


Literature Review

Second Language Acquisition (SLA) Theories Applied in ESL Teacher Training

Karen G. Garalde ^{1, 2, *}  and Michael L. Estremera ³ 

¹ Matnog National High School, Philippines

² Annunciation College of Bacon Sorsogon Unit, Inc., Philippines

³ Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology, Philippines

* Correspondence: karen.garalde@deped.gov.ph

<https://doi.org/10.59652/cem63708>

Abstract: The incorporation of Second Language Acquisition (SLA) theory into English as a Second Language (ESL) teacher education is essential for preparing teachers who make research-informed instructional decisions. SLA frameworks such as the input hypothesis, interaction hypothesis, sociocultural theory, and cognitive processing models are extensively cited in professional standards and program curricula, yet their impact on practical teacher preparation varies. This systematic literature review synthesizes 62 empirical and conceptual studies published between 1980 and 2024, examining how SLA theories inform ESL teacher training, with attention to curriculum design, pedagogical skill development, teacher cognition, and practicum supervision. Searches across Scopus, Web of Science, JSTOR, ERIC, and Google Scholar initially generated 2,314 records, which were screened using PRISMA guidelines. Results reveal six key areas where SLA theory shapes teacher preparation. These primarily involve input-based instruction, interactionist and task-based approaches, cognitive and noticing frameworks, sociocultural mediation, usage-based perspectives, and formal linguistic theories. Despite this theoretical foundation, a theory-practice gap persists, as teacher trainees often struggle to apply SLA constructs during lesson planning, feedback, and classroom interface. This review then recommends systematic curriculum integration, scaffolded mentorship, reflective practice, and professional development to ensure SLA theory functions as an active component of ESL teacher preparation.

Keywords: ESL education; input hypothesis; interaction hypothesis; sociocultural theory; usage-based models, second language acquisition, SLA

Received: August 24, 2025

Accepted: February 11, 2026

Published: March 4, 2026



Copyright: © 2022 by the authors.
Submitted for open access publication
under the terms and conditions of the
Creative Commons Attribution (CC BY)
license
(<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

Preparing effective English as a Second Language (ESL) teachers necessitates more than mastering teaching techniques or classroom management routines; it necessitates a deep understanding of how languages are acquired and how learners develop linguistic competence over time (Lee & Chiu, 2023; Portugal-Toro et al., 2025). Second Language Acquisition (SLA) theory provides the conceptual and empirical foundation for this knowledge base. SLA research explains how learners process input, interact with others, internalize grammatical structures, deploy cognitive resources, and negotiate meaning – all central elements of effective language teaching. Consequently, many scholars argue that SLA theory should be at the heart of ESL teacher education (Ellis, 1997; Freeman & Johnson, 1998; Lantolf & Thorne, 2006; VanPatten, 1996).

However, the integration of SLA theory into teacher training is highly uneven across institutions and geographical contexts. While some teacher education programs embed SLA principles throughout coursework, practicum experiences, assessment design, and reflective activities, others confine SLA to a single theoretical module, disconnected from real classroom practice. This inconsistency raises critical questions about the extent to which SLA theory truly informs the professional preparation of future teachers. The challenge is not only whether trainees learn SLA concepts, but whether they are able to apply them when designing lessons, giving feedback, facilitating interaction, or understanding learner errors. Research advocates that many teacher trainees continue to rely on intuition, prior learning experiences,

or traditional teaching beliefs rather than on SLA theory (Borg, 2006; Richardson et al., 1991).

In effect, the gap between theory and practice has long been recognized in language teacher education. Johnson (1996) first highlighted that teachers' conceptual models of language development significantly shape their pedagogical decisions, including how they correct errors, scaffold activities, and sequence instruction.

Freeman and Johnson (1998) further argued that SLA theory cannot remain an abstract foundation; instead, it must be woven into the social, experiential, and reflective dimensions of teacher learning. This includes integrating theory into microteaching, practicum supervision, collaborative analysis of classroom interaction, and reflective journaling. More recent research continues to echo these concerns, showing that teacher trainees often understand SLA principles conceptually but struggle to operationalize them in practice (Li, 2025).

