CONTENTS

Acknowledgements xi
Preface to the fifth edition xiii

Introduction 1

Before we begin … 3

1 Language learning in early childhood 5
Preview 5
First language acquisition 5
The first three years: Milestones and developmental sequences 6
The pre-school years 12
The school years 13
Explaining first language acquisition 14
The behaviourist perspective 15
The innatist perspective 19
Interactionist/developmental perspectives 24
Language disorders and delays 30
Childhood bilingualism 31
Summary 35
Suggestions for further reading 35

2 Second language learning 37
Preview 37
Learner characteristics 38
Learning conditions 40
Studying learner language 42
Contrastive analysis, error analysis, and interlanguage 43
Developmental sequences 47
More about first language influence 59
Vocabulary 62
Pragmatics 68
Pronunciation 71
Sampling learner language 75
Summary 76
Suggestions for further reading 77

3 Individual differences in second language learning 79
Preview 79
Research on learner characteristics 81
Language learning aptitude 83
Personality 87
Attitudes and motivation 89
Motivation in the classroom 91
Identity, ethnic group affiliation, and learner agency 92
Learning styles and learner beliefs 94
Individual differences and classroom instruction 96
Age and second language learning 97
The critical period: More than just pronunciation? 98
Intuitions of grammaticality 99
Rate of learning 100
Age and second language instruction 101
Summary 104
Suggestions for further reading 105

4 Explaining second language learning 107
Preview 107
The behaviourist perspective 107
Second language applications: Mimicry and memorization 108
The innatist perspective 108
Second language applications: Krashen's 'Monitor Model' 110
The cognitive perspective 112
Information processing 113
Usage-based learning 115
The competition model 115
Language and the brain 117
Second language applications: Interacting, noticing, processing, and practising 118
The sociocultural perspective 123
Second language applications: Learning by talking 124
Complex dynamic systems theory 125
Second language applications: CDST 126
Summary 127
Suggestions for further reading 130

5 Observing learning and teaching in the second language classroom 133
Preview 133
Natural and instructional settings 133
In natural acquisition settings 134
In structure-based instructional settings 136
In communicative instructional settings 137
Observation schemes 139
Classroom comparisons: Teacher–student interactions 140
Classroom comparisons: Student–student interactions 145
Corrective feedback in the classroom 150
Questions in the classroom 155
Time for learning languages in school 159
Ethnography 161
Summary 163
Suggestions for further reading 164

6 Second language learning in the classroom 165
Preview 165
Proposals for teaching 165
1 Get it right from the beginning 166
2 Just listen … and read 172
3 Let's talk 179
4 Get two for one 184
5 Teach what is teachable 192
6 Get it right in the end 199
Assessing the proposals 213
Summary 215
Suggestions for further reading 217

7 Popular ideas about language learning revisited 219
Preview 219
Reflecting on the popular ideas: Learning from research 219
Conclusion 231

Glossary 233
References 247
Index 275