'Malley, Anna Uhl Chamot, 1990-02-23
A review of the literature on learning strategies, describing and classifying learning strategies in second language learning.

theories of second language acquisition: The Psychology of Second Language Acquisition Zoltan Dornyei, 2013-01-10
The Psychology of Second Language Acquisition offers a systematic and accessible overview of the main psychological areas and theories in order to keep abreast of the ongoing paradigm shift.

theories of second language acquisition: Learnability and the Lexicon Alan Juffs, 1996-08-23
This book provides a critical review of recent theories of semantics-syntax correspondences and makes new proposals for constraints on semantic structure relevant to syntax. Data from several languages are presented which suggest that semantic structure in root morphemes is subject to parametric variation which has effect across a variety of verb classes, including locatives, unaccusatives, and psych verbs. The implications for first and second language acquisition are discussed. In particular, it is suggested that different parametric settings may lead to a learnability problem if adult learners do not retain access to sensitivity to underlying semantic organization and morphological differences between languages provided by Universal Grammar. An experiment with Chinese-speaking learners of English is presented which shows that learners initially transfer L1 semantic organization to the L2, but are able to retreat from overgeneralisations and achieve native-like grammars in this area. Suggestions for further research in this rapidly developing area of theory and acquisition research are also made.

theories of second language acquisition: Second Language Learning Theories Florence Myles, Rosamund Mitchell, 2014-02-04
An introduction to the field of second language learning for students without a substantial background in linguistics, this book provides an up-to-date introductory survey of the most active and significant theoretical perspectives on the subject.

theories of second language acquisition: An Introduction to Second Language Acquisition Research Diane Larsen-Freeman, Michael H. Long, 1991
Understanding how people learn and fail to learn second and foreign languages is increasingly recognised as a critical social and psycholinguistic issue. This book provides a synthesis of empirical findings on second and foreign language learning by children and adults, emphasising the design and execution of

appropriate research.

theories of second language acquisition: Crosscurrents in Second Language Acquisition and Linguistic Theories 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, 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.

Related to theories of second language acquisition

36 Theory Examples - Most Famous Theories (2025) There are theories in just about every academic discipline, including the physical sciences, social sciences, and philosophy. Below are some theory examples that present

Theory - Wikipedia Theories are analytical tools for understanding, explaining, and making predictions about a given subject matter. There are theories in many and varied fields of study, including the arts and

Alphabetic list of Theories - Changing minds This is a big, big list of academic theories, hypotheses, or whatever you want to call them, that have some bearing on persuasion. Think they're not 'real world' stuff?

THEORY Definition & Meaning - Merriam-Webster While theories are never completely infallible, they form the basis of scientific reasoning because, as Miller said "to the best of our ability, we've tested them, and they've held up."

Theory - Definition, Types and Examples - Research Method Theories are central to academic disciplines, offering a foundation for research, analysis, and application. This article explores the definition of theory, its various types, and

Psychological Theories: Definition, Types, and Examples A theory is based upon a hypothesis and backed by evidence. Learn more about psychology theories and how they are used, including examples

Examples of Theories That Shape Our World Theories shape our understanding of the world, but have you ever wondered how they influence everyday life? From psychology to economics, examples of theories reveal the frameworks that

Lists of Established Theories - Theoretical Models and Links to Lists of Established Theories
Alphabetical List of Psychology-Related Theories List of Theories by Research Purpose or Intent

Understanding Theories: Definitions, Examples & Key Facts Explore theories with definitions, real-life examples, and key facts to enhance your understanding of this captivating subject!

THEORY | English meaning - Cambridge Dictionary THEORY definition: 1. a formal statement of the rules on which a subject of study is based or of ideas that are. Learn more

36 Theory Examples - Most Famous Theories (2025) There are theories in just about every academic discipline, including the physical sciences, social sciences, and philosophy. Below are some theory examples that present

Theory - Wikipedia Theories are analytical tools for understanding, explaining, and making predictions about a given subject matter. There are theories in many and varied fields of study, including the arts and

Alphabetic list of Theories - Changing minds This is a big, big list of academic theories,

hypotheses, or whatever you want to call them, that have some bearing on persuasion. Think they're not 'real world' stuff?

THEORY Definition & Meaning - Merriam-Webster While theories are never completely infallible, they form the basis of scientific reasoning because, as Miller said "to the best of our ability, we've tested them, and they've held up."

Theory - Definition, Types and Examples - Research Method Theories are central to academic disciplines, offering a foundation for research, analysis, and application. This article explores the definition of theory, its various types, and

Psychological Theories: Definition, Types, and Examples A theory is based upon a hypothesis and backed by evidence. Learn more about psychology theories and how they are used, including examples

Examples of Theories That Shape Our World Theories shape our understanding of the world, but have you ever wondered how they influence everyday life? From psychology to economics, examples of theories reveal the frameworks

Lists of Established Theories - Theoretical Models and Frameworks Links to Lists of Established Theories Alphabetical List of Psychology-Related Theories List of Theories by Research Purpose or Intent

Understanding Theories: Definitions, Examples & Key Facts Explore theories with definitions, real-life examples, and key facts to enhance your understanding of this captivating subject!

THEORY | English meaning - Cambridge Dictionary THEORY definition: 1. a formal statement of the rules on which a subject of study is based or of ideas that are. Learn more

Related Articles

- [chapter 12 introduction to genetics answer key](#)
- [how to practice pull ups without a bar](#)
- [chinese medicine face mapping](#)

[Back to Home](#)