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KEY=STUDY - MELENDEZ ALEXIS

The Generative Study of Second Language Acquisition *Psychology Press* The vast majority of work in theoretical linguistics from a generative perspective is based on first language acquisition and performance. The vast majority of work on second language acquisition is carried out by scholars and educators working within approaches other than that of generative linguistics. In this volume, this gap is bridged as leading generative linguists apply their intellectual and disciplinary skills to issues in second language acquisition. The results will be of interest to all those who study second language acquisition, regardless of their theoretical perspective, and all generative linguists, regardless of the topics on which they work. **The Development of Second Language Grammars A Generative Approach** *John Benjamins Publishing* A collection of papers reflecting the shift away from characterizing second language acquisition as either having, or not having, access to principles and parameters of Universal Grammar, and towards theories of putative L1 influence on the L2 learner. **Universal Grammar and the Second Language Classroom** *Springer* 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 **Second Language Acquisition** *Oxford University Press* This textbook approaches second language acquisition from the perspective of generative linguistics. Roumyana Slabakova reviews and discusses paradigms and findings from the last thirty years of research in the field, focussing in particular on how the second or additional language is represented in the mind and how it is used in communication. The adoption and analysis of a specific model of acquisition, the Bottleneck Hypothesis, provides a unifying perspective. The book assumes some non-technical knowledge of linguistics, but important concepts are clearly introduced and defined throughout, making it a valuable resource not only for undergraduate and graduate students of linguistics, but also for researchers in cognitive science and language teachers. **The Development of Second Language Grammars A generative approach** *John Benjamins Publishing* This volume is a collection of state-of-the-art papers in generative studies of second language (L2) acquisition bringing together an unusually broad range of interests and inquiry. Selected papers report on controlled experimental studies within specific areas of research investigating the development of L2 grammars; others formulate exciting new proposals for methodology and learnability in both first and second language acquisition. Following an introduction which argues for new research strategies that focus on the process of acquisition along with its product, the book is divided into two sections: **Current Perspectives** includes compelling new work on the development of functional categories within a parameter-setting model of L2 acquisition; the second section, **New Directions**, introduces research and discussion on topics which reflect the latest developments in the field, including syntax-semantics correspondences, L2 processing research, code-switching from a UG perspective, and applications of Chomsky's (1995) Minimalist Program to second language acquisition studies. **The Generative Study of Second Language Acquisition** *Psychology Press* The vast majority of work in theoretical linguistics from a generative perspective is based on first language acquisition and performance. The vast majority of work on second language acquisition is carried out by scholars and educators working within approaches other than that of generative linguistics. In this volume, this gap is bridged as leading generative linguists apply their intellectual and disciplinary skills to issues in

