

Course literature

US022DO, Issues in Language Teaching and Learning

Third-cycle level, 7,5 ECTS credits

Baumert, J., Fleckenstein, J., Leucht, M., Köller, O., & Möller, J. (2020). The long-term proficiency of early, middle, and late starters learning English as a foreign language at school: A narrative review and empirical study. *Language Learning*, 70(4), 1091–1135.

<https://doi.org/10.1111/lang.12414> (45 p.)

Clahsen, H. (1990). The comparative study of first and second language development. *Studies in Second Language Acquisition*, 12(2), 135–153.

<https://doi.org/10.1017/S0272263100009050> (19 p.)

Ellis, R. (2010). Second language acquisition, teacher education and language pedagogy. *Language Teaching*, 43(2), 182–201.

<https://doi.org/10.1017/S0261444809990139> (20 p.)

Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. Routledge. (388 p.)

Erlam, R. (2008). What do you researchers know about language teaching? Bridging the gap between SLA research and language pedagogy. *Innovation in Language Learning and Teaching*, 2(3), 253–267.

<https://doi.org/10.1080/17501220802158958> (15 p.)

Han, Z., Finneran, R. (2014). Re-engaging the interface debate: strong, weak, none, or all? *International Journal of Applied Linguistics*, 24(3), 370–389.

<https://doi.org/10.1111/ijal.12034> (20 p.)

Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers. *Cognition*, 177, 263–277.

<https://doi.org/10.1016/j.cognition.2018.04.007> (15 p.)

Jegerski, J. (2021). Krashen and second language processing. *Foreign Language Annals*, 54(2), 318–323. <https://doi.org/10.1111/flan.12557> (6 p.)

Lichtman, K., & VanPatten, B. (2021a). Krashen forty years later: Final comments. *Foreign Language Annals*, 54(2), 336–340. <https://doi.org/10.1111/flan.12543> (5 p.)

Lichtman, K., & VanPatten, B. (2021b). Was Krashen right? Forty years later. *Foreign Language Annals*, 54(2), 283–305. <https://doi.org/10.1111/flan.12552> (23 p.)

Loewen, S. (2021). Was Krashen right? An instructed second language acquisition perspective. *Foreign Language Annals*, 54(2), 311–317. <https://doi.org/10.1111/flan.12550> (7 p.)

Morgan-Short, K. (2021). Considering the updated Input Hypothesis from a neurolinguistic perspective: A response to Lichtman and VanPatten. *Foreign Language Annals*, 54(2), 324–330. <https://doi.org/10.1111/flan.12551> (7 p.)

Schwartz, B. D., & Sprouse, R. A. (2013). Generative approaches and second language acquisition. In S. M. Gass & A. Mackey (Eds.), *The Cambridge handbook of second language acquisition* (pp. 123–146). Cambridge University Press. (24 p.)

Singleton, D. (2014b). How useful is second language acquisition research for language teaching? In V. Cook & D. Singleton (Eds.), *Key topics in second language acquisition* (pp. 109–124). Multilingual Matters. (16 p.)

Singleton, D. (2014b). Is there a best age for learning a second language? In V. Cook & D. Singleton (Eds.), *Key topics in second language acquisition* (pp. 17–36). Multilingual Matters / Channel View Publications. (20 p.)

Snyder Ohta, A. (2013). Sociocultural theory and second language acquisition. In S. M. Gass & A. Mackey (Eds.), *The Cambridge handbook of second language acquisition* (pp. 270–294). Cambridge University Press. (25 p.)

Wulff, S. (2021). Krashen's claims through a usage-based lens. *Foreign Language Annals*, 54(2), 306–310. <https://doi.org/10.1111/flan.12555> (5 p.)



(A total of approximately 658 pages.)

Optional literature

A doctoral thesis is added, subject to agreement with the instructors.