The Generative Study Of Second Language Acquisition

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.

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; Liceras 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.

The main focus of this collection is to explore the question of "representational deficits" in second language acquisition, currently a much-debated topic. The volume is intended as a tribute to Roger Hawkins, a leading scholar in generative second language acquisition, whose research has been devoted to explaining lack of native-like success in terms of representational deficits. The papers in this volume feature a range of studies, all undertaken within a generative linguistic framework, which investigate various properties of L2 grammar bearing on the question of whether or not there are representational deficits in the post-critical-period L2 learners' grammar. The significance of such deficits, if their existence can be confirmed, is that they provide support for the claim, at least for the type of L2 learner under investigation, that there are insurmountable obstacles to ultimate attainment.

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

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 main focus of generative language development research in recent decades has been the logical problem of language acquisition - how learners go beyond the input to acquire complex linguistic knowledge. This collection deals with the complementary issue of the developmental problem of language acquisition: How do learners move from one developmental stage to another and how and why do grammars develop in a certain fashion? Building on considerable previous research, the authors address both general and specific issues related to paths of development. These issues are tackled through considering studies of L1 and L2 children and L2 adults learning a range of languages including Dutch, English, French, German, Greek and Japanese.

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 research on 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.

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.

Salience in Second Language Acquisition brings together contributions from top scholars of second language acquisition (SLA) in a comprehensive volume of the existing literature and current research on salience. In the first book to focus exclusively on this integral topic, the editors and contributors define and explore what makes a linguistic feature salient in sections on theory, perceptual salience, and constructed salience. They also provide a history of SLA theory and discussion on its contemporary use in research. An approachable introduction to the topic, this book is an ideal supplement to courses in SLA, and a valuable resource for researchers and scholars looking for a better understanding of the subject.

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Including contributions from a team of world-renowned international scholars, this volume is a state-of-the-art survey of second language speech research, showcasing new empirical studies alongside critical reviews of existing influential speech learning models. It provides an up-to-date exploration of François Déchène’s Speech Learning Model (SLM+) for the first time, an update on a cornerstone of second language research.

Chapters are grouped into five thematic areas: theoretical progress, segmental acquisition, acquiring suprasegmental features, accentuated and acoustic features, and cognitive and psychological variables. Every chapter provides new empirical evidence, offering new insights as well as challenges on aspects of the second language speech acquisition process. Comprehensive in its coverage, this book summarises the state of current research in second language phonology, and aims to shape and inspire future research in the field. It is an essential resource for academic researchers and students of second language acquisition, applied linguistics and phonetics and phonology.

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.

Crosslinguistic Influence and Second Language Learning provides a comprehensive overview of what is currently known about prior language knowledge and experience in second language learning. Three bodies of research are critically reviewed to achieve this goal: (i) theories of language learning that attribute critical roles to prior experience in explaining second language development, (ii) empirical studies of second language learning that have investigated roles for crosslinguistic influence, and (iii) instructional studies that have supported second language learning by addressing the negative effects of crosslinguistic influence. Using this foundation, new research directions and theorization in the field of second language acquisition are proposed. This book will serve as an excellent resource for students and scholars with interests in (instructed) second language learning, applied linguistics, cognitive psychology, psycholinguistics, and language education.

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.

The first book-length treatment of its type, Ultimate Attainment in Second Language Acquisition is a case study with a solid theoretical grounding that examines the language of an immigrant learner of English, and thereby presents a much needed understanding of the linguistic competence of second language speakers. Based on longitudinal data collected over a period of 16 years, this clear and accessible presentation is well-grounded in linguistic theory and in second language acquisition research issues. Author Donna Lardiere presents the narrative of Patty, an adult Chinese immigrant learner of English, who achieves native-like proficiency in some areas of her English idiolect, although reaches a plateau in her language acquisition, known as the concept of fossilization. By addressing this concept, a central idea in second language acquisition research, Lardiere fills a void in existing literature. Individual chapters focus on Patty’s end state knowledge of grammatical areas of finiteness, past-tense marking, word order, wh-movement and relativization, passivization, number marking, and use of determiners. Important topics discussed throughout the book include: *learner variability in production; *case study methodology; *the roles of motivation and prior language (L1) knowledge; and *sensitivity to input in circumscribing ultimate attainment in adult second language acquisition.

Ultimate Attainment in Second Language Acquisition is intended for anyone whose research is in the areas of second language acquisition, language acquisition, theoretical, applied, or developmental linguistics. It is also appropriate for graduate level students of TESOL and teachers who work with more advanced learners of foreign languages. Despite the status of Arabic as a global language and the high demand to learn it, the field of Arabic second language acquisition remains underinvestigated. Second language acquisition findings are crucial for informing and advancing the field of Arabic foreign language pedagogy including Arabic language teaching, testing, and syllabus design. Arabic Second Language Learning and Effects of Input, Transfer, and Typology provides data-driven empirical findings for a number of basic and high-frequency morphosyntactic

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structures with two novel typological language pairings, examining Arabic second language acquisition data from adult L1 Chinese- and Russian-speaking learners of Arabic as a foreign language. Alhawary’s study examines the different processes, hypotheses, and acquisition tendencies from the two learner groups, and documents the extent of the successes and challenges faced by such learners in their L2 Arabic grammatical development during the first three years of learning the language. In addition, the book offers both theoretical and practical implications related to input exposure, L1 and L2 transfer, and typological and structural proximity effects. This book serves as a valuable resource for both second language acquisition experts and foreign language teaching practitioners.

