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# Second Language Acquisition Rod Ellis

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Input in Second Language Acquisition  
 Second Language Acquisition  
 Second Language Acquisition and Task-Based Language Teaching  
 The Study of Second Language Acquisition  
 Second Language Acquisition & Language Pedagogy  
 Second Language Acquisition  
 Understanding Second Language Acquisition  
 Language Teaching Research and Language Pedagogy  
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 Exploring Language Pedagogy through Second Language Acquisition Research  
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 The Routledge Handbook of Instructed Second Language Acquisition  
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 Learning a Second Language through Interaction  
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 Becoming and Being an Applied Linguist  
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 Second Language Acquisition  
 Corrective Feedback in Second Language Teaching and Learning  
 Form-Focused Instruction and Second Language Learning  
 Modelling and Assessing Second Language Acquisition  
 Planning and Task Performance in a Second Language  
 Form-Focused Instruction and Teacher Education - Oxford Applied Linguistics  
 Individual Differences in Second Language Learning  
 Task-based Language Learning and Teaching  
 Understanding Second Language Acquisition 2nd Edition - Oxford Applied Linguistics  
 Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching  
 Defining Issues in English Language Teaching  
 Understanding Second Language Acquisition

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## BECKER NORRIS

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*Input in Second Language Acquisition* Oxford University Press  
 This book offers an in-depth explanation of Task-Based Language Teaching (TBLT) and the methods necessary to implement it in the language classroom successfully. Combines a survey of theory and research in instructed second language acquisition (ISLA) with insights from language teaching and the philosophy of education. Details best practice for TBLT programs, including discussion of learner needs and means analysis; syllabus design; materials writing; choice of methodological principles and pedagogic procedures; criterion-referenced, task-based performance assessment; and program evaluation. Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience. Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning.  
*Second Language Acquisition* Multilingual Matters  
 This book forms an invaluable reference work for all teachers of

second languages and researchers in the field of L2 acquisition. It discusses the contribution that modern research into L2 acquisition makes to the curriculum development process. It also provides the reader with arguments for and against the various approaches to teaching.

### **Second Language Acquisition and Task-Based Language Teaching** Oxford University Press

How does classroom language learning take place? How does an understanding of second language acquisition contribute to language teaching? In answering these questions, Rod Ellis reviews a wide range of research on classroom learning, developing a theory of instructed second language acquisition that has significant implications for language teaching. The early chapters of this book trace the attempts to explain classroom language learning in terms of general theory of learning (behaviorism) and the study of naturalistic language learning. The middle chapters document the attempts of researchers to enter the "black box" of the classroom in order to describe the teaching-learning behaviors that take place there and to investigate to what extent and in what ways instruction results in acquisition. The book concludes with a theory of classroom

language learning. This theory advances an explanation of the relationship between explicit and implicit linguistic knowledge and in so doing accounts for how both form-focused and meaning-focused instruction contribute to second language acquisition in the classroom.

The Study of Second Language Acquisition Routledge

More than 100 reproducible activities for grades 2-8. Topics cover newcomer orientation, the alphabet, colors, animals, social studies, health, & math.

Second Language Acquisition & Language Pedagogy John Benjamins Publishing

Now in a fifth edition, this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition (SLA). Its chapters have been fully updated, and reorganized where appropriate, to provide a comprehensive yet accessible overview of the field and its related disciplines. In order to reflect current developments, new sections and expanded discussions have been added. The fifth edition of *Second Language Acquisition* retains the features that students found useful in previous editions. This edition provides pedagogical tools that encourage students to reflect upon the experiences of second language learners. As with previous editions, discussion questions and problems at the end of each chapter help students apply their knowledge, and a glossary defines and reinforces must-know terminology. This clearly written, comprehensive, and current textbook, by Susan Gass, Jennifer Behney, and Luke Plonsky, is the ideal textbook for an introductory SLA course in second language studies, applied linguistics, linguistics, TESOL, and/or language education programs.

Second Language Acquisition John Wiley & Sons

*Researching Pedagogic Tasks* brings together a series of empirical studies into the use of pedagogical tasks for second language learning, with a view to better understanding the structure of tasks, their impact on students, and their use by teachers. The volume starts with an introduction to the background and key issues in the topic area and is then organised into three sections: the first section focuses on the language and learning of students on tasks the second on the use of tasks in the language classroom the third on the use of tasks for language testing Each section begins with a succinct section introduction, and the volume concludes with an afterword relating the theme of the volume to issues in curriculum development. The chapters include both experimental and qualitative approaches to the topic, some providing original accounts of specific studies, others offering overviews of linked series of studies.

Understanding Second Language Acquisition Routledge

An up to date comprehensive introduction to second language acquisition research. Contains a general framework for the study of second language acquisition, provides a general description of learner language, accounts for the role of the linguistic environment, examines the learner's internal mechanisms, explores individual differences in language learning and reviews the expanding research on classroom second language acquisition.

Language Teaching Research and Language Pedagogy Wiley-Blackwell

This book examines different theoretical perspectives on the role that interaction plays in second language acquisition. The principal perspectives are those afforded by the Interaction Hypothesis, Socio-Cultural Theory and the Levels of Processing model. Interaction is, therefore, defined broadly; it is seen as involving both intermental and intramental activity. The theoretical perspectives are explored empirically in a series of

studies which investigate the relationship between aspects of interaction and second language acquisition. A number of these studies consider the effects of interaction on the acquisition of vocabulary (word meanings) by both adult and child L2 learners. In addition, the effects of language aptitude on input processing are considered. Further studies consider the contribution that interaction makes to the acquisition of grammatical knowledge. These studies provide clear evidence that social and intermental interaction are major forces in the acquisition of an L2. Finally, the book, considers a number of pedagogic specifications. In particular, the importance of discourse control as a means of learners' obtaining the quality of interaction likely to foster acquisition is discussed.

Reflections on Task-Based Language Teaching Routledge

A comprehensive account of the research and practice of task-based language teaching.

Learner Contributions to Language Learning Routledge

This book examines current research centered on the second language classroom and the implications of this research for both the teaching and learning of foreign languages. It offers illuminating insights into the important relationship between research and teaching, and the inherent complexities of the teaching and learning of foreign languages in classroom settings. Offers an accessible overview of a range of research on instruction and learning in the L2 classroom Bridges the relationship between research, teachers, and learners Helps evolve the practice of dedicated current language teachers with research findings that suggest best practices for language teaching

**Language Learners as Ethnographers** Addison-Wesley Longman

Implicit/ explicit knowledge constitutes a key distinction in the study of second language acquisition. This book reports a project that investigated ways of measuring implicit/explicit L2 knowledge, the relationship between the two types of knowledge and language proficiency, and the effect that different types of form-focused instruction had on their acquisition.

The Interactional Feedback Dimension in Instructed Second Language Learning Routledge

This book looks at the role of cultural studies and intercultural communication in language learning. The book argues that learners who have an opportunity to stay in the target language country can be trained to do an ethnographic project while abroad. Borrowing from anthropologists' the idea of cultural fieldwork and 'writing culture', language learners develop their linguistic and cultural competence through the study of a local group. This book combines a theoretical overview of language and cultural practices with a description of ethnographic approaches and materials specifically designed for language learners.

**Introduction to Instructed Second Language Acquisition** Cambridge University Press

An overview of form-focused instruction as an option for second language grammar teaching. It combines theoretical concerns, classroom practices, and teacher education.

SLA Research and Language Teaching Multilingual Matters

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. .

Classroom Second Language Development Cambridge University Press

Understanding the way in which learners differ from one another is of fundamental concern to those involved in second-language acquisition, either as researchers or teachers. This account is the first to review at book length the important research into differences, considering matters such as aptitude, motivation, learner strategies, personality and interaction between learner characteristics and types of instruction.

Introducing Second Language Acquisition Oxford University Press  
Bringing together current research, analysis, and discussion of the role of corrective feedback in second language teaching and learning, this volume bridges the gap between research and pedagogy by identifying principles of effective feedback strategies and how to use them successfully in classroom instruction. By synthesizing recent works on a range of related themes and topics in this area and integrating them into a single volume, it provides a valuable resource for researchers, graduate students, teachers, and teacher educators in various contexts who seek to enhance their skills and to further their understanding in this key area of second language education.

The Handbook of Applied Linguistics Taylor & Francis

Readership: Graduate students, teachers, researchers in Applied Linguistics

Exploring Language Pedagogy through Second Language Acquisition Research Multilingual Matters

Key issues in second language acquisition - The role of the first language - Interlanguage and the natural route of development - Variability in interlanguage - Individual learner differences and

second language acquisition - Input, interaction, and second language acquisition - Learner strategies - The universal hypothesis and second language acquisition - The role of formal instruction in second language acquisition - Theories of second language acquisition.

Task-Based Language Teaching Oxford University Press

Becoming and Being an Applied Linguist contains narrative accounts of the lives of thirteen well-established applied linguists. Their professional autobiographies document the development of some of the key areas of applied linguistics - second, language acquisition, motivation, grammar, vocabulary, testing, second language writing, second language classroom research, practitioner research, English as a lingua franca, teacher cognition, and computer-assisted language learning. The book tells how these applied linguists grew into their areas of specialization. It will be of interest to any would-be applied linguist. The book also provides a readable overview of the whole field that will be of value to students of applied linguistics.

Researching Pedagogic Tasks Cambridge University Press

Corrective feedback is a vital pedagogical tool in language learning. This is the first volume to provide an in-depth analysis and discussion of the role of corrective feedback in second and foreign language learning and teaching. Written by leading scholars, it assembles cutting-edge research and state-of-the-art articles that address recent developments in core areas of corrective feedback including oral, written, computer-mediated, nonverbal, and peer feedback. The chapters are a combination of both theme-based and original empirical studies carried out in diverse second and foreign language contexts. Each chapter provides a concise review of its own topic, discusses theoretical and empirical issues not adequately addressed before, and identifies their implications for classroom instruction and future research. It will be an essential resource for all those interested in the role of corrective feedback in second and foreign language learning and how they can be used to enhance classroom teaching.