Second Language Acquisition & Language Pedagogy

Rod Ellis

Temple University Japan



Contents

SEC.	IION 1, INTRODUCTION
SECT	tion 2: Interaction and Second Language Acquisition
1.	Teacher-Pupil Interaction in Second Language Development 19
2.	The Classroom Context — An Acquisition Rich or An Acquisition Poor Environment?
	tion 3: Formal Instruction and Second Language puisition
3.	Can Syntax be Taught? A Study of the Effects of Formal Instruction on the Acquisition of WH Questions by Children53
4.	Are Classroom and Naturalistic Acquisition the Same? A Study of the Classroom Acquisition of German Word Order Rules
5.	The Role of Practice in Classroom Learning
Sec	tion 4: Variability and Second Language Acquisition
6.	Sources of Variability in Interlanguage123
7.	Interlanguage Variability in Narrative Discourse: Style Shifting in the Use of the Past Tense
SEC	tion 5: Learning Styles and Second Language Acquisition 161
8.	Individual Learning Styles in Classroom Second Language Development
9.	Classroom Learning Styles and Their Effect on Second

iv CONTENTS

Section 6: From Research to Pedagogy		191
10.	Second Language Learning and Second Language Learners: Growth and Diversity	194
11.	Contextual Variability in Second Language Acquisition and the Relevancy of Language Teaching	213
12.	Grammar Teaching — Practice or Consciousness-raising?	232
Sec	Section 7: Conclusion	
Ref	References	
Index		266

A Note on Terminology

- 1. The abbreviation 'SLA' is used to refer to second language acquisition as a *field* of study. In contrast, 'L2 acquisition' refers to the actual acquisition of a second language.
- 2. There is no consistency in the use of pronouns to refer generically to 'learner', 'native speaker', 'teacher' etc. This reflects my own changing practice in the use of these pronouns over the last decade. Whereas I initially opted for masculine pronouns I have more recently preferred feminine forms. I hope that, taken as a whole, the book offers reasonable balance between masculine and feminine pronouns and that, as a result, no serious offence to any reader will arise.