As contemporary ESL classrooms become increasingly diverse, multilingual, digital, and task-based, the need for theoretically informed teacher preparation becomes even more pressing. Global mobility, migration, and international education have expanded the range of learner backgrounds, while digital technologies from learning management systems to AI-inspired tools have converted the instructional landscape. In addition, communicative, task-based, and usage-based pedagogies now dominate many curriculum frameworks worldwide. These developments heighten the demand for teachers who can interpret learner behavior through theoretically grounded lenses and adapt their instructional decisions to dynamic, varied classroom conditions.

In this context, SLA theory supports teacher professionalization in four major ways. First, it augments teachers' ability to interpret learner errors not as failures but as natural stages of interlanguage development, enabling them to provide appropriate scaffolded feedback (Gass & Mackey, 2007; Lyster & Ranta, 1997). Second, SLA theory prepares teachers with strategies for designing rich, comprehensible input and opportunities for meaningful interaction conditions shown to facilitate acquisition (Krashen, 1985; Long, 1996). Third, cognitive and processing-oriented theories help teachers anticipate learners' attentional limitations and design tasks that encourage noticing and form-meaning mapping (Schmidt, 1990; VanPatten, 1996). To conclude, sociocultural and usage-based models encourage collaborative instruction, mediation, and the use of authentic, high-frequency language, which can deepen learners' engagement and communicative proficiency (Ellis, 2003; Lantolf & Thorne, 2006).

Yet, despite these well-established contributions, teacher education programs frequently encounter practical challenges in enabling trainees to apply SLA research meaningfully. Trainees often perceive SLA courses as overly theoretical, abstract, or disconnected from classroom realities (Wei & Lin, 2019). Others report uncertainty about how to incorporate concepts such as comprehensible input, negotiation of meaning, noticing, or scaffolding into actual lesson procedures.

Additionally, teacher educators themselves may not always model SLA-informed pedagogy, which further limits the clarity with which trainees can observe theory in action. These challenges suggest that simply including SLA courses in curricula is insufficient; instead, programs must foster environments where theory and practice are continually connected and reinforced.

Given these long-lasting concerns and the evolving complexities of language classrooms, there is a pressing need for a systematic and comprehensive synthesis of how SLA theory is currently integrated into ESL teacher education. Previous individual studies have explored specific aspects such as teacher cognition, reflective practice, task-based teaching, or sociocultural mediation. However, no broad review has fused these findings across four decades of research. A systematic literature review, along this concern, offers a methodologically rigorous approach to addressing this gap by identifying patterns, thematic applications, methodological trends, and persistent barriers across a broad corpus of empirical and conceptual studies.

This review, therefore, aims to synthesize research published between 1980 and 2024 to examine how SLA theory informs ESL teacher training and how effectively this integration prepares teachers for real classroom demands. Specifically, the review addresses four major objectives:

- (1) identify the SLA theories most commonly referenced in ESL teacher training research;
- (2) analyze how these theories shape pedagogical design, microteaching, feedback strategies, and practicum experiences;

- (3) examine the challenges that trainees and teacher educators face in applying SLA theory in instructional contexts;
- (4) provide evidence-based recommendations for improving theory-practice alignment in teacher education programs.

Following these objectives, this review seeks to contribute to a deeper understanding of the role of SLA theory in teacher preparation and to offer practical insights for teacher educators, curriculum designers, researchers, and policymakers. Guaranteeing that SLA theory is not merely taught but meaningfully applied will enhance the development of reflective, adaptive, and research-informed English language teachers capable of meeting the diverse needs of learners in contemporary classrooms.

2. Materials and Methods

2.1. Research Design

A qualitative systematic review approach was adopted for this study. The primary objective was to identify, evaluate, and synthesize empirical studies and theoretical works addressing the application of SLA theories in teacher education. The systematic review design was chosen for its ability to (1) aggregate findings from diverse studies, including qualitative, quantitative, and mixed-methods research; (2) highlight patterns, gaps, and trends in the literature regarding SLA theory integration in teacher preparation; and (3) provide an evidence-based foundation for recommendations in ESL teacher education. In fact, this approach is consistent with established methodologies in applied linguistics and TESOL research (Nassaji, 2015; Lightbown & Spada, 2013).