second language acquisition. The results will be of interest to all those who study second language acquisition, regardless of their theoretical perspective, and all generative linguists, regardless of the topics on which they work. *Language Acquisition Studies in Generative Grammar Papers in Honor of Kenneth Wexler from the 1991 GLOW Workshops* John Benjamins Publishing This is a collection of essays on the native and non-native acquisition of syntax within the Principles and Parameters framework. In line with current methodology in the study of adult grammars, language acquisition is studied here from a comparative perspective. The unifying theme is the issue of the 'initial state' of grammatical knowledge: For native language, the important controversy is that between the Continuity approach, which holds that Universal Grammar is essentially constant throughout development, and the Maturation approach, which maintains that portions of UG are subject to maturation. For non-native language, the theme of initial states concerns the extent of native-grammar influence. Different views regarding the continuity question are defended in the papers on first language acquisition. Evidence from the acquisition of, inter alia, Bernese, Dutch, English, Finnish, French, German, Icelandic, Italian and Japanese, is brought to bear on issues pertaining to clause structure, null subjects, verb position, negation, Case marking, modality, non-finite sentences, root questions, long-distance questions and scrambling. The views defended on the initial state of (adult) second language acquisition also differ: from complete L1 influence to different versions of partial L1 influence. While the target language is German in these studies, the native language varies: Korean, Spanish and Turkish. Analyses invoke UG principles to account for verb placement, null subjects, verbal morphology and Case marking. Though many issues remain, the volume highlights the growing ties between formal linguistics and language acquisition research. Such an approach provides the foundation for asking the right questions and putting them to empirical test. *Current Trends in Child Second Language Acquisition A Generative Perspective* John Benjamins Publishing This volume presents recent generative research on the nature of grammars of child second language (L2) acquirers -- a learner population whose exposure to an L2 occurs between the ages of 4 to 8. The main goal is to define child L2 acquisition in relation to other types of acquisition such as child monolingual and bilingual acquisition, adult L2 acquisition, and specific language impairment. This comparative perspective opens up new angles for the discussion of currently debated issues such as the role of Universal Grammar in constraining development, developmental sequences in L2, maturational influences on the 'growth' of grammar, critical period effects for different linguistic domains, initial state and ultimate attainment in relation to length of exposure, and L1-transfer in relation to age of onset. These issues are explored using longitudinal, cross-sectional, and experimental data from L2 children acquiring a range of languages, including Dutch, English, French, and Greek. *Generative SLA in the Age of Minimalism Features, interfaces, and beyond. Selected proceedings of the 15th Generative Approaches to Second Language Acquisition Conference* John Benjamins Publishing Company This volume brings together empirical studies and keynote addresses presented at the 15th Generative Approaches to Second Language Acquisition conference hosted by the University of Nevada, Reno in 2019. The studies selected for the volume reflect how the latest developments in generative syntactic theory and psycholinguistic methodologies have impacted second language acquisition research in the last decade, from the linguistic properties under investigation and L1-L2/Ln language pairings down to the specific research questions in each study. The minimalist view of language architecture is at the center of studies investigating L2 acquisition of raising, scope, definiteness, phonological representations, and interlanguage transfer. The volume also showcases the latest research on interface phenomena, language processing, and working memory. Studies analyze data collected with a variety of L2 populations from adult foreign language learners to adolescent L3 learners and heritage speakers. *Second Language Syntax A Generative Introduction* Wiley-Blackwell Adopting the objectives of Chomsky's Principles and Parameters approach to Universal Grammar, *Second Language Syntax* takes the reader through the main research findings in second language grammatical development. For each area, empirical findings are linked to proposals made by linguists working within the Principles and Parameters framework, with the aim of developing a theory of second language syntax. *Three Streams of Generative Language Acquisition Research Selected papers from the 7th Meeting of Generative Approaches to Language Acquisition - North America, University of Illinois at Urbana-Champaign* John Benjamins Publishing Company This edited volume contains a representative sample of papers presented at the 7th meeting of the Generative Approaches to Language Acquisition - North America (GALANA-7) conference. The book features three streams of research (Variation in Input, First Language Acquisition, and Second Language Acquisition), each of which investigates the nature of language acquisition from the generative perspective. A unique feature of the GALANA-7 conference, and of this volume, is the bringing together of research on generative language acquisition and research on the role that cross-dialectal input variation plays in acquisition. This volume should be of interest to scholars and students of first language acquisition, second language acquisition, and input variation. *Generative Second Language Acquisition* Cambridge University Press Most human beings grow up speaking more than one language; a lot of us also acquire an additional language or languages other than our mother tongue. This *Element in the Second Language Acquisition* series investigates the human capacity to learn additional languages later in life and introduces the seminal processes involved in this acquisition. The authors discuss how to analyze learner data and what the findings tell us about language learning; critically assessing a leading theory of how adults learn a second language: Generative SLA. This theory describes both universal innate knowledge and individual experiences as crucial for language acquisition. This *Element* makes the relevant connections between first and second language acquisition and explores whether they are fundamentally similar processes. Slabakova et al. provide fascinating pedagogical questions that encourage students and teachers to reflect upon the experiences of second language learners. *The Handbook of Advanced Proficiency in Second Language Acquisition* John Wiley & Sons A comprehensive, current review of the research and approaches to advanced proficiency in second language acquisition *The Handbook of Advanced Proficiency in Second Language Acquisition* offers

