

Understanding Second Language Acquisition Hodder Arnold Publica

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

Offering an interdisciplinary approach, The Handbook of Classroom Discourse and Interaction presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language. □ Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically □ Discusses key issues in the future development of research in critical areas of education and applied linguistics □ Provides empirically-based analysis of classroom talk to illustrate theoretical claims and methodologies □ Includes multimodal transcripts, an emerging trend in education and applied linguistics, particularly in conversation analysis and sociocultural theory

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

The Routledge Handbook of Second Language Acquisition brings together fifty leading international figures in the field to produce a state-of-the-art overview of Second Language Acquisition. The Handbook covers a wide range of topics related to Second Language Acquisition: language in context, linguistic, psycholinguistic, and neurolinguistic theories and perspectives, skill learning, individual differences, L2 learning settings, and language assessment. All chapters introduce the reader to the topic, outline the core issues, then explore the pedagogical application of research in the area and possible future development. The Routledge Handbook of Second Language Acquisition is an essential resource for all those studying and researching Second Language Acquisition.

The Routledge Handbook of Instructed Second Language Acquisition

The Routledge Handbook of Second Language Acquisition

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

Understanding Second Language Acquisition

Introducing Second Language Acquisition

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

This book situates the teaching and learning of language in general, and English in particular, within the sociocultural context of India. It engages with current scholarship in literacy studies and the pedagogies of language acquisition and learning. The volume discusses the cultural, discursive and sociopolitical functions of language education and the teaching of English in Indian schools. It examines the importance of adopting flexible pedagogical and multimodal strategies in teaching vocabulary; grammar; literary genres like fiction, poetry and drama; rhetorical discourses; and communicative English to learners for whom English is not one of their home language(s). It also discusses pragmatic approaches to curriculum design for communicative competence and critical literacy rooted in theoretical principles of language education. The authors analyse issues relevant to secondlanguage acquisition; English language teaching (ELT); emergent, adult and critical literacies; and critical pedagogies in language and literature. Written in an accessible style, the book comes with case studies, exercises and additional references to support an independent exploration of the fields. This book will be of interest to students and teachers of language, literature and education, as well as teachers and educators in schools and universities. It is also of relevance to policymakers, non-governmental organisations and public and private sector bodies that work in the fields of language and literacy.

Examining a key issue in second language acquisition (SLA) research, this book explores the relation between second language (L2) production and comprehension at the level of processing. The central question underlying this interface is the relationship between grammatical encoding and decoding, namely: are the two modalities of production and comprehension subserved by different types of processors, or by the same syntactic processing module? Proposing an 'Integrated Encoding-Decoding Model' of SLA, Anke Lenzen presents the results of a comprehensive empirical study to demonstrate the extent to which the two modalities rely on shared representations and/or shared processes. Through this detailed analysis The Production-Comprehension Interface in Second Language Acquisition sheds new light on the cognitive architecture of human language processing and offers a deeper understanding of the mechanisms at work in the L2 acquisition process.

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.

Exploring Language Pedagogy through Second Language Acquisition Research

Understanding Second Language Acquisition 2nd Edition - Oxford Applied Linguistics

The Routledge Handbook of Second Language Acquisition and Individual Differences

Fifth Edition

Theories of Second Language Learning

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.

Second Language Learning and Language Teaching provides an introduction to the application of second language acquisition research to language teaching. Assuming no previous background in second language acquisition or language teaching methods, this text starts by introducing readers to the basic issues of second language acquisition research. It then examines how people learn particular aspects of the second language, such as grammar, vocabulary, pronunciation and the writing system, and at the strategies they adopt in their learning and the differences between individuals. Final chapters look at second language learning in a broader context - the goals of language teaching and how teaching methods relate to SLA research. This newly updated fifth edition builds on the comprehensive scope of earlier editions while also addressing more recent developments in the field, particularly multilingual approaches to language teaching.

The text offers a user-friendly, authoritative survey of terms and constructs that are important to understanding research in second language acquisition (SLA) and its applications.

