

## 2 The Recent History of Second Language Learning Research

### 2.1 Introduction

In order to understand current developments in second language learning research, it is helpful to retrace its recent history. We will see throughout this chapter that the kind of questions researchers are asking today are for the most part firmly rooted in earlier developments in the fields of linguistics, psychology, sociology and pedagogy.

The first part of this chapter explores in general terms the theoretical foundations of today's thinking. More detailed reviews can be found elsewhere, such as de Bot (2015), Dulay, Burt, and Krashen (1982), Gass (2009), Ortega (2014), Selinker (1992), Tarone (2015), Thomas (2004, 2013) and VanPatten and Williams (2015). We will limit ourselves to the period since the 1950s, which has seen the development of theorizing about L2 learning from an adjunct to language pedagogy to an autonomous field of research.

We will start with the 1950s and 1960s and a short description of how L2s were believed to be learned at the time. We will then describe the initial impact of the Chomskyan revolution in linguistics on the field of language acquisition in the 1970s, firstly on the study of L1 acquisition, and subsequently that of L2 acquisition.

We will then briefly consider the 1980s, which witnessed the development of second language acquisition (SLA) theorizing as a relatively autonomous field of enquiry (a "coming of age": Sharwood Smith, 1994, p. ix). During this period, the impact of Chomskyan linguistics developed considerably, though with L2 researchers sometimes struggling to adapt their empirical programmes in line with changes in Chomskyan theorizing. However, ideas coming from cognitive psychology also became increasingly significant. Research strands initiated in the 1980s will then systematically be reviewed and evaluated in the rest of the book, as well as some newer trends which made their appearance in the 1990s and beyond. On the one hand, cognitive and psycholinguistic theorizing have developed considerably. On the other hand, there has emerged what has been described as the "social turn" in SLA (Block, 2003), with greatly increased interest in learner identity and agency, and the wider social context for SLA. This social turn is linked to more

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Archibald,Alberta. Curriculum Branch,2006-01-01 **The Routledge Handbook of Instructed Second Language Acquisition** Shawn Loewen,Masatoshi Sato,2017-02-17 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 *Teaching English as a Second Language* Shirley O'Neill,Annabelle Gish,2008-07-17 Teaching English as a

Second Language is written specifically for the needs of teacher education students and offers practical guidance to encourage quality teaching of children whose first language is other than English. It provides early childhood and primary teachers in training with an overview of the learning theories relevant to TESOL and ESL teaching practice. **Resources in Education**, 1986. *Encyclopedia of Bilingualism and Bilingual Education* Colin Baker, Sylvia Prys Jones, 1998. This encyclopedia is divided into three sections: individual bilingualism, bilingualism in society, and bilingual education. It includes many pictures, graphs, maps, and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

**Research Bulletin** National Education Association of the United States. Research Division, 1928. **NEA Research Bulletin**, 1928. **Handbook of Research in Second Language Teaching and Learning** Eli Hinkel, 2016-11-18. Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing. It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays. Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice. Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning. Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication. **Learning foreign languages: experiences of persons with disabilities and special educational needs and their teachers** Ewa Domagala-Zysk, Jitka Sedláčková, Katarzyna Karpińska-Szaj, 2025-09-22. In many parts of the world it is not a person's native language but a foreign one which is used for education work or entertainment. This is true for many European countries whose inhabitants need to learn English as a foreign language if they want to participate in education or among diverse fields in the workforce. In other parts of the world

it might be Spanish Hindi Mandarin Chinese Arabic or other languages which will be serving a similar role This need for learning a second language is understood well in many educational programs including those for students with special educational needs However to date there is not much research of the experiences of persons with diverse additional needs as learners of foreign languages The most robust literature covers the field of additional language acquisition among Deaf and Hard of Hearing DHH people cf Domaga a Zy k Podlowska Moritz 2021 and others Goals methods and forms of teaching are fairly well described and DHH students needs have been documented extensively Current Topics in Education ,1972

**Minnesota Journal of Education** ,1925 **Content-based Second Language Teaching and Learning** Marjorie Hall Haley,Theresa Y. Austin,2004 This text examines second language pedagogy from two critical fields of literature psycholinguistics and socio cultural offering a fresh perspective on interactive content based language teaching and learning Unique in its kind this highly practical text offers more methodological approaches to teaching in ESL settings than any other book on the market making it a perfect match for undergraduate pre service teachers who are learning how to teach ESL students in their classrooms Novice teachers will have the opportunity to interact with the text reflect and consult with colleagues partners and classmates by being able to write in the text revisit those responses and view video clips on the Companion Website Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant ,

**Washington Education Journal** ,1926 Current Index to Journals in Education ,1996 **The French Review** ,1927  
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## Whispering the Secrets of Language: An Mental Journey through **Teaching And Learning A Second Language A Review Of Recent Research**

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