**Key Concepts in Language Pedagogy and Their Definitions**

***Table 1 A list of key concepts in LP***

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| **March 9** | **Larsen-Freeman, D. (2020). *Chaos/complexity theory for second language acquisition/development*. In: Chapelle, C. A. (ed.). The Concise Encyclopedia of Applied Linguistics, pp. 181-188. Wiley Blackwell** |
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| **Key concepts** | **Definitions** |
| **Coadaptation** | The system adjusts and adapts itself to its ever-changing context. (Larsen-Freeman, 2020, p.182). |
| **Complexity** | A composite measure of language use, normally reflecting the length of utterances and the amount of subordination used. In studying a second language learner’s discourse or interlanguage complexity is one measure of L2 development. ((Richards & Schmidt, 2010, p.105) |
| **Developmental ladder** | Second language learners are metaphorically seen as traversing the distance from the relatively fixed, homogeneous mental competence of their first language to a target language competence through a series of steps or stages. The journey is made manifest through learners’ production of an “interlanguage”. (Selinker, 1972) from (Larsen-Freeman, 2020, p. 182) |
| **Dynamic adaptation** | The adaptation to a context includes the process of coadaptation in which each individual in an interaction imitatively adapts and synchronizes to the language of another. (Larsen-Freeman, 2020, p. 183) |
| **Dynamic System Theory** | A theory that seeks to explain complex systems in which variables interact with each other and the system continually changes. Weather and traffic patterns are examples of dynamic systems. Such models have begun to be applied to SLA, in recognition of the fact that language learning shows some of the core characteristics of dynamic systems, including inter- connectedness of subsystems (e.g. both social and cognitive), development over time, and variation. (Richards & Schmidt, 2010, p. 186) |
| **Emergentism** | The view that higher forms of cognition emerge from the interaction between simpler forms of cognition and the architecture of the human brain. For example, in language acquisition, it has been proposed that categories such as the parts of speech are not innate but emerge as a result of the processing of input by the perceptual systems. (Richards & Schmidt, 2010, p.193) |
| **Morphogenesis** | The capacity to create their own patterns with meanings and uses (Larsen-Freeman & Cameron, 2008, p. 116). |
| **Nativism** | the view that the ability of humans to learn language builds upon an innate faculty of language (see innateness hypothesis) which includes innate ideas. Two types of nativism can be identified: special nativism (also specific  nativism), which posits that linguistic concepts (such as the notions of sentence, noun phrase, verb) are part of innate knowledge, and general nativism, the view that linguistic categories and principles of language are  constructed from biologically determined structures and principles that are not specifically linguistic in character. (Richards & Schmidt, 2010, p.387) |
| **Self-organization** | Systems grow in complexity without being guided by an external source. (Larsen-Freeman, 2020, p.182). |
| **Soft-assemble** | The process of how the components of the language resources cobbling together the existing ones and create new ones to deal with the communicative pressures at hand and it refers to processes involving the articulation of multiple components of a system, where “each action is a response to the variable features of the particular task”. (Thelen & Smith, 1994) |
| **Soft-assembly** | The multiple integrations of many component processes in many different tasks that leads learners to construct a system that is flexible, inventive, and exquisitely adaptive”. (Smith & Breazeal, 2007, p. 67) |
| **Usage-based learning** | Is a label for various approaches to second language acquisition which minimally share two working hypotheses: first, the linguistic input language users receive is the main source for their second language learning; second, the cognitive mechanisms employed by language learners are not exclusive to only language learning, but are also associated with learning of any kind. (Ellis & Wulff, 2018, p. 75) |