2.2. Data Sources and Search Strategy

A comprehensive literature search was conducted using multiple databases to ensure wide coverage of peer-reviewed research and scholarly works (table 1).

Table 1. Data sources and search strategy.

Databases	Search Keywords / Terms	Search Strategy / Notes
ERIC (Education Resources Information Center), Scopus, Web of Science, Google Scholar, JSTOR	“Second Language Acquisition” OR “SLA”	Boolean operators (AND, OR) used to combine terms; focus on peer-reviewed education research.
	“ESL teacher education” OR “TESOL teacher training”	Limited to English-language publications from 2000–2023; broad coverage of scholarly articles.
	“input hypothesis” OR “interaction hypothesis” OR “output hypothesis”	Systematic combination of theoretical concepts with teacher education context.
	“cognitive SLA” OR “noticing hypothesis”	Used to capture grey literature and additional scholarly works not indexed in other databases.
	“sociocultural theory” OR “Vygotsky”, “usage-based” OR “emergentist” OR “corpus-based”, “teacher cognition” OR “teacher beliefs”	Ensured coverage of foundational and contemporary studies in SLA, TESOL, and teacher cognition.

Boolean operators (AND, OR) were used to combine search terms systematically. The search was limited to articles published in English from 2000 to 2023, ensuring that the review focused on contemporary research while maintaining historical context for foundational theories. The table summarizes the databases and keywords used for the literature search, ensuring comprehensive coverage of peer-reviewed research on SLA theories and teacher education. It highlights how search terms were selected to capture relevant studies across multiple contexts, providing a systematic foundation for the review.

2.3. Inclusion and Exclusion Criteria

To maintain rigor, the study applied explicit inclusion and exclusion criteria. Thus, table 2 outlines the criteria used to select or exclude studies, ensuring that only relevant, credible, and accessible research on SLA and teacher education was included. This process-maintained rigor and focus, filtering out irrelevant or non-scholarly sources.

Table 2. The criteria used in the research.

Criteria type	Description / Examples
Inclusion criteria	Peer-reviewed journal articles, book chapters, and conference proceedings related to SLA theories and teacher education; Studies focusing on ESL or EFL teacher training programs, including preservice and in-service contexts; Research reporting empirical data, theoretical analysis, or case studies connecting SLA theory to classroom practice; Sources providing insights into challenges, strategies, or outcomes of theory application in teacher education.
Exclusion criteria	Studies unrelated to SLA or teacher education (e.g., general language acquisition without teaching context); Non-scholarly sources such as blogs, Wikipedia, or opinion pieces without citations; Studies not available in full-text or lacking sufficient methodological detail for review; Duplicate publications reporting identical data.

2.4. Selection Process

The literature selection followed a PRISMA-inspired flow to ensure transparency and replicability (Moher et al., 2009). The process involved four stages (1) identification of 2,314 total records found through database searches, (2) removal of 332 duplicates removed, leaving 1,982 unique records, (3) screening of 1,765 titles and abstracts for relevance, (4) eligibility of 217 full-text articles assessed, and exclusion of 155 articles due to irrelevance (e.g., unrelated to SLA or teacher education, non-scholarly sources, insufficient data). Eventually, the inclusion of 62 studies for qualitative synthesis.

2.5. Quality Assessment

To ensure the credibility of the synthesis, each included study was assessed using a modified version of the Critical Appraisal Skills Programme checklist (CASP, 2018; Purcell, 2020). Key appraisal criteria included (1) clarity of research questions and objectives, (2) appropriateness of methodology and design, (3) transparency in data collection and analysis, and (4) validity of conclusions and implications for teacher education. In effect, studies rated as low quality due to weak methodology or insufficient evidence were noted but excluded from synthesis. This approach strengthened the reliability of conclusions drawn from the review.