an overview of the most recent and scientific-based research concerning higher proficiency in second language acquisition (SLA). With contributions from an international team of experts in the field, the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance. The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development. Comprehensive in scope, this book provides an overview of advanced proficiency grounded in socially-relevant domains of second language acquisition including discourse, reading, genre-based writing, and pragmatic competence. The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research. Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars, students and linguists, *The Handbook of Advanced Proficiency in Second Language Acquisition* is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language. *Second Language Learning Theories Fourth Edition* *Routledge* 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. *Universal Grammar and Second Language Acquisition* *John Benjamins Publishing* This authoritative textbook provides an overview and analysis of current second language acquisition research conducted within the generative linguistic framework. Lydia White argues that second language acquisition is constrained by principles and parameters of universal grammar. *Second Language Acquisition and Universal Grammar* *Cambridge University Press* Table of contents *Language Acquisition Studies in Generative Grammar* *John Benjamins Publishing* This is a collection of essays on the native and non-native acquisition of syntax within the Principles and Parameters framework. In line with current methodology in the study of adult grammars, language acquisition is studied here from a comparative perspective. The unifying theme is the issue of the 'initial state' of grammatical knowledge: For native language, the important controversy is that between the Continuity approach, which holds that Universal Grammar is essentially constant throughout development, and the Maturation approach, which maintains that portions of UG are subject to maturation. 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Though many issues remain, the volume highlights the growing ties between formal linguistics and language acquisition research. Such an approach provides the foundation for asking the right questions and putting them to empirical test. *Key Questions in Second Language Acquisition An Introduction* *Cambridge University Press* This highly accessible 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 second language acquisition. *Language Acquisition and Development A Generative Introduction* *MIT Press* An introduction to the study of children's language development that provides a uniquely accessible perspective on generative/universal grammar-based approaches. How children acquire language so quickly, easily, and uniformly is one of the great mysteries of the human experience. The theory of Universal Grammar suggests that one reason for the relative ease of early language acquisition is that children are born with a predisposition to create a grammar. This textbook offers an introduction to the study of children's acquisition and development of language from a generative/universal grammar-based theoretical perspective, providing comprehensive coverage of children's acquisition while presenting core concepts crucial to understanding generative linguistics more broadly. After laying the theoretical groundwork, including consideration of alternative frameworks, the book explores the development of the sound system of language—children's perception and production of speech sound; examines how words are learned (lexical semantics) and how words are formed (morphology); investigates sentence structure (syntax), including argument structure, functional structure, and tense; considers such "nontypical" circumstances as acquiring a first language past infancy and early childhood, without the abilities

