

Book Review

Book Review: Aline, G.; Holger, H. *The Routledge handbook of second language acquisition and psycholinguistics*; Routledge: New York, 2023; ISBN: 978-0-367-89376-7

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Second language acquisition (SLA) is a complex and dynamic process that involves various cognitive and neurobiological mechanisms [1]. Psycholinguistic research provides crucial insights into how these mechanisms operate, helping to clarify the mental processes involved in language learning and the factors that influence its success [2]. *The Routledge Handbook of Second Language Acquisition and Psycholinguistics* is a groundbreaking publication that delves into the intricate realm where linguistics, cognitive psychology, and applied linguistics converge. Designed for those with a keen interest in understanding the mental processes and architecture involved in acquiring additional languages, this comprehensive handbook offers an extensive survey of the latest research in the field. The volume is divided into five sections encompassing 35 chapters. In chapter 1, Hopp and Godfroid outline the primary goals and themes of this handbook, along with brief summaries of subsequent chapters.

Section I, entitled *Psycholinguistic across the Lifespan*, provides a comprehensive exploration of psycholinguistics within diverse populations. In Chapter 2, Lew-Williams and Potters investigate the intricate process of language development in bilingual children, shedding light on the distinctions from their monolingual counterparts. Chapter 3, authored by Schimke, centers on child second language (L2) learners, emphasizing their acquisition of grammar and vocabulary. The role of cognitive factors in language learning among adult L2 learners is examined by Jackson in Chapter 4. Moving forward, Chapter 5, penned by Rothman and González Alonso, scrutinizes the phenomenon of multilingualism, investigating the origins of cross-linguistic influence and transfer. Chapter 6, contributed by Schmid et al., delves into the linguistic experience of long-term emigrants, specifically focusing on the role of L1 attrition in language processing. Montrul, in Chapter 7, explores the language acquisition and processing of heritage speakers of the L1. Chapter 8, authored by Cox and Sanz, investigates the impact of long-term exposure to the L1 and aging on L2 learning in various subgroups of adult L2 learners. Lastly, Grüter, in Chapter 9, emphasizes the significance of examining diverse bilingual and L2 populations to address broader inquiries pertaining to language learning and processing.

Section II, entitled *Research Methods in Second Language Psycholinguistics*, provides a comprehensive elucidation of methodological approaches employed in the field. In Chapter 10, Elgort and Warren furnish an overview of the methods utilized to investigate comprehension in L2 psycholinguistics, thereby offering valuable insights

into this aspect. Chapter 11, authored by Bernolet, delves into the principal methods employed to examine L2 production, shedding light on the intricacies of this research domain. Gullberg, in Chapter 12, delineates the methods employed to explore multimodal L2 production and comprehension, encompassing the analysis of paralinguistic features. Chapter 13, authored by Hamrick, critically discusses the challenges and prospects associated with the collection of time-sensitive data, both in laboratory settings and through internet-based methodologies. Corpus studies, as explicated in Chapter 14 by Gries and Deshors, are highlighted as a potent means to operationalize key psycholinguistic concepts and investigate processes such as priming. Chapter 15, presented by Jiang, underscores the significance of cultivating a “theory of method” and being cognizant of the assumptions and scope inherent in a particular method, particularly in relation to other methods employed in the field.

Section III, titled *Theoretical Perspectives on Second Language Psycholinguistics*, presents a compelling illustration of the field from a theoretical lens. In Chapter 16, Gor delves into the exploration of how internal processing variability can contribute to the emergence of imprecise lexical representations and slower grammatical processing among L2 learners. Chapter 17, authored by Conklin and Thul, examines the impact of disparities in lexical frequency on lexical recognition among bilingual individuals, shedding light on this intricate relationship. Hopp, in Chapter 18, investigates whether differences in the utilization of grammatical information by the parser can account for variations in sentence comprehension between L2 learners and native speakers. Sagarra’s contribution in Chapter 19 scrutinizes the influence of external factors in the input and learner experience on shaping patterns of sentence processing among adult L2 learners. Chapter 20, authored by Colonna, focuses on the intricate process of acquiring discourse markers in L2 and highlights the challenges associated with integrating discourse information with other linguistic cues, such as syntactic information, in real-time. Van Hell, in Chapter 21, discusses the linguistic and cognitive factors that influence the ability and speed at which bilingual individuals engage in code-switching. Lastly, Dussias, in Chapter 22, argues for the existence of distinct psycholinguistic profiles within bilingual speakers and between bilingual and monolingual language users, driven by individual differences in cognitive processing, experience, and the context of L2 acquisition and bilingual language use.