An up-to-date overview of second language acquisition, designed to engage 21st-century learners Introducing Second Language Acquisition: Perspectives and Practices provides a clear and comprehensive introduction to the main concepts, issues, and debates in second language acquisition studies. This introductory textbook is aimed specifically at students encountering the topic for the first time. Each chapter offers a modern layout with engaging pedagogical features such as self-assessment and discussion questions, project ideas, and further reading and viewing suggestions. The second edition of Introducing Second Language Acquisition: Perspectives and Practices has been fully updated to reflect the most recent scholarship in the field. It introduces a new structure, featuring separate chapters on theoretical perspectives which cover past and present approaches as well as cognitive approaches. New content also includes sections on skill acquisition theory, translanguaging, second language literacy development, and multilingualism. Written in accessible language and with a focus on practical applications, this go-to textbook is a clear and concise introduction to second language acquisition studies, offering lessons drawn from the latest leading research. It is an ideal resource for students in applied linguistics and second language education. This key text offers: Comprehensive coverage of the latest research in second language acquisition studies Improved organizational structure to promote greater student comprehension Engaging introduction to the theoretical underpinnings of second language acquisition, with chapters on first language acquisition and bilingualism and multilingualism Coverage of key topics including acquisition contexts, theoretical perspectives, language teaching methods, and individual differences Pedagogical tools to aid student learning, including "language learning in practice" textboxes, bolded terms defined in the margins, and an end-of-book glossary With a strong focus on the fundamentals, this second edition of Introducing Second Language

Acquisition stands as an innovative guide. This book is ideal for today's undergraduate students, offering a practical focus and appealing format that will aid in learning and provide a solid foundation for further study.

Continuum Companion to Research Methods in Applied Linguistics

The Production-Comprehension Interface in Second Language Acquisition

Usage-inspired L2 Instruction

MYP English Language Acquisition (Proficient)

Tense and Aspect in Second Language Acquisition and Learner Corpus Research

The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues; (2) share the authors' understanding of, and approaches to, the issues; and (3) provide direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching. .

This volume presents seven alternative approaches to studying second language acquisition, and each approach is authored by a leading advocate for it in the field. Edited by Dwight Atkinson, and including contributions from James Lantolf, Diane Larsen-Freeman, Gabriele Kasper and Johannes Wagner, € Bonny Norton and Carolyn McKinney, Patricia Duff and Steven Talmy.

This book includes interviews with fourteen internationally-acclaimed leading figures in Second Language Acquisition (SLA), who speak on seminal issues in the field as well as their own contributions to SLA scholarship. As well as covering the contributors' backgrounds and academic achievements, the interviews also delve into their areas of expertise, current theoretical and practical considerations, and contemporary questions, developments and challenges in SLA. The author probes their views on current topics including input and interaction, vocabulary acquisition, teaching pronunciation, writing development, syntactic processing, multilingualism, L1 attrition, complex dynamic systems, processing instruction, instructed second language acquisition, and technology in language teaching. An introduction by the author draws out the key themes and debates in the field today, and highlights areas for future research and further exploration, and a foreword is provided by Rod Ellis. This book will be of interest to students and scholars of Applied Linguistics, Teacher Education and Methodology, and Second and Foreign Language Education.

Usage-based linguistics, which is currently very popular, bases its understanding of language on two key points: Languages are cognitive-social constructs (i.e., learned vs genetically endowed), and, in order for communication and meaning to happen, speakers must find a way to meet/understand each other, overcoming various differences (lexicon, social, register, etc.) to arrive there. In this book, high-level contributors combine research from various usage-based perspectives to explore these questions: How do proficient speakers accomplish 'mental contact' or communication through the available semiotic linguistic resources they share with other members of their discourse community? How do young children learn to accomplish this? And how do speakers of multiple languages learn to accomplish this across languages?

The Usage-based Study of Language Learning and Multilingualism

Perspectives and Practices

Understanding Second Language Acquisition, Second Edition

The Routledge Handbook of Second Language Acquisition and Language Testing

Second Language Acquisition Myths

Key Issues in Chinese as a Second Language Research presents and discusses research projects that serve as theoretical grounding for improving the teaching and learning of Chinese (CSL) in order to help researchers and practitioners better understand the acquisition, development, and use of CSL. With the exception of the first chapter, which is state-of-the-attempt to bring together theory and practice by focusing on theory building and theory application in practice. The book is organized around areas where most future research is phonology, semantics, grammar, and pragmatics. Consisting of contributions from an international group of scholars working on cutting-edge research, this is the ideal text for res students, and practitioners in the area of Chinese as a second or foreign language.