to hear or see, and with certain cognitive disorders; and studies bilingual language acquisition, both simultaneously and in sequence. Each chapter offers a summary section, suggestions for further reading, and exercises designed to test students' understanding of the material and provide opportunities to practice analyzing children's language. Appendixes provide charts of the International Phonetic Alphabet (with links to websites that allow students to listen to the sounds associated with these symbols) and a summary of selected experimental methodologies. **The Cambridge Handbook of Second Language Acquisition** *Cambridge University Press* What is language and how can we investigate its acquisition by children or adults? What perspectives exist from which to view acquisition? What internal constraints and external factors shape acquisition? What are the properties of interlanguage systems? This comprehensive 31-chapter handbook is an authoritative survey of second language acquisition (SLA). Its multi-perspective synopsis on recent developments in SLA research provides significant contributions by established experts and widely recognized younger talent. It covers cutting edge and emerging areas of enquiry not treated elsewhere in a single handbook, including third language acquisition, electronic communication, incomplete first language acquisition, alphabetic literacy and SLA, affect and the brain, discourse and identity. Written to be accessible to newcomers as well as experienced scholars of SLA, the Handbook is organised into six thematic sections, each with an editor-written introduction. **Generative Approaches to the Acquisition of English by Native Speakers of Japanese** *Walter de Gruyter* This book is a collection of eight articles by leading scholars investigating of the acquisition of English by native speakers of Japanese. It deals with a wide range of topics from the acquisition of VP structures to functional categories and presents new empirical data. The studies all contribute to our understanding of these topics, and they are of current interest to researchers working on Second Language Acquisition. **Generative Perspectives on Language Acquisition** Empirical findings, theoretical considerations and crosslinguistic comparisons *John Benjamins Publishing* Against the background of the proliferation of the various subdisciplines of language acquisition research over the past decades, this volume aims to enhance the existing but somewhat fragile links between language acquisition and theoretical linguistics. With regard to previous research, the book focuses on the acquisition of syntax and syntactic theory, specifically on Chomskyan Generative Grammar. **A Companion to Chomsky** *John Wiley & Sons* A COMPANION TO CHOMSKY Widely considered to be one of the most important public intellectuals of our time, Noam Chomsky has revolutionized modern linguistics. His thought has had a profound impact upon the philosophy of language, mind, and science, as well as the interdisciplinary field of cognitive science which his work helped to establish. Now, in this new Companion dedicated to his substantial body of work and the range of its influence, an international assembly of prominent linguists, philosophers, and cognitive scientists reflect upon the interdisciplinary reach of Chomsky's intellectual contributions. Balancing theoretical rigor with accessibility to the non-specialist, the Companion is organized into eight sections—including the historical development of Chomsky's theories and the current state of the art, comparison with rival usage-based approaches, and the relation of his generative approach to work on linguistic processing, acquisition, semantics, pragmatics, and philosophy of language. Later chapters address Chomsky's rationalist critique of behaviorism and related empiricist approaches to psychology, as well as his insistence upon a "Galilean" methodology in cognitive science. Following a brief discussion of the relation of his work in linguistics to his work on political issues, the book concludes with an essay written by Chomsky himself, reflecting on the history and character of his work in his own words. A significant contribution to the study of Chomsky's thought, **A Companion to Chomsky** is an indispensable resource for philosophers, linguists, psychologists, advanced undergraduate and graduate students, and general readers with interest in Noam Chomsky's intellectual legacy as one of the great thinkers of the twentieth century. **Interpretation of English Reflexives by Child and Adult L2 Learners** *Cambridge Scholars Publishing* This book casts new light on the debate of adult L2 learners' access to Universal Grammar (UG) by comparing the performance of adult L2 learners with that of child L2 learners. The study in this book compares Arabic- and Chinese-speaking child and adult L2 learners' acquisition of English reflexives, particularly concentrating on the differences between child and adult L2 learners in terms of their a) acquisition of the local binding of English reflexives, b) obedience of UG constraints on reflexives and c) knowledge of the syntactic differences between reflexives and pronouns. The outline of the book goes as follows: chapter one is a general introduction to the study. Chapter two discusses the linguistic assumptions and empirical evidence of Usage-Based-Approaches and Generative Approaches with regards to language acquisition, in general, and the interpretation of reflexives, in particular. Adopting Generative Grammar as a theoretical background for this study, age effects on access to UG in first and second language acquisition are discussed in chapter three. Chapter four presents different views on access to UG in second language acquisition and reviews previous studies on the acquisition of reflexives by L2 learners. Chapter five discusses the methodology of this study in terms of participants' selection, materials used, procedures followed and data analysed. Chapter six presents the results of the study, and chapter seven discusses the results of the study with regards to previous studies and theories. The study shows that the grammar of adult L2 learners is constrained by UG and they can have full access to UG in advanced stages of L2 acquisition. The findings of this study will be of interest to L2 researchers in generative grammar, in general, and in second language acquisition, in particular. **The Handbook of Spanish Second Language Acquisition** *John Wiley & Sons* Bringing together a comprehensive collection of newly-commissioned articles, this Handbook covers the most recent developments across a range of sub-fields relevant to the study of second language Spanish. Provides a unique and much-needed collection of new research in this subject, compiled and written by experts in the field Offers a critical account of the most current, ground-breaking developments across key fields, each of which has seen innovative empirical research in the past decade Covers a broad range of issues including current theoretical approaches, alongside a variety of entries within such areas as the sound system, morphosyntax, individual and social factors, and instructed language learning Presents