Section IV, titled *The Psycholinguistics of Learning*, offers a comprehensive exploration of the psychological processing and mechanisms involved in SLA. Chapter 23, authored by Williams and Rebuschat, presents a comprehensive review of research paradigms derived from cognitive psychology that delve into implicit and statistical learning, thereby offering valuable insights for understanding SLA. In Chapter 24, Godfroid delves into research conducted in both laboratory and classroom settings, employing both artificial and natural languages, with the aim of unraveling the intricate interplay between implicit and explicit learning and knowledge in SLA. Suzuki, in Chapter 25, underscores the significance of both the quality and quantity of practice activities in facilitating the combined contribution of explicit and implicit learning, thereby promoting the automatic utilization of L2 knowledge and skills. Chapter 26, contributed by Morgan-Short and Ullman, focuses on how the declarative/procedural memory model can be enriched through psycholinguistic research to test its fundamental predictions in the context of SLA. Long, in Chapter

27, highlights the transformative potential of spoken interaction in language learning and explores its interactional adaptations that foster mutual comprehension. Li, in Chapter 28, critically reviews the role of working memory as a domain-general resource underlying various models and theories of L2 learning. Finally, MacWhinney provides a comprehensive synthesis of the overarching themes covered in the preceding chapters and proposes the investigation of diverse trajectories of L2 learning across different timescales, utilizing web-based data collection methodologies.

Section V, titled *Transdisciplinary Perspectives: Contexts and Future Directions*, offers a psycholinguistic lens to explore various aspects of SLA. In Chapter 30, Leow emphasizes the significance of adopting a process-oriented perspective to comprehend how local and global contexts may influence learner-internal factors in instructed SLA. Chapter 31, authored by Sachs et al., reviews the applicability of psycholinguistic research to the language classroom, underscoring the intricacies of language instruction and advocating for the utilization of methodologies such as think-aloud protocols and eye-tracking techniques. Manchón, in Chapter 32, adopts a process-based approach to investigate L2 writing, arguing that writing can serve as a driving force for L2 learning and can be examined at various levels and through diverse tasks. Schoonen, in Chapter 33, explores how psycholinguistic models of language learning and use can contribute to our understanding of language proficiency and the potential for L2 assessment, emphasizing the need for future research to focus on granularity of measurement and individual differences. Chapter 34, presented by Poarch, provides a comprehensive review of evidence regarding the effects of bilingualism on cognitive development, highlighting the necessity to move beyond a simplistic monolingual-bilingual dichotomy and consider the entire spectrum of bilingual experiences. Lastly, in Chapter 35, Hulstijn synthesizes the key insights derived from the preceding chapters, concluding that a transdisciplinary framework for SLA, coupled with rigorous cycles of exploration and hypothesis testing, has the potential to enhance our understanding of SLA.

This volume is an invaluable resource that is likely to attract the attention of researchers from various disciplines for several compelling reasons. First, the book offers a survey of the latest research in the field, exploring the intersection of linguistics, cognitive psychology, and applied linguistics. It provides an understanding of the mental architecture and processes involved in acquiring additional languages, making it a valuable resource for those seeking in-depth knowledge. Second, the handbook acknowledges and addresses the complexity of SLA across the lifespan. It covers a broad range of language learners, including childhood bilinguals and adult L2 learners, and encompasses diverse topics such as heritage languages, early bilingualism and multilingualism, and language attrition. This inclusivity ensures that readers gain a well-rounded perspective on SLA. Third, the book features an authoritative selection of leading psycholinguists who are globally recognized in their respective fields. Their expertise and diverse perspectives contribute to the synthesis of the latest research, providing readers with reliable and up-to-date insights. The contributions of these esteemed scholars lend credibility and authority to the content. Fourth, by organizing the volume into five key parts, the editors have enhanced its usability and readability. This thoughtful structure allows readers to navigate the content easily and locate specific information of interest. The sections cover essential

aspects such as psycholinguistics across the lifespan, research methods, theoretical perspectives, the psycholinguistics of learning, and transdisciplinary approaches, ensuring a comprehensive exploration of the subject matter. Fifth, through the synthesis of the latest research, the contributors not only provide an overview of the current state of the field but also set the agenda for future investigations. This forward-looking approach highlights the book's relevance as a guidepost for future research, making it a valuable resource for scholars and researchers who aim to contribute to the advancement of the field.

In conclusion, *The Routledge Handbook of Second Language Acquisition and Psycholinguistics* appeals to a wide range of readers across various disciplines, including psycholinguistics, SLA, applied linguistics, bilingualism, cognitive science, psychology, and research methodology. Its interdisciplinary nature makes it a versatile resource that caters to the needs of scholars and students from different academic backgrounds, promoting cross-pollination of ideas and fostering collaboration.

Conflict of interest: The author declares no conflict of interest.

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