SECOND LANGUAGE ACQUISITION THEORIES

Second language acquisition (SLA) has evolved from behaviorist views to socially and cognitively grounded theories that see learning as dynamic and contextual. Skinner's (1957) behaviorist theory explained language learning as habit formation through imitation, repetition, and reinforcement, shaping the Audiolingual Method. Chomsky's (1965) innatist theory of Universal Grammar later emphasized humans' innate capacity for linguistic competence. Sociocultural and constructivist perspectives, such as Vygotsky's (1978) Zone of Proximal Development and Bruner's (1983) Language Acquisition Support System, reframed learning as socially mediated through interaction and scaffolding. Communicative approaches highlighted meaning, authenticity, and balance between form and emotion (Brown, 2007), while Larsen-Freeman's (1997, 2012) Complex Dynamic Systems Theory viewed language as nonlinear and adaptive. Recent frameworks, including Norton's (2013) theory of investment and Ortega's (2019) ecological perspective, emphasize identity, agency, and multilingual practices. Together, these grounded theories portray SLA as an evolving, interactive, and deeply human process.

LIVEWORKSHEETS