a variety of methodological approaches spanning the active areas of research in language acquisition **Second Language Acquisition in a Study Abroad Context** *John Benjamins Publishing* "Second Language Acquisition in a Study Abroad Context" brings together for the first time a series of studies which explore the relationship between language learning and the study abroad experience. Utilizing different research methodologies (quantitative, qualitative, descriptive), the focus in this collection is on various aspects of second language learning, including the acquisition of sociolinguistic competence, the acquisition of fluency, the use of communicative strategies and the development of oral and written skills. The studies are cross-linguistic and deal with student populations at the secondary and college levels who spent between three months and one year in study abroad or exchange programs in Japan, Russia, Spain, Mexico, France or Canada. **Second Language Learning Theories** *Routledge* 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. **Routledge Encyclopedia of Language Teaching and Learning** *Routledge* The Routledge Encyclopedia of Language Teaching and Learning is an authoritative handbook dealing with all aspects of this increasingly important field of study. It has been produced specifically for language teaching professionals, but can also be used as a reference work for academic studies at postgraduate level. It offers a comprehensive range of articles on contemporary language teaching and its history. Themes covered include: methods and materials assessment and testing contexts and concepts influential figures related disciplines, such as psychology, anthropology and sociolinguistics. It covers the teaching of languages, in particular Japanese, Chinese and Arabic, as well as English, French, German and Spanish. There are thirty-five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items look at language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject. **Third Language Acquisition and Universal Grammar** *Multilingual Matters* This volume presents studies which approach the relatively new field of third language (L3) acquisition from the generative linguistic perspective. It aims to bring together researchers who are interested in L3 acquisition and who are at the same time working within the generative framework i.e. Chomsky's Universal Grammar (UG) approach to language acquisition. A total of nine contributions are included, reporting research on L3 involving different combinations of source/target languages and investigating various UG-related properties. **Conversational Interaction in Second Language Acquisition - Oxford Applied Linguistics** *Oxford University Press* This edited collection of empirical studies examines the link between interaction and second language learning. The studies provide readers with insights into a wide variety of issues at the centre of current research into the relationship between conversational interaction and second language learning outcomes. **L2 Acquisition and Creole Genesis Dialogues** *John Benjamins Publishing* In this volume, second language (L2) acquisition researchers and creolists engage in a dialogue, focusing on processes at work in L2 acquisition and creole genesis. The volume opens with an overview of the relationship between L2 acquisition and pidgins/creoles (Siegel). The first group of papers addresses current language contact at a societal or an individual level (Smith; Terrill and Dunn; Bruhn de Garavito and Atoche; Licerias et al.; Muller). The second section focuses on processes characterizing various stages of L2 acquisition and creole genesis: relexification and transfer from the L1 and their role in the initial state (Sprouse; Schwartz; Kouwenberg; Aboh; Ionin). Chapters in the third section discuss processes involved in developing grammars, namely, reanalysis and restructuring (Sanchez; Brousseau and Nikiema; Steele and Brousseau). The final section concentrates on fossilization and the end state (Cornips and Hulk; Montrul; Lardiere). Between them, the chapters cover lexical, morphological, phonological, semantic and syntactic properties of interlanguage grammars and creole grammars. **Mind Matters in SLA** *Multilingual Matters* This book examines key issues in theories of what language is and what happens in the mind during second language acquisition (SLA), inspiring readers to think in new and exciting ways about language learning and teaching. Chapters, written by both established and rising star scholars, provide cutting-edge insights and new empirical findings on major topics of formal and cognitive linguistics, psycholinguistics and second language development, and offer a coherent, wide-ranging, reader-friendly examination of learner-internal factors in SLA. The first section of the book focuses on issues that are pertinent to our understanding of language acquisition, particularly in relation to syntax. The second section comprises empirical chapters on syntax, the lexicon, phonetics/phonology and language production in English and other languages. These chapters refer to theories and frameworks from within SLA to enable the reader to grasp the key questions and issues that are currently relevant. The final section focuses on research relating to how second language (L2) learners make transitions from one stage of development to the next; it covers state-of-the-art psycholinguistic research concerning how L2 acquisition occurs in real time, and includes discussion of models of L2 development both in and out of the classroom. **Fossilized Second Language Grammars The Acquisition of Grammatical Gender** *John Benjamins Publishing* This monograph is a theoretical and empirical investigation into the mechanisms and causes of successful and unsuccessful adult second language acquisition. Couched within a generative framework, the study explores how a learner's first language and the age at which they acquire their second language may contribute to the L2 knowledge that they can ultimately attain. The empirical study focuses on a group of very advanced L2 speakers, and through a series of tests aims to discover what underpins their near mastery of grammatical gender and other grammatical properties. The book explores an account of persistent selective divergence based on the idea that child and adult learners are fundamentally similar, except that in

adults the L1 plays the role of a fairly rigid filter of the linguistic input. The impossibility of representing the new target language other than by using the building blocks of the previously established L1 is argued to be the main reason why near but not totally native like language representations are formed and become established in adult L2 learners.