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Seco (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- c case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, develop psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega.

Second Language Acquisition is a theoretical, experimental and fast-paced field of study which looks at, and seeks to understand, how native speakers of one language learn to speak fluently. Understanding Second Language Acquisition provides an approachable but authoritative introduction to this area of linguistics. The essentials are clearly explained with precision. The author focuses on the key notions involved rather than arguing for a particular theoretical position. This second edition is fully up-to-date and includes the latest empirical developments and refinements in second language acquisition, such as new sections on age and learner-language development. New features also include end-of-chapter questions for revision and full glossary of terms. The extensive online resources have been updated and expanded to include more powerpoint slides for lecturers and reading suggestions for students, and are available at www.routledge.com/cw/ortega. This is the ideal book for anyone looking for an accessible but comprehensive introduction to second language learning.

This textbook approaches second language acquisition from the perspective of generative linguistics. Roumyana Slabakova reviews and discusses paradigms and findings from the latest 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 the Bottleneck Hypothesis, provides a unifying perspective. The book assumes some non-technical knowledge of linguistics, but important concepts are clearly introduced 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.

Applying Second Language Research to Classroom Teaching

Experimental Research Methods in Language Learning

The Handbook of Classroom Discourse and Interaction

The Routledge Encyclopedia of Second Language Acquisition

Key Issues in Chinese as a Second Language Research

This unique state-of-the-art volume offers a comprehensive, systematic discussion of second language (L2) writing and L2 learning. Led by experts Rosa Manchón and Charlene Polio, top international scholars synthesize and contextualize the salient theoretical approaches, methodological issues, empirical findings, and emerging themes in the connection between L2 writing and L2 learning, and set the future research agenda to move the field forward. This will be an indispensable resource for scholars and students of second language acquisition (SLA), applied linguistics, education, and composition studies.

Developed directly with the IB to be fully integrated with the revised MYP Language Acquisition framework, for first teaching in 2020. This comprehensive, inquiry-based resource equips learners to acquire and practice essential language skills while developing wider conceptual and contextual awareness. An inquiry-led, concept-based approach applies key and related concepts to relevant learning material, helping you fully deliver the MYP approach and build meaningful conceptual connections. Fully comprehensive, the resource addresses all the topics suggested in the MYP Language Acquisition Framework to help learners progress confidently into the Diploma Programme.

This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

This is a cutting-edge yet accessible introduction to Second Language Acquisition. It covers concepts, themes, goals, research problems, methods, theories and new directions.

Introduction to Instructed Second Language Acquisition

Key Concepts in Second Language Acquisition

The Routledge Handbook of Chinese Second Language Acquisition

Key Topics in Second Language Acquisition

Second Language Learning and Language Teaching

This volume was conceived as a first book in SLA for advanced undergraduate or introductory master's courses that include education majors, foreign language education majors, and English majors. It's also an excellent resource for practicing teachers. Both the research and pedagogy in this book are based on the newest research in the field of second language acquisition. It is not the goal of this book to address every SLA theory or teach research methodology. It does however address the myths and questions that non-specialist teacher candidates have about language learning. Steven Brown is the co-author of the introductory applied linguistics textbook Understanding Language Structure, Interaction, and Variation textbook (and workbook). The myths challenged in this book are: § Children learn languages quickly and easily while adults are ineffective in comparison. § A true bilingual is someone who speaks two languages perfectly. § You can acquire a language simply through listening or reading. § Practice makes perfect. § Language students learn (and retain) what they are taught. § Language learners always benefit from correction. § Individual differences are a major, perhaps the major, factor in SLA. § Language acquisition is the individual acquisition of grammar.

Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics,

primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include a glossary of key terms, and discussion questions. Following the back-to-front approach of the series, the book takes problematic issues in language pedagogy as its starting points. These are then examined in terms of second language acquisition. Each chapter begins with a look at the pedagogical proposals found in teacher guides and then asks 'Do these proposals accord with what we know about how languages are acquired?' Pedagogical topics covered include teaching methods, syllabus design, explicit instruction, comprehension versus production-based instruction, task-based instruction, authentic materials, the role of the learners' first language in the classroom, error correction and catering for individual differences. Including a glossary of key terms and questions for discussion at the end of each chapter, and assuming no prior knowledge of second language acquisition, this is the ideal text for all students studying language teaching methods, language teacher education, English teaching methodology and second language acquisition modules in advanced undergraduate and postgraduate/graduate TESOL and Applied Linguistics courses.