2.6. Data Analysis

Data were analyzed qualitatively using thematic synthesis (Thomas & Harden, 2008). This involved procedures such as coding text from results and discussion sections of each study, grouping codes under SLA theoretical frameworks and teacher education themes, identifying patterns such as common instructional strategies, challenges, and gaps in application, synthesizing evidence to highlight practical implications for ESL teacher training programs. Moreover, quantitative trends, such as frequency of theory application across studies or regions, were also tabulated to provide an overview of research emphasis.

In essence, the highlighted materials and methods framework provide a clear and reproducible process for reviewing SLA theory in ESL teacher education. By combining a structured search strategy, explicit inclusion/exclusion criteria, PRISMA flow, rigorous data extraction, and thematic analysis, the study ensures methodological transparency and reliability. The results derived from this approach offer a solid foundation for synthesizing current knowledge and identifying practical recommendations for teacher education programs.

2.7. PRISMA Flow Diagram and Number of Journal Articles per Country

The systematic review began with 2,314 records identified through database searches. After removing 332 duplicates, 1,982 unique records remained. Titles and abstracts were screened, excluding 1,765 irrelevant studies. Of the 217 full-text articles assessed for eligibility, 155 were excluded for not meeting the inclusion criteria, resulting in 62 studies included in the qualitative synthesis. Figure 1 shows PRISMA flow diagram.

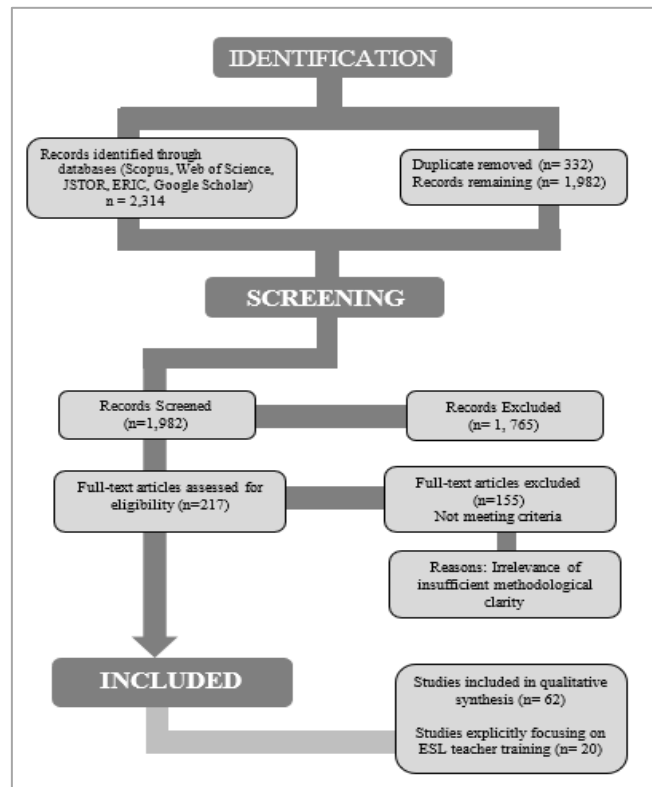


Figure 1. PRISMA flow diagram.

Figure 2 displays a world map colored according to the number of studies conducted in various countries related to SLA or ESL teacher education. Countries with higher study counts are shown in darker shades of orange/red (as indicated by the legend). Key countries are annotated directly on the map with their specific numerical counts, highlighting that the United States (20), China (10), and the United Kingdom (8) are among the locations with the highest concentration of studies in the provided dataset.

