

THIRD EDITION

# SECOND LANGUAGE LEARNING THEORIES

Rosamond Mitchell  
Florence Myles  
Emma Marsden

 **Routledge**  
Taylor & Francis Group  
LONDON AND NEW YORK

# CONTENTS

List of illustrations	ix
Acknowledgements	xi
Preface	xiv
<b>1 Second language learning: key concepts and issues</b>	<b>1</b>
1.1 Introduction	1
1.2 What makes for a good theory?	2
1.3 Views on the nature of language	6
1.4 The language learning process	10
1.5 Views of the language learner	19
1.6 Links with social practice	25
1.7 Conclusion	26
<b>2 The recent history of second language learning research</b>	<b>27</b>
2.1 Introduction	27
2.2 The 1950s and 1960s	28
2.3 The 1970s	31
2.4 The 1980s: a turning point	46
2.5 Continuities in the research agenda	49
2.6 Second language learning timeline	50
<b>3 Linguistics and language learning: the Universal Grammar approach</b>	<b>61</b>
3.1 Introduction	61
3.2 Why a Universal Grammar?	62
3.3 What does Universal Grammar consist of?	69
3.4 Universal Grammar and first language acquisition	77
3.5 Universal Grammar and second language acquisition	83
3.6 Evaluation of Universal Grammar-based approaches to second language acquisition	94
<b>4 Cognitive approaches to second language learning (1): general, implicit learning mechanisms</b>	<b>98</b>
4.1 Introduction	98
4.2 Input-based emergentist perspectives	99
4.3 Processing-based perspectives	114
4.4 Evaluation of implicit, cognitive approaches	125
<b>5 Cognitive approaches (2): the role of memory systems and conscious learning</b>	<b>130</b>
5.1 Memory systems and their role in L2 learning	131
5.2 Explicit knowledge, information processing and skill acquisition	136
5.3 Awareness and attention in second language acquisition	146
5.4 Working Memory and second language acquisition	151
5.5 Evaluation of cognitive approaches (2): memory systems and conscious learning	156

<b>6 Interaction in second language learning</b>	<b>160</b>
6.1 Introduction	160
6.2 The revised Interaction Hypothesis (Long, 1996): an appeal to cognitive theory	162
6.3 Interaction and the learning of target L2 structures and vocabulary	163
6.4 The role of feedback	168
6.5 The Output Hypothesis and the role of prompts in corrective feedback	175
6.6 The problem of 'noticing'	179
6.7 Learner characteristics and engagement	182
6.8 Evaluation	184
<b>7 Meaning-based perspectives on second language learning</b>	<b>188</b>
7.1 Introduction	188
7.2 Early functionalist studies of second language learning	189
7.3 Functionalism beyond the case study: the European Science Foundation project	195
7.4 'Time talk': developing the means to talk about past time	201
7.5 The Aspect Hypothesis and the acquisition of past tense	203
7.6 Cognitive linguistics and 'thinking for speaking'	206
7.7 Second language pragmatics	210
7.8 Evaluation	216
<b>8 Sociocultural perspectives on second language learning</b>	<b>220</b>
8.1 Introduction	220
8.2 Sociocultural theory	220
8.3 Applications of sociocultural theory to SLL	227
8.4 Evaluation	246
<b>9 Sociolinguistic perspectives</b>	<b>250</b>
9.1 Introduction	250
9.2 Sociolinguistically driven variability in second language use	251
9.3 Second language socialization	260
9.4 Communities of practice and situated second language learning	269
9.5 Second language learning, agency and the (re)construction of identity	276
9.6 Affect, emotion and investment in second language learning	280
9.7 Evaluation: the scope and achievements of sociolinguistic enquiry	282
<b>10 Conclusion</b>	<b>285</b>
10.1 One theory or many?	285
10.2 Main achievements of recent second language learning research	286
10.3 Future directions for second language learning research	288
10.4 Second language learning research and language education	289
Glossary	292
References	308
Subject index	365
Name index	374