The Continuum Companion to Research Methods in Applied Linguistics is designed to be the essential one-volume resource for students. The book includes: * qualitative and quantitative methods * research techniques and approaches * ethical considerations * sample studies * a glossary of key terms * resources for students As well as covering a range of methodological issues it looks at numerous areas in depth, including researching gender and language, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this will be the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.

Understanding Second Language Acquisition Routledge

Teaching English in India

Second Language Acquisition

The Handbook of Applied Linguistics

The Routledge Handbook of Second Language Acquisition and Pragmatics

The Handbook of Technology and Second Language Teaching and Learning

Now in its second edition, Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that instructed second language acquisition (ISLA). Loewen provides comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA, and has added in this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy. Also new is the addition of supporting features including end-of-chapter points for reflection, and discussion questions, as well as thoroughly revised content to reflect the most recent research in ISLA. This is an essential resource for students new to ISLA and Second Language Acquisition more generally.

Language learning research aims to describe and fully explain how and why language learning takes place, but can fall short of its stated purpose. Systematic, rigorous research is needed in this growing field of language learning is to progress methodically. This book demonstrates and fully explains such a methodology. Given that research in language acquisition yields practical implications, it is crucial that it is rigorous and accurate. This book offers a quantitative research methodology that relies on statistical analysis in order to make inferences and conclusions about language learning. Experimental research aims to understand differences between or within groups of learners under manipulated environments. It requires strict control of conditions, and careful interpretations with a low factor of error. Aek Phakiti provides step-by-step guidelines and underlying principles, epistemology and methodology, in a book that is essential for advanced research in language acquisition and language and education.

Affectivity is at the core of everything we do in life. Thus, its development is also central to learning/acquisition and is important for educational contexts. The studies presented in this book consider the different contexts of language learning and examine different types of participants in this process. Most of them look at a formal instruction context, while others look at the classroom and even report on the author's own affectivity and its involvement in learning experiences. Affectivity is discussed here in relation to learners but also to teachers in their own contexts of teaching foreign languages. In the majority of cases, affectivity is explored in the case of bilinguals, but there are also articles which focus on multilingual language users and how affectivity as an evolving factor.

In the 30 years since Rod Ellis first published the award-winning Understanding Second Language Acquisition, it has become a classic text. This new, fully updated edition continues to provide an authoritative and highly readable introduction to key areas of theory and research in second language acquisition. Ellis presents a comprehensive overview of the different theories in the field and examines critical reactions to them. The book reflects recent trends in looking at cognitive and social aspects of second language acquisition, as well as examining the roles played by i

explicit instruction in language learning. "An excellent and much-needed, in-depth review of the research on how children and literate adults learn a second language. Ellis provides a solid knowledge base for language teachers and beginning graduate students in applied linguistics, focusing on relevant findings of research on second-language learning by children and literate adults in both naturalistic and instructed contexts." Elaine Tarone, Director of the Center for Advanced Research on Language Acquisition, University of Minnesota Additional online resources are available at www.oup.com/elt/teacher/understandingsla Rod Ellis is the Distinguished Professor of Applied Language Studies in the School of Cultures, Languages and Linguistics in the University of Auckland. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman.

Talking About Second Language Acquisition

The Affective Dimension in Second Language Acquisition

Alternative Approaches to Second Language Acquisition

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

The Routledge Handbook of Chinese Second Language Acquisition is the first reference work of its kind. The handbook contains twenty contributions from leading experts in the field of Chinese SLA, covering a wide range of topics such as social contexts, linguistic perspectives, skill learning, individual differences and learning settings and testing. Each chapter covers historical perspectives, core issues and key findings, research approaches, pedagogical implications, future research direction and additional references. The Routledge Handbook of Chinese Second Language Acquisition is an essential reference for Chinese language teachers and researchers in Chinese applied linguistics and second language acquisition.