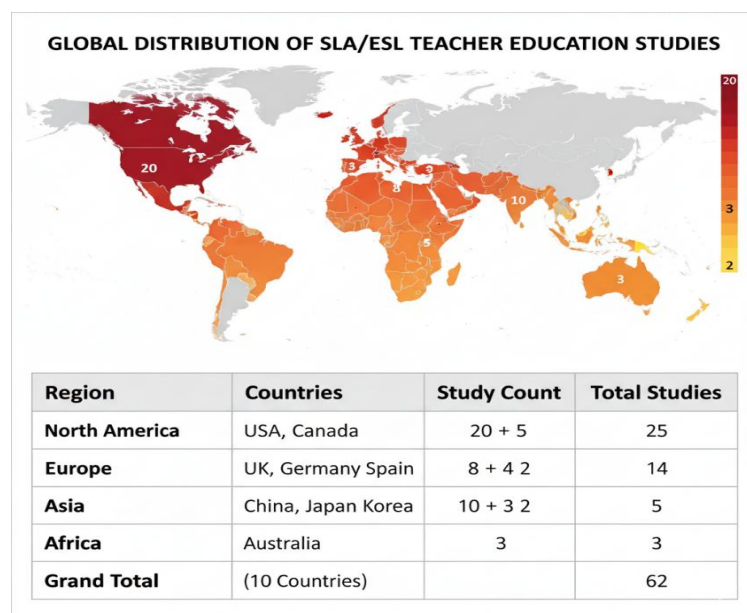


Figure 2. Number of journal articles per country.

3. Results

3.1. Overview of Selected Studies

The systematic review included 62 studies examining SLA theory integration in ESL

teacher education. Table 3 summarizes the selected studies, focusing on SLA theory, authors, year, and key findings.

Table 3. Summary of selected studies.

Author(s) & Year	SLA Theory Focused	Key Findings
Izumi (2002)	Input hypothesis	Teachers struggled to implement comprehensible input effectively; scaffolded strategies needed.
Li (2025)	Interaction hypothesis	Collaborative activities improved student interaction; linking theory to practice was challenging.
Lin & Cai (2025)	Cognitive SLA	Awareness of noticing hypothesis enhanced lesson planning and learner monitoring.
Abdulaal et al. (2024)	Sociocultural theory	Peer-mediated learning increased engagement; facilitating group interaction was challenging.
Ma et al. (2022)	Usage-Based / Emergentist	Usage-based tasks improved lexical retention; teachers needed corpus-based training.
Zhang (2024)	Universal grammar	Limited classroom applicability; theoretical concepts were difficult to implement.
Loewen & Sato (2018)	Interaction hypothesis	Structured peer discussions supported development; implementation varied by teacher experience.
Heymann et al. (2025)	Input hypothesis	Comprehensible input improved outcomes but required significant planning time.

Table 3 highlights the summary of selected studies and presents important implications for ESL teachers worldwide by clearly showing how different SLA theories are applied in teaching practice and teacher education. The table under the Results section helps educators understand which theoretical approaches are effective, which pose challenges, and how these theories can be realistically implemented in classrooms across diverse contexts. One major implication of the table is the central role of comprehensible input, as emphasized in studies based on the Input Hypothesis. The findings confirm that learners benefit when language input is adjusted to their proficiency level. However, the table also reveals that teachers often struggle with providing appropriate scaffolding and planning lessons that ensure comprehension. This implies that teachers worldwide need training in lesson differentiation, the use of visual aids, modeling, and simplified language without sacrificing meaning.

The table underscores the importance of interaction in language learning, particularly through the interaction hypothesis. Studies show that collaborative activities and peer discussions enhance learners' communicative competence. At the same time, challenges in classroom implementation and differences in teacher expertise are noted. This suggests that teachers need continuous professional development focused on designing interactive tasks, managing group work, and encouraging meaningful communication among learners.

Furthermore, findings related to cognitive SLA and sociocultural theory emphasize learner awareness, noticing, and peer-mediated learning. These approaches support active engagement and deeper understanding of language use. However, the results indicate that managing group activities and monitoring learner participation can be difficult. This highlights the need for clear instructions, structured collaborative tasks, and consistent feedback. The table also shows that usage-based or emergentist approaches can improve lexical retention but require teachers to be trained in corpus-based and data-driven instruction. This points to the importance of updating teacher education programs with modern tools. In contrast, the universal grammar perspective demonstrates limited classroom applicability, indicating that not all SLA theories easily translate into practical teaching strategies. Overall, the table helps teachers worldwide by providing evidence-based insights that encourage flexible, reflective, and theory-informed teaching. It supports teachers in making informed instructional decisions that improve language learning outcomes.

