Instructional Media

for

203 511 Second Language Acquisition M.A. (English Language Studies)

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Second Language Acquisition

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Key issues in second language acquisition (SLA)

- What is SLA?
- Competence & Performance (Chomsky,
- Acquisition & Learning
- The role of L1
- The natural route of development
- Variability in language-learner language
- Individual learner differences
- The role of the input

What is SLA?

- SLA & F(First)LA & F(Foreign)LA
- studies how learners learn an additional language after they have acquired their L1
- includes both naturalistic and tutored acquisition
- refers to all aspects of language that L2 learners acquire (syntax, morphology, phonology, pragmatic knowledge)

Competence & Performance (Chomsky, 1965)

- Competence = a language learner's underlying knowledge of language
- Performance = the actual use of language in either comprehension or production
- SLA research is about performance. (To what extent competence can be inferred from performance?)

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Acquisition & Learning

- Acquisition = picking up a second language through exposure, natural language use, learners focus on meaning rather than form, subconscious
- Learning = the conscious study of a second language

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Second language acquisition = the subconscious and conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting. It covers the development of phonology, lexis, grammar, and pragmatic knowledge.

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The role of the first language

- L1 similar to L2 aid L2 learning?
- Li different from L2 interfere with L2 learning?
- Language transfer (negative, positive)
- Contrastive analysis hypothesis

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The 'natural' route of development

- Do L2 learners follow a universal route in acquiring a 1,2?
- Learners with different L1s would learn a L2 in different ways?
- L1 acquisition = follows a highly predictable route
- L2 = L1 hypothesis
- → Error analysis
- -> Longitudinal studies

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Contextual variation in language

- Leakner errors are not systematic.
- 2 types of contextual variation
 - + Situational context
 - ◆ Linguistic context

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Individual learner differences

- Do 2\text{learners learn a L2 in exactly the same way?
- Factors that can influence the course of development are infinite. (age, aptitude, cognitive style, motivation, personality)

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Age

- Do adults learn L2 in the same way as children?
- Is there a 'natural' route for adults and a different one for children?
- The rate at which adults and children learn?

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Aptitude & Intelligence

- Aptitude (the special ability involved in language learning)
- Intelligence (the general ability that governs how well we master a whole range of skills, linguistic or nonlinguistic)

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Motivation Instrumental motivation Integrative motivation Socioaffective filter Fossilization

Personality & Cognitive Style What kind of personality is most successful in learning a L2? Extroverts VS Introverts

The role of the input

- Learner access to L2 input → SLA take place
- Habit formation through practice and reinforcement → Importance of input
- Language acquisition device (Chomsky)
- Comprehensