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***Key Terms in Second Language Acquisition 1st ed.*** **(2010)**
Bill VanPatten and Alessandro G. Benati
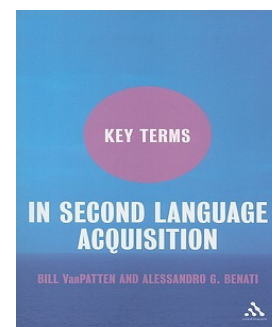Continuum International Publishing Group
Pages: 184
ISBN: 978-0-8264-9914-1 (hardback)
         978-0-8264-9915-8 (paperback)
Cost: $25.79

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*Key Terms in Second Language Acquisition* by Bill VanPatten and Alessandro G. Benati was published in 2010, and is composed of 184 pages and 4 parts. *Introduction, Key Issues in Second Language Acquisition, Key Terms in Second Language Acquisition*, and *Key Readings* are the titles of these parts, two of which, Key Issues and Key Terms in Second Language Acquisition, are directly connected to each other under favor of cross-references to relevant terms in each of these two parts.

*Introduction* part consists of a brief definition of Second Language Acquisition after which Bill VanPatten and Alessandro G. Benati touch upon the historical development of SLA as a newborn research field, emerging in 1967 with the publication of Corder's 'The Significance of Learners' Errors'. Analyzing the historical development process of SLA in 4 different ten-year cycles, the authors summarize the 1970s as the rejection of behaviorism with the support from the studies applying the outcomes of the L1 acquisition on L2 studies. The hegemony of the research on the acquisition of English as a second language in out-of-class contexts gives place to the studies, both on the acquisition of other languages and in-class contexts. The research on SLA evolves to theories, especially with Stephen Krashen's (1985) five main hypotheses in the 1980s. The 1990s give testimony to the rivalry between linguistic and psychological theories. Both linguistic and cognitive theories go on to establish superiority in the SLA field from the start of the 2000s and beyond. Through the decade-by-decade development of SLA, the authors provide an insight to the readers to internalize the step-by-step advancement of the research field of SLA. Matching SLA research primarily with learners and learning, the authors conclude the *Introduction* part by underlining the emergence of 'Instructed SLA' which studies the effects of external factors on SLA.

The authors reserve the second part for *Key Issues in Second Language Acquisition* in which, as its name implies, they list 9 different questions addressing the issues frequently being the main subjects of the research in the field of SLA. Each of these issues is dealt with several sub-headings which consist of different point of views.

The 1st issue VanPatten and Benati account for is the initial state in SLA. They discuss three different views regarding the initial state one by one. The views of full transfer, limited or partial transfer, and no transfer from L1 to L2 at the very beginning of SLA process are separately discussed.

The 2nd issue is ultimate attainment. The authors group different views in the literature under separate sub-headings. A couple of research, which advocates either native-likeness is

possible, possible to a certain degree or not possible, is grouped and addressed separately.

A highly controversial issue, whether critical period exists in SLA, is negotiated in a versatile way in the 3rd issue. Research supporting the presence and partial presence of critical period, or acting with suspicion towards its presence is compiled with their supporting results.

The way the development in SLA occurs is the 4th issue in which the authors clarify both stage-like development with negation in English and ordered development with morpheme order studies from the literature.

The 5th issue is about the way of the learning in SLA. Is it explicit, implicit, or intersection of both?

The role of input and output in SLA and their relationship with a wide array of theories and hypotheses such as Universal Grammar, Interaction Hypothesis, Connectionism are the 6th issue.

The authors discuss the effect of the individual differences on SLA in the 7th issue. Aptitude, motivation, learning styles, and learning strategies are learner-based issues with which the authors dealt separately.

A variety of views about the effect of the instruction on SLA constitutes the 8th issue in which whether the instruction in SLA is beneficial, necessary, essential, or unnecessary is evaluated.

The last issue consists of the linguistic and processing constraints. The authors also add some other potential constraints available in SLA.

In addition to what the nine issues consist in the second part of the book, an evaluation devoted to the content of these issues can be made. The authors dealt with opposing views in each of these issues. Instead of a one-sided discussion on e.g. the presence of the critical period hypothesis in the 3rd issue, counter-views about the hypothesis are also shared with the reader. Further, at the very beginning of the book, in the definition of SLA, the authors define SLA as a research field being directly related to learners and learning activity, instead of teachers and teaching. This definition shows the point of view of the authors to the SLA in some ways. Still, the authors discuss the positive effects of instruction on SLA in the 8th issue and explicit learning in SLA in the 5th issue. It can be inferred, from the way the authors discuss each of the issues as is, that they approach the content of the issues with transparency in the second part of the book. Apart from the transparency of the authors, the content-rich data in each of the issues help the reader reach fruitful information. The authors take sharing information at maximum level in a few words as a goal. Likewise, the readers encounter with the overload of information in each of the nine issues. The book seems easy to read in one sitting; however, each issue directs the reader to make an in-depth investigation of a great number of relevant, bold written terms with which the issue is directly connected. These bold written terms mean that they have taken part in the 3rd part with a brief explanation. The readers have a chance to take a look at these explanations in the 3rd part to make the input in the 2nd part of the book more meaningful. The imprecise reading of this book may remind the experts of its content; however, novices should scrutinizingly absorb the whole content to upgrade their current knowledge.

The authors reserve the 3rd part of the book for *Key Terms in Second Language Acquisition*. The content of this part resembles an extended version of an SLA glossary. A large number of fundamental concepts with additions of bold written terms in the 2nd part of the book appears in this part with a brief explanation. There are cross-references to both the relevant key terms in the same part and the key issues in the 2nd part of the book. Thus, the authors ensure complete reader satisfaction by means of revealing the direct association of the relevant key terms with key issues. The authors alphabetize these terms almost all of which consist of the most associated researchers with the current term at the end of the explanation. This provides a great convenience for the readers who want to make an in-depth investigation about the terms.

A plentiful bibliography salutes the readers in the 4th part of the book which is

dedicated to *Key Readings*. It consists of a long list of references to the influential researchers in the field in alphabetical order. The readers can benefit from this part by filtering out the references appealing their area of interest.

In conclusion, *Key Terms in Second Langauge Acquisition* by VanPatten and Benati is a reference book for beginners at research in the field of SLA. The authors' manner in writing this book reminds the readers of a snowball effect. A number of terms, hypotheses, issues, concepts, etc. gets involved in the explanation of quite different ones. This helps the readers envisage a conceptual mapping among a wide range of terms. It facilitates receiving further information about any term and establishing a connection among a variety of terms, concepts, or hypotheses. It would be wise to benefit from this book by using it as a textbook in undergraduate and graduate levels.

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