What does it mean to acquire a language? What is considered a 'second' language in multilingual settings? This practical and comprehensive guide provides an opportunity to consider these issues, providing easy access to concise definitions of key terms and concepts in the study of Second Language Acquisition.

The Routledge Handbook of Second Language Acquisition and Individual Differences provides a thorough, in-depth discussion of the theory, research, and pedagogy pertaining to the role individual difference (ID) factors play in second language acquisition (SLA). It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners' cognitive, conative, affective, and demographic/sociocultural variation. The volume examines IDs from two perspectives: one is how each ID variable is associated with learning behaviors, processes, and outcomes; the other is how each domain of SLA, such as vocabulary or reading, is affected by clusters of ID variables. The volume also includes a section on the common methods used in ID research, including data elicitation instruments such as surveys, interviews, and psychometric testing, as well as methods of data analysis such as structural equation modeling. The book is a must-read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning, and for any educator interested in taking account of learners' individual differences to maximize the effects of second language instruction.

An Introductory Course

The Routledge Handbook of Second Language Acquisition and Writing

Researched pedagogy

Language Education

An Integrated Encoding-Decoding Model

The Routledge Handbook of Second Language Acquisition and Pragmatics is a comprehensive critical survey of the field of L2 pragmatics, collecting a number of chapters that highlight the key theories, methods, pedagogies, and research findings throughout its development over the last four decades. Demonstrating the ways in which pragmatics has long served as a lens through which to examine patterns of L2 development, the volume is divided into six parts which reflect the field's structure and evolution:

- Constructs and units of analysis

Theoretical approaches • Methodological approaches • Pedagogical approaches • Contexts and individual considerations • L2 pragmatics in the global era The handbook has a particular focus on covering not only traditional topics in the field, such as constructs of pragmatic competence (e.g., speech acts, implicature), teaching and assessment, and pragmatics learning in a study abroad program, but also emerging areas of study, including interactional pragmatics, intercultural pragmatics, usage-based approaches, corpus linguistics, and psycholinguistic experimentation. Each chapter introduces the topic and follows with a description of its theoretical underpinnings, an overview of existing literature, appraisal of current practice, concluding with a discussion of future directions for research and key readings. The Routledge Handbook of Second Language Acquisition and Pragmatics is an essential resource for those with an interest in second language acquisition, pragmatics, and language teaching.

This book presents a set of compelling essays collectively making a persuasive case for why a usage-based perspective on language is fast becoming a leading theoretical framework for investigating second language (L2) learning and the foundation for effective, innovative, engaging pedagogy. Drawing on 20 years of research in psychology, psycholinguistics, cognitive science, and linguistic theory, including discourse analytic approaches, the combined contributions paint a picture of theoretically-informed L2 pedagogy which emphasizes all facets of language as meaningful, embodied, and socially situated. The introduction and conclusion offer an outline of five foundational tenets essential to a usage-inspired pedagogy and a heuristic for developing usage-inspired L2 research and pedagogy. Each essay provides a unique vantage on usage-inspired L2 instruction and a demonstration of the efficacy of usage-based pedagogy. This volume will be invaluable for SLA researchers, graduate students, and classroom teachers interested in exploring usage-inspired L2 pedagogy.

The expression of temporal relations, notably through tense and aspect, is central in all processes of communication, but commonly perceived and described as a major hurdle for non-native speakers. While this topic has already received considerable attention in the SLA literature, it features less prominently in recent corpus-based studies of learner language. This volume intends to close this gap. It shows which additional insights into the area of tense and aspect in learner language can be gained using corpus data, addressing the following questions: In which ways do corpus-based studies complement work based on other methods?; How can a corpus-based approach inform theories on the acquisition of tense and aspect specifically, and of language acquisition in general?; Are results language-specific or can universal principles be established?; How pervasive are effects of mode/register within learner corpus data?; What role does native and non-native input play?; Which methodological challenges come to the fore when using corpus data instead of elicited data?; How can the notion of "target(-like)" performance be operationalized for corpus material?; Which implications do the findings from the learner corpora have for the teaching and learning of the target language? Originally published as special issue of International Journal of Learner Corpus Research 4:2 (2018)

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 picture 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.

Second Language Learning Theories