This book provides a snapshot of the field of language acquisition at the beginning of the 21st Century. It represents the multiplicity of approaches that characterize the field and provides a review of current topics and debates, as well as addressing some of the connections between sub-fields and possible future directions for research. Benati provides clarity about the characteristics and notion of language proficiency in the field of second language acquisition. He looks at four areas of research paradigmatically related to the role of proficiency: theorizing and measuring second language proficiency; the dimensions of L2 proficiency; factors contributing to the attainment of L2 proficiency and attaining L2 proficiency in the classroom. It also contains a variety of research accounts about the specific factors which have an effect on proficiency together with a theorised measurement of proficiency in second language research. It will be required reading for researchers in applied linguistics and second language acquisition.

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. Addressing a rapidly growing interest in second language research, this hands-on text provides students and researchers with the means to understand and use current methods in psycholinguistics. With a focus on the actual methods, designs, and techniques used in psycholinguistics research as they are applied to second language learners, this book offers the practical guidance readers need to determine which method is the best for what they wish to investigate as well as the tools that will enhance their research. Each methods chapter is written by a leading expert who describes, discusses, and comments on how a method is used and what its strengths and limitations are for second language research. These chapters follow a specific format to ensure cohesion and a predictable structure across all chapters. The chapters also inform the novice researcher on such key issues as ease of use, costs, potential pitfalls, and other related matters, each of which impact decisions that researchers make about the paths they take. With the most reliable information available from experienced researchers, Research Methods in Second Language Psycholinguistics is an essential resource for anyone interested in conducting second language research using psycholinguistic methods.

Table of contents
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.

Tones are the most challenging aspect of learning Chinese as a second language, and L2 learners’ perceptual categories differ in important and fascinating ways from those of native speakers. This book explores the relationship between tone perception and production among native speakers and non-native learners as illustrated in the experiments the author conducted with native speakers, true learners and heritage learners, all of whom were tested on their ability to produce tones naturally and to perceive 81 synthesized tones in various contexts. The experiments show that each group processes tones differently with regard to both register (tonal level) and contour (tonal shape). The results also reveal how three types of cues – acoustic, psychological and contextual – influence non-native speakers’ tone perception and production.

In this updated edition of the landmark original volume, a range of international experts present a comprehensive overview of the field of deaf studies, language, and education. Written for students, practitioners, and researchers, The Oxford Handbook of Deaf Studies, Language, and Education, Volume 1, is a uniquely ambitious work that has altered both the theoretical and applied landscapes.

“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.

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.

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.

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.

Which strategies do multilingual learners use when confronted with languages they don't yet know? Which factors are involved in activating prior linguistic knowledge in multilingual learning? This volume offers valuable insights into recent research in multilingualism, crosslinguistic influence and crosslinguistic interaction. Experts in the field examine the role of background languages in multilingual learning. All the chapters point to the heart of the question of what the «multilingual mind» is. Does learning one language actually help you learn another, and if so, why? This volume looks at languages and scenarios beyond English as a second language – Italian, Gaelic, Dutch and German, amongst others, are covered, as well as instances of third and additional language learning. Research into crosslinguistic influence and crosslinguistic interaction essentially contributes to our understanding of how language learning works when there are three or more languages in contact.

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.

Incorporating approaches from linguistics and psychology, The Handbook of Psycholinguistics explores language processing and language acquisition from an array of perspectives and features cutting edge research from cognitive science, neuroscience, and other related fields. The Handbook provides readers with a comprehensive review of the current state of the field, with an emphasis on research trends most likely to determine the shape of psycholinguistics in the years ahead. The chapters are organized into three parts, corresponding to the major areas of psycholinguists: production, comprehension, and acquisition. The collection of chapters, written by a team of international scholars, incorporates multilingual populations and neurolinguistic dimensions. Each of the three sections also features an overview chapter in which readers are introduced to the different theoretical perspectives guiding research in the area covered in that section. Timely, comprehensive, and authoritative, The Handbook of Psycholinguistics is a valuable addition to the reference shelves of researchers in psychology, linguistics, and cognitive science, as well as advanced undergraduates and graduate students interested in how language works in the human mind and how language is acquired.

This volume, dedicated to language transfer, starts out with state-of-the-art psycholinguistic approaches to language transfer involving studies on psycho-typological transfer, lexical interference and foreign accent. The next chapter on Transfer in Language Learning, Contact, and Change presents new empirical data from several languages (English, German, Russian, French, Italian) on various transfer phenomena ranging from second language acquisition and contact-induced change in word order to cross-linguistic influences in word formation and the lexicon. Transfer in Applied Linguistics scrutinizes, on the one hand, the external sources of language transfer by investigating bilingual
resources and the school context, but also by pointing out the differences in academic language in multilingual adolescents. On the other hand, internal sources of language transfer in multilingual classrooms are illuminated. A final chapter directs its focus on methodological issues that arise when more than one language is studied systematically and it offers a solution on causal effects for the investigation of heritage language proficiencies. The chapter also includes studies that exploit more innovative methodologies on L1 identification and clitic acquisition.

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

The Generative Study of Second Language Acquisition

Psychology Press

Part of the "Language Acquisition and Language Disorders" series, this text covers such topics as: the underspecification of functional categories in early grammar; and the role of merger theory and formal features in acquisition.

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