New Trends in Language Acquisition Within the Generative Perspective *Springer Nature* This book presents a comprehensive, state-of-the-art treatment of the acquisition of Indo- and Non-Indo-European languages in various contexts, such as L1, L2, L3/Ln, bi/multilingual, heritage languages, pathology as well as language impairment, and sign language acquisition. The book explores a broad mix of methodologies and issues in contemporary research. The text presents original research from several different perspectives, and provides a basis for dialogue between researchers working on diverse projects with the aim of furthering our understanding of how languages are acquired. The book proposes and refines new theoretical constructs, e.g. regarding the complexity of linguistic features as a relevant factor forming children's, adults' and bilingual individuals' acquisition of morphological, syntactic, discursive, pragmatic, lexical and phonological structures. It appeals to students, researchers, and professionals in the field.

Second Language Research Methodology and Design *Routledge* In this second edition of the best-selling *Second Language Research*, Alison Mackey and Sue Gass continue to guide students step-by-step through conducting the second language research process with a clear and comprehensive overview of the core issues in second language research. Supported by a wealth of data examples from actual studies, the book examines questions of what is meant by research and what defines good research questions, covering such topics as basic research principles and data collection methods, designing a quantitative research study, and concluding and reporting research findings. The second edition includes a new chapter on mixed-methods, new "time to think" and "time to do" text boxes throughout, and updates to reflect the latest research and literature. Supplementary materials, including an extensive glossary and appendices of forms and documents that students can use in conducting their own studies, serve as useful reference tools, with suggestions on how to get research published reemphasizing the book's practical how-to approach. *Second Language Research, Second Edition* is the ideal resource for understanding the second language research process for graduate students in *Second Language Acquisition and Applied Linguistics*.

Contemporary Approaches to Second Language Acquisition *John Benjamins Publishing* 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.

Language Acquisition, second edition *The Growth of Grammar* *MIT Press* The new edition of a comprehensive introduction to a rapidly developing field, combining developmental data with theory. How do children begin to use language? How does knowledge of language emerge in early infancy, and how does it grow? This textbook offers a comprehensive introduction to knowledge acquisition, drawing on empirical evidence and linguistic theory. The theoretical framework used is the generative theory of Universal Grammar; students should have some familiarity with concepts in linguistic research. Aimed at upper-level undergraduate and graduate students, the book offers end-of-chapter summaries, key words, study questions, and exercises. This second edition has been thoroughly updated, with new content throughout. It has been reorganized according to the three main components of language acquisition. The computational components and the interfaces are covered in chapters on structure building in the verbal and nominal domains, movement-derived structure, and the relation between syntax and semantics and semantic and pragmatic. The sensory motor interface is treated in chapters on infants' perception of language and on the acquisition of words. The intentional-conceptual interface is discussed in chapters on the acquisition of words. This edition features additional cross-linguistic content, a new focus on brain imaging findings and the motor aspect of language, new material on Williams and Down Syndromes and dyslexia, and a new chapter on bilingualism, early second language acquisition, and bimodalism. Revisions reflect the burgeoning research in the field. New pedagogical features include chapter outlines, summaries of chapters, hypotheses, and linguistic milestones; methodological information; explanatory boxes; and suggestions for further reading.

Second Language Learning Theories *Routledge* *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. *Innovative Research and Practices in Second Language Acquisition and Bilingualism* John Benjamins Publishing This volume brings together theoretical perspectives and empirical studies in second language (L2) acquisition and bilingualism and discusses their implications for L2 pedagogy. The book is organized into three sections that focus on prominent linguistic and cognitive theories and together provide a compelling set of state-of-the-art works. Part I consists of studies that give rise to innovative applications for second language teaching and learning and Part II discusses how findings from cognitive research can inform practices for L2 teaching and learning. Following these two sections, Part III provides a summative commentary of the theories explored in the volume along with suggestions for future research directions. The book is intended to act as a valuable reference for scholars, applied linguists, specialists in pedagogy, language educators, and anyone wishing to gain an overview of current issues in SLA and bilingualism. *Second Language Acquisition An Introductory Course* Psychology Press 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 second), 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 accompaniment to the text.