

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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Ian Pickup



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Technology and Teaching English Language Learners Mary Ellen Butler-Pascoe, Karin M. Wiburg, 2003 This unprecedented book introduces the latest use of technology to support second language acquisition combining the application of technology with language acquisition theory and practice in the modern classroom This book is coherently organized around the teaching concepts and approaches such as communicative content based skills based and inquiry base teaching The authors provide an extensive up to date coverage of issues such as the use of technology for communicative language teaching using technology to teach oral communication skills and reading and writing For anyone interested in learning ways to integrate technology in the teaching of English Language Resources in Education, 2001-10

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