4. Discussion

SLA theory is central to effective ESL teacher education because it provides research-based frameworks for instructional decision-making, classroom interaction, feedback, and task design (Lightbown & Spada, 2013). Major SLA traditions, including input-based, interactionist, cognitive, sociocultural, usage-based, and formal linguistic theories, collectively shape how teachers understand language learning and learner development. Input-based theories emphasize the role of comprehensible input and affective factors (Krashen, 1985),

while interactionist and output-oriented approaches highlight negotiation of meaning, feedback, and learner production (Long, 1996; Swain, 2005). Cognitive theories focus on attention and noticing, explaining why learners may struggle with specific linguistic forms despite exposure (Schmidt, 1990; VanPatten, 1996). Sociocultural theory views learning as socially mediated through scaffolding and guided participation (Lantolf & Thorne, 2006; Johnson & Golombek, 2011), whereas usage-based perspectives emphasize frequency, authentic input, and emergent language patterns (Ellis, 2003; Tomasello, 2003). Formal linguistic theories such as universal grammar contribute insights into developmental constraints and cross-linguistic influence, though their pedagogical application in teacher education is limited (Chomsky, 1993).

Despite the explanatory power of SLA theories, research consistently identifies a theory–practice gap in teacher education. Studies on teacher cognition show that trainees often rely on prior learning experiences and personal beliefs rather than SLA research when making instructional decisions (Borg, 2006; 2011; Richardson et al., 1991). This gap is frequently attributed to limited practicum support, insufficient modeling, and the abstract nature of SLA theories. Research suggests that integrating mentorship, guided practicum, and reflective practices – such as video analysis and collaborative dialogue – can significantly improve teachers’ ability to apply SLA theory in classroom contexts (Farrell, 2007; Johnson & Golombek, 2011). Overall, the literature emphasizes that SLA theories are most effective in teacher education when systematically integrated across coursework, practice, and reflection.

The review shows that the input hypothesis and interaction hypothesis are the most commonly applied theories in ESL teacher training. Teachers benefit from structured guidance on providing comprehensible input and promoting meaningful classroom interaction (Izumi, 2002; Li, 2025). However, putting these theories into practice is often challenging, as teachers need additional support, planning time, and practical instructions. This highlights a clear theory-practice gap. Cognitive SLA and sociocultural theory encourage teachers to reflect on their teaching, observe learner needs, and adopt more learner-centered approaches (Lantolf, 2000). These frameworks promote collaboration and monitoring of student progress, but managing group work and interactions can still be difficult in practice. Usage-based approaches (Tergujeff, 2021) support vocabulary retention and help students use language more naturally. However, teachers often require specific training to interpret and apply corpus-based or usage-informed data effectively. Traditional frameworks like universal grammar were less frequently applied and harder to implement in classroom settings (Zhang, 2024).

Research on SLA integration in teacher education is concentrated in North America, Europe, and parts of Asia, with the USA, China, and the UK leading in study counts. In contrast, Africa, South America, and other non-English-speaking regions are underrepresented. This uneven distribution limits the generalizability of findings and highlights the need for research in diverse cultural and educational contexts.

Across all frameworks, teachers often understand SLA theories conceptually but struggle to operationalize them in lesson planning, classroom interaction, and feedback provision. Programs that incorporate reflective practices – such as video observations, group discussions, and supervised teaching – help teachers connect theory with practice more effectively.

5. Conclusions

This systematic review accentuates that SLA theories are essential for ESL teacher education, guiding curriculum design, teaching practice, and teacher reflection. This study also employed a systematic review methodology to examine the integration of SLA theories in ESL teacher education programs. This paper concludes that systematic reviews actually provide a rigorous and transparent approach to synthesizing research, allowing for comprehensive analysis of existing evidence while minimizing bias. Contextually, while the input hypothesis and interaction hypothesis are most commonly applied, cognitive, sociocultural, and usage-based frameworks offer valuable support for reflective and learner-centered teaching. A consistent theory-practice gap exists. Teachers often find it difficult to implement SLA principles, especially in lesson planning, interaction facilitation, and feedback. Programs that incorporate mentorship, supervised practicum, and reflective tools show better alignment between theory and classroom practice. Geographically, research is concentrated in North America, Europe, and parts of Asia. Expanding studies to underrepresented regions would enhance the development of context-sensitive and globally relevant teacher education

practices. It is, thus, recommended that Second Language Acquisition (SLA) theories be systematically integrated into teacher education curricula to ensure that teachers develop a strong theoretical foundation. In addition, teacher education programs should provide mentorship and guided practicum opportunities that enable teachers to apply theoretical knowledge effectively in real classroom contexts. The use of reflective tools, such as video-based classroom observations and collaborative discussions among peers and mentors, should also be encouraged to strengthen the connection between theory and practice. Finally, further research should be conducted in underrepresented regions in order to develop context-sensitive and locally relevant approaches to teacher training. Essentially, SLA theories should be systematically integrated into teacher education curricula so that teachers develop a strong theoretical foundation for understanding how languages are learned. In addition, mentorship and guided practicum experiences play a crucial role in helping teachers translate this theoretical knowledge into effective classroom practice. Ongoing professional development should further emphasize the practical application of cognitive, sociocultural, and usage-based approaches, enabling teachers to adapt theory to real teaching contexts and enhance learner outcomes.

Author Contributions: Karen G. Garalde (developed platform core modules); Data curation: Dr. Michael Estremera (compiles SLA research and regional context data); Formal analysis: Karen G. Garalde, Dr. Michael L. Estremera (validated platform effectiveness); Writing – original draft: Karen G. Garalde; Writing – review & editing: Dr. Michael Estremera.

Funding: This research received no external funding.

Informed Consent Statement: Informed written consent from all the authors by citing the sources participated in the platform's validation study.

Acknowledgments: The first author would like to thank Dr. Michael L. Estremera for reviewing the manuscript, verifying the accuracy of all SLA-related content, and contributing valuable suggestions.

Conflicts of Interest: The authors declare no conflicts of interest. No financial or commercial support was received for the conceptualization and publication of this systematic literature review.

References

- Abdulaal, M. A. A.-D., Shaalan, I. E.-N. A. W., Alenazi, M. H., Alharbi, W. M., & Abuslema, N. F. M. A. (2024). A Sociocultural Perspective on the Impact of Instructor Versus Peer Scaffolding Upon Lexical Digesting and Reading Perception. *Sage Open*, 14(2). <https://doi.org/10.1177/21582440241257915>
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. Continuum.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), 370-380. <https://doi.org/10.1016/j.system.2011.07.009>
- Chomsky, N. (1993). Lectures on government and binding: The Pisa lectures. Walter de Gruyter.
- Critical Appraisal Skills Programme (CASP). (2018). Qualitative Study Checklist. <https://casp-uk.net/wp-content/uploads/2018/01/CASP-Qualitative-Checklist-2018.pdf>
- Ellis, R. (1997). *Second language acquisition*. Oxford University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Farrell, T. S. C. (2007). Reflective language teaching: From research to practice. Bloomsbury Academic.
- Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the Knowledge-Base of Language Teacher Education. *TESOL Quarterly*, 32(3), 397-417. <https://doi.org/10.2307/3588114>
- Gass, S. M., & Mackey, A. (2007). Input, interaction, and output in second language acquisition. In B. VanPatten and J. Williams (Eds.), *Theories in second language acquisition* (pp. 175-200). London: Lawrence Erlbaum Associates.
- Heymann, P., Gonzalez, M., Natale, R. A., & Bagner, D. M. (2025). Speech-Language Outcomes in Dual-Language Learners Following Early Intervention: What About Caregiver Language? *Journal of Early Intervention*, 47(3), 330-346.
- Izumi, S. (2002). Output, Input Enhancement, and the Noticing Hypothesis: An Experimental Study on ESL Relativization. *Studies in Second Language Acquisition*, 24(4), 541-577. DOI: 10.1017/S0272263102004023
- Johnson, K. E. (1996). The Role of Theory in L2 Teacher Education. *TESOL Quarterly*, 30(4), 765-771. <https://doi.org/10.2307/3587933>
- Johnson, K. E., & Golombek, P. R. (2011). A Sociocultural Theoretical Perspective on Teacher Professional Development. In K. E. Johnson and P. R. Golombek (Eds.), *Research on second language teacher education: A sociocultural perspective on professional development* (pp. 1-12). Routledge.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Lantolf, J. P. (2000). Second language learning as a mediated process. *Language Teaching*, 33(2), 79-96. DOI: 10.1017/S0261444800015329
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.
- Lee, J. S., & Chiu, M. M. (2023). Modeling EFL learners' willingness to communicate: The roles of face-to-face and digital L2 communication anxiety. *Annual Review of Applied Linguistics*, 43, 64-87. DOI:10.1017/S0267190523000090

- Li, H. (2025). Impact of collaborative learning on student engagement in college English programs: Mediating effect of peer support and moderating role of group size. *Frontiers in Psychology, 16*, 1525192. <https://doi.org/10.3389/fpsyg.2025.1525192>
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Lin, Z., & Cai, H. (2025). A Study of the Application of the Krashen's Input Hypothesis in Middle School English Reading Teaching. *The Educational Review, USA, 9*(2), 199-205. <http://dx.doi.org/10.26855/er.2025.02.008>
- Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching, 51*(3), 285-329. doi:10.1017/S0261444818000125
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie and T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). Academic Press.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition, 19*(1), 37-66. <https://doi.org/10.1017/S0272263197001034>
- Ma, Q., Tang, J., & Lin, S. (2022). The development of corpus-based language pedagogy for TESOL teachers: a two-step training approach facilitated by online collaboration. *Computer Assisted Language Learning, 35*(9), 2731-2760. <https://doi.org/10.1080/09588221.2021.1895225>
- Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *The BMJ, 339*, b2535. DOI: 10.1136/bmj.b2535
- Nassaji, H. (2015). Qualitative and Descriptive Research: Data Type versus Data Analysis. *Language Teaching Research, 19*, 129-132. <https://doi.org/10.1177/1362168815572747>
- Portugal-Toro, A., García-Peñalvo, F. J., Balderas Ruiz, L. A., & Vences Esparza, A. (2025). Cognitive and affective processes in second language oral communication: A mixed methods research. *Frontiers in Education, 10*, 1571099. <https://doi.org/10.3389/feduc.2025.1571099>
- Pursell, E. (2020). Can the Critical Appraisal Skills Programme check-lists be used alongside Grading of Recommendations Assessment, Development and Evaluation to improve transparency and decision-making?. *Journal of advanced nursing, 76*(4), 1082-1089. <https://doi.org/10.1111/jan.14303>
- Richardson, V., Anders, P., Tidwell, D., & Lloyd, C. (1991). The Relationship Between Teachers' Beliefs and Practices in Reading Comprehension Instruction. *American Educational Research Journal, 28*(3), 559-586.
- Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics, 11*(2), 129-158. <https://doi.org/10.1093/applin/11.2.129>
- Swain, M. (2005). The Output Hypothesis. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. Routledge. <https://doi.org/10.4324/9781410612700>
- Tergujeff, E. (2021). Second language comprehensibility and accentedness across oral proficiency levels: A comparison of two L1s. *System, 100*, 102567. <https://doi.org/10.1016/j.system.2021.102567>
- Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC medical research methodology, 8*, 45. <https://doi.org/10.1186/1471-2288-8-45>
- Tomasello, M. (2003). *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Harvard University Press. <https://doi.org/10.2307/j.ctv26070v8>
- VanPatten, B. (1996). *Input processing and grammar instruction: Theory and research*. Norwood, NJ: Ablex.
- Wei, L., & Lin, A. M. Y. (2019). Translanguaging classroom discourse: pushing limits, breaking boundaries. *Classroom Discourse, 10*(3-4), 209-215. <https://doi.org/10.1080/19463014.2019.1635032>
- Zhang, G. (2024). Study on the Role of Universal Grammar in Second Language Acquisition Andassess. *Frontiers in Educational Research, 7*(1), 234-238. <https://doi.org/10.25236/FER.2024.070136>