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978-1-107-14952-6 — Introducing Second Language Acquisition
Muriel Saville-Troike , Karen Barto
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Introducing Second Language Acquisition

Providing a solid foundation in second language acquisition, this book has become the leading introduction to the subject for students of linguistics, psychology, and education, and trainee language teachers. Now in its third edition, the textbook offers comprehensive coverage of fundamental concepts, including second language acquisition (SLA) in adults and children, in formal and informal learning contexts, and in diverse sociocultural settings, and takes an interdisciplinary approach, encouraging students to consider SLA from linguistic, psychological, and social perspectives. Each chapter contains a list of key terms, a summary, and a range of graded exercises suitable for self-testing and class discussion. The third edition has been revised throughout, and features new material on the practical aspects of teaching language, along with updated online resources, including new classroom activities to accompany each chapter, as well as updated references and further reading suggestions.

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THIRD EDITION

MURIEL SAVILLE-TROIKE AND KAREN BARTO

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About the Book

This book is a brief but comprehensive introduction to the field of Second Language Acquisition (SLA). The intended audience is primarily undergraduate students, but it is also suitable for graduate students who have little or no prior knowledge of linguistics.

Our goals in writing this book are threefold: (1) to provide a basic level of knowledge about second language learning phenomena to students as part of their general education in humanities, the social sciences, and education; (2) to stimulate interest in second language learning and provide guidance for further reading and study; and (3) to offer practical help to second language learners and future teachers.

Scope and Perspective

We have included a broader range of SLA phenomena in this book than is the usual case: those involved in both adult and child second language learning, in both formal (instructed) and informal (natural) contexts of learning, and in diverse sociocultural settings. Since our own professional identities and commitments are interdisciplinary, we emphasize the importance of integrating linguistic, psychological, and social perspectives on SLA even as we recognize the differential nature of their assumptions and contributions. An effort has been made to maintain balance among them in quantity and quality of representation.

The focus of this book is on the acquisition of second language "competence" but this construct is broadly considered from different points of view: as "linguistic competence" (in the sense of underlying grammatical knowledge); as "communicative competence" (adding notions of requisite cultural knowledge and other knowledge which enables appropriate usage); and as knowledge required for participation in communicative activities involving reading, listening, writing, and speaking.

Design

Each chapter of this book considers three basic questions: *What* exactly does the L2 learner come to know? *How* does the learner acquire this knowledge? *Why* are some learners more successful than others? Chapter 1 introduces the most basic terms and concepts, beginning with "What is SLA?" Chapter 2 provides a foundational background, ranging from the nature and distribution of multilingualism in the world to generally accepted notions of contrasts between first and second language acquisition. The chapter concludes with a preview of the different theoretical frameworks of SLA which will be surveyed. Chapters 3 to 5 focus in turn on different disciplinary perspectives: linguistic, psychological, and social. Chapter 6 focuses on the competence required for academic and interpersonal functions, and on the interdependence of content, context, and linguistic knowledge. The final chapter summarizes and integrates answers to the basic *what*, *how*, and *why* questions that are posed throughout the book.

Each chapter includes a preview of its content and a summary. Chapters 1 to 6 conclude with suggested activities for self-checking of understanding ("Questions for Self-Study") and for class discussion or individual exploration. "Active Learning" contains questions to apply concepts, and "Discuss and Debate" provides a topic for class discussion or debate. These chapters also include annotated suggestions for further reading on each major topic in that chapter, listed in the order in which they occur. Important technical concepts are presented sequentially with key terms listed at the beginning of chapters and highlighted with explanations and examples in the text. A comprehensive glossary is provided for student reference, and the subject index allows for integration and reinforcement of concepts across topics and disciplinary perspectives. All terms

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which appear in the glossary are highlighted in the text, whether or not they are listed as key terms.

Third Edition Changes

The same scope, perspective, and design are retained in the third edition of this book. The major change has involved updating its content and references, and increasing consideration of how each theoretical perspective is most relevant for instructional strategies and conditions.

Other changes have been made primarily to revise or clarify content in response to suggestions and comments from readers in different parts of the world. We greatly appreciate the dialogue we have been having since publication of the first edition, and we sincerely hope that it will continue.

Website

The website is a place to download supplemental materials for the textbook and is especially useful for instructors using it as a course text. Those supplemental materials include reproductions of all matter from the ends of chapters (questions for self-study, active learning, discuss and debate, and introductory suggestions for further reading), and the answer keys to questions for self-study. There are also additional teaching aids and professional resources that are not found in the textbook itself. Significant additions have been made to the section called "More Active Learning," which provides additional thought questions for each chapter to encourage critical thinking. These questions can be used as topics for student essays, class debates, or mini-research projects. A new feature of the supplemental materials is called "Teaching Tips," and includes suggestions of different ways to structure classroom activities (with the materials at the ends of chapters and from these supplemental materials available for download at the website), as well as additional suggestions for graded assignments and projects students might do. Another new feature is "Internet Resources," a compilation of various websites or popular media sources related to SLA. To supplement the textbook for use with advanced students, there is an annotated list, "Primary Suggestions for Further Reading," made up of articles reporting original research in the field (updated to reflect the additions of the third edition). Finally, for students and instructors interested in the profession, there are current listings of professional organizations, journals, and institutes for research and development.

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