# Week 1 outline: SLA

# Myles 2013: Theoretical approaches

## Purposes of theories

## SLA research agenda 3.2.2

## Research findings

## Theoretical families

### Linguistic

#### Domain of inquiry

#### Nature of language

#### Learning process

#### Language learner

#### Research findings

### Cognitive

#### Domain of inquiry

#### Nature of language

#### Learning process

#### Language learner

#### Research findings

### Interactionist, sociolinguistic, sociocultural

#### Domain of inquiry

#### Nature of language

#### Learning process

#### Language learner

#### Research findings

# Lightbown and Spada: Explaining second language learning

## Contexts of SLA

## Learner characteristics Table 2.1 (adapt)

## Learning conditions

## Theories

### Behaviorism

### Innatist

#### Chomsky

#### Krashen

### Cognitivist/developmental

#### Information processing

#### Connectionism

#### Competition model

#### Applications of these theories

##### Interaction Hypothesis

##### Noticing hypothesis

##### Input processing

##### Processability theory

### Sociocultural

## Theory into practice

# Horwitz

## Theories of SLA

### First language theories

#### Contrastive analysis

#### Universal grammar theory

### Attention theories

#### Information processing

### Experience theories

#### Input hypothesis

#### Conversation theory

### Social theories

#### Acculturation theory

### Critical period hypothesis

## Theory into practice