Annotated Bibliography of articles appearing from 2016-2019, for use by attendees at the 10th ICLL. Yellow highlighted articles are especially highly recommended.

DIFFERENT AGES AND KINDS OF LEARNER


A review of research on the success at older learners (age 60+) who are attempting to acquire a language. Explicit instruction is of little use to these older learners, unless they are already bilingual. Even late-learned bilingualism is advantageous for older learners beginning a new language.


To understand long-term motivations for second language (L2) learning/socialisation, this study analyses the biographical narratives of 30 Hong Kong Chinese who are proficient in Japanese by using ethnographic interviews.


A fascinating review of research on language development in multilingual children with a range of disabilities and specific leaning difficulties.


A highly original treatment of the special challenges that English L1 learners face when acquiring additional languages. Very useful for our context!


An interesting study of how plurilingual children think about and represent the languages they have at their disposal.

A solid review of additional language learning in children, with recommendations for those who teach them.


A case that affect (motivation, beliefs) of early and late learners of an additional language is more important than the age in determining language development.


A study further validating three kinds of L2 selves present in learners - ideal L2 self, ought-to L2 self/own, and ought-to L2 self/others. Each corresponds with a distinct motivational profile. The different types clearly correlate with different emotional reactions by L2 learners, highlighting the role of L2 learners’ emotions.

**THEORETICAL PERSPECTIVES**


Eight leading scholars which represent the full spectrum of SLA paradigms came together to create a manifesto for a new way of conceiving of SLA holistically for a multilingual world. The most significant article in SLA to come out since the last ICLL.


A treatment on the importance of painful experiences being the means, content, and ends of language learning. An important perspective to also pass on to field workers, and for language coaches to read.


A solid article laying out the complexity approach to the development of multiple languages over the lifespan of a language learner.


A proposal to fully rethink theories of language development in terms of learners’ desire to conserve the energy that they expend in language use.

The article presents how technology can be used in instructed settings to create task-based lessons, a natural use of technology, but one that is often overlooked.


A unique multi-methods study on anxiety (including biochemistry!) that demonstrates that learners will have less anxiety in language learning abroad settings when they come with more proficiency. An argument that learners at intermediate level will have a more effective language learning abroad practice.

**LEARNING WHILE ABROAD**


Progress in speaking is highly correlated with change in the Cultural Empathy component of personality, and an increase in target language use depends on the Openmindness component.


Language learners get less helpful corrective feedback the longer they spend abroad. The use of learners’ first language can sometimes facilitate getting corrective feedback that is useful to learners.


Best practices for learning from homestays. It is found that having intermediate proficiency at least is helpful to benefit from homestay activities, although lower levels can benefit is all parties are willing to work. Being treated as a family member can be counterproductive in language learning.


Neurological research is eroding the belief in a hard line between childhood and adult learners. Even late learners can acquire subtleties of L2 grammar, and native speakers display a wide variation in the breadth and depth of language resources that they regularly deploy. The exact nature of the communication plays a larger role than once thought – immersion in itself will not guarantee results. Further the bilingual mind and bilingual patterns of language use are more different than monolinguals than previously thought.

Watching TV does lead to incidental vocabulary acquisition, although it is affected by frequency of occurrence, prior vocabulary knowledge, and cognateness.


An introduction to the four key components of working memory which underlie all language acquisition.


A state-of-the-art review on interaction in learning abroad settings.

**MISCELLANEOUS**


L2 skills correlate with virtually all known measurements of creativity. Given that so many kinds of people attain high levels of L2 proficiency, there is likely to be a causative relationship between L2 proficiency and creativity.


This is a book by an atheist (who is surprisingly sympathetic) which critically analyzes many of the practices that attend English teaching in missions contexts. A fascinating read for all Christians doing English as missions who want to think through the implications of that work.


A collection of wonderful articles on various aspects of language learning that takes place outside of the language classroom (many languages, regions, contexts represented).


The challenge of instructed SLA is boiled down to four principles: (1) All language use is purposeful, but not all language use is meaningful; (2) we learn by doing; (3) metalinguistic knowledge (still) matters; and (4) social contexts co-construct development. Only a deep understanding of these principles can help us ensure that instruction is effective.

**APTITUDE**

This study shows how abroad learners showed gains in processing changes which “at home” classroom learners did not make. Special attention is paid to the individual differences in cognitive abilities that underlies these gains in natural contexts.


A comprehensive analysis of studies on aptitude to date revealed that: (1) aptitude was independent of other cognitive and affective factors: it was distinct from motivation, had a negative correlation with anxiety, and overlapped with, but was distinguishable from, intelligence; (2) executive working memory was more strongly associated with aptitude and aptitude components than phonological short-term memory; (3) aptitude measured using full-length tests was a strong predictor of general L2 proficiency, but it had low predictive validity for vocabulary learning and L2 writing; and (4) different aptitude components demonstrated differential predictive validity for different aspects of learning.


Working memory becomes less important in distinguishing language learners as their proficiency increases. Such differences are most important at lower levels – suggesting that these might be prime levels to learn in instructed settings where such differences can be taken into account.


Neurological evidence increasingly underscores the importance of different kinds of cognitive memory for language learning. This article evaluates different techniques for enhancing the memory systems which undergird L2 learning.


A study of naval academy learners shows that while aptitude measures largely determine learning outcomes for domestic immersion, native language verbal aptitude is the most significant predictor of what differentiates later-stage learners in study abroad settings.

OTHER INTERESTING ARTICLES


