



INSTITUTIONEN FÖR SVENSKA SPRÅKET

SVF3206 Andraspråksinläring – teoretiska och metodiska perspektiv, 7,5 högskolepoäng

Second language acquisition – Theories and methods, 7.5 credits

Forskarnivå / Third-cycle level

Litteraturlista för SVF3206

Litteraturlistan är fastställd av Institutionen för svenska språket 2021-12-07, att gälla från och med vårterminen 2022.

Se litteraturlistan på nästa sida.

- Biedroń, Adriana & David Birdsong 2019. Highly proficient and gifted bilinguals. I: Annick De Houwer & Lourdes Ortega (red.) *The Cambridge Handbook of Bilingualism*. Cambridge, UK: Cambridge University Press, s. 306–323.
- Bylund, Emanuel, Kenneth Hyltenstam & Niclas Abrahamsson 2021. Age of acquisition – not bilingualism – is the primary determinant of less than nativelike L2 ultimate attainment. *Bilingualism* Volym 24(1):18–30.
- Douglas Fir Group 2016. A transdisciplinary framework for SLA in a multilingual world. I: *Modern Language Journal* Volym 100:19–47.
- DeCosta, Peter 2019. Elite multilingualism, affect and neoliberalism. I: *Journal of Multilingual and Multicultural Development*. Published ahead of print.
- Dewaele, Jean-Marc 2005. Investigating the psychological and emotional dimensions in instructed language learning: obstacles and possibilities. I: *Modern Language Journal* Volym 89:367–380.
- Donitsa-Schmidt, Smadar, Ofta Inbar & Elana Shohamy 2004. The effects of teaching spoken Arabic on students' attitudes and motivation in Israel. I: *Modern Language Journal* Volym 88:217–228.
- Dörnyei, Zoltán 2009. The L2 motivational self system. I: Zoltan Dörnyei & Ema Ushioda (red.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters, s. 9–42.
- Ehrlich, Susan 2001. Gendering the 'Learner': Sexual harassment and second language acquisition. I: Aneta Pavlenko, Adrian Blackledge, Ingrid Piller & Marya Teutsch-Dwyer (red.) *Multilingualism, Second Language Learning and Gender*. Berlin: Mouton de Gruyter, s. 103–123.
- Ellis, Nick C. 2019. Essentials of a theory of language cognition. *Modern Language Journal* Volym 103 (Supplement 2019): 39–60.
- Ellis, Nick C. & Stefanie Wulff 2020. Usage-based approaches to L2 acquisition. I: Bill VanPatten, Gregory D. Keating & Stefanie Wulff (red.), *Theories in Second Language Acquisition: An introduction*. New York & London: Routledge, s. 63–82.
- Flores, Nelson & Jonathan Rosa 2019. Bringing race into second language acquisition. I: *Modern Language Journal* Volym 103:145–151.
- Ioup, Georgette, Elizabeth Boustagui, Manal El Tigi & Martha Moselle 1994. Reexamining the critical period hypothesis: A case study of successful adult SLA in a naturalistic environment. I: *Studies in Second Language Acquisition*, 16:73–98.
- Kim, Ah-Young, Anne Park & Barbara Lust 2018. Simultaneous vs. successive bilingualism among preschool-aged children: A study of four-year-old Korean–English bilinguals in the USA. I: *International Journal of Bilingual Education and Bilingualism* Volym 21:164–178.
- Kozar, Olga & Lynda Yates 2017. Factors in language learning after 40: insights from a longitudinal study. I: *International Review of Applied Linguistics in Language Teaching*. Epub ahead of print.
- Kramsch, Claire 2000. Second language acquisition, applied linguistics, and the teaching of foreign languages. I: *Modern Language Journal*. Volym 84:311–326.
- Montrul, Silvina 2012. Is the heritage language like a second language? I: *EUROSLA Yearbook* Volym 12:1–29.
- Muñoz, Carmen 2014. Starting age and other influential factors: insights from learner interviews. I: *Studies in Second Language Learning and Teaching* Volym 4:465–484.
- Norton Peirce, Bonny 1995. Social identity, investment, and language learning. I: *TESOL Quarterly* Volym 29:9–31.

- Ortega, Lourdes 2014. Trying out theories on interlanguage: description and explanation over forty years of L2 negation research. I: Zhao Hong Han & Elaine Tarone (red.), *Interlanguage: Forty Years Later*. Amsterdam: John Benjamins, s. 173–202.
- Ortega, Lourdes 2018a. Ontologies of language, second language acquisition, and world Englishes. I: *World Englishes* Volym 37:64–79.
- Ortega, Lourdes 2018b. SLA in uncertain times: Disciplinary constraints, transdisciplinary hopes. I: *Working Papers in Educational Linguistics* Volym 33(1):1–30.
- Ortega, Lourdes 2019. SLA and the study of equitable multilingualism. I: *Modern Language Journal* Volym 103:23–38.
- Ortega, Lourdes, Sang-Ki Lee & Munehiko Miyata 2018. ‘What is happened? Your amazon.com order has shipped’: overpassivization and unaccusativity as L2 construction learning. I: Lucy Pickering & Vyvyan Evans (red.) *Language Learning, Discourse, and Cognition: Studies in the Tradition of Andrea Tyler*. Amsterdam: John Benjamins, s. 213–247.
- Piller, Ingrid & Kimie Takahashi 2006. A passion for English: desire and the language market. I: Aneta Pavlenko (red.) *Bilingual Minds: Emotional Experience, Expression, and Representation*. Clevedon: Multilingual Matters, s. 59–83.
- Pittaway, Daniel S. 2004. Investment and second language acquisition. I: *Critical Inquiry in Language Studies* Volym 4:203–218.
- O’Rourke, Bernadette & Joan Pujolar 2013. From native speakers to ‘new speakers’ – problematizing nativeness in language revitalization contexts. I: *Histoire Épistémologie Langage* Volym 35:47–67.
- Rampton, Ben 1990. Displacing the ‘native speaker’: expertise, affiliation, and inheritance. I: *ELT Journal* Volym 44:97–101.
- Schmid, Hans-Jörg 2016. Why cognitive linguistics must embrace the social and pragmatic dimensions of language and how it could do so more seriously. *Cognitive Linguistics* Volym 27(4): 543–557.
- Spolsky, Bernard 2000. Language motivation revisited. I: *Applied Linguistics* Volym 21:157–169.
- Waninge, Freerkien, Zoltan Dörnyei & Kees de Bot 2014. Motivational dynamics in language learning: change, stability and context. I: *Modern Language Journal* Volym 98: 704–723.

Ytterligare litteratur om max 50 sidor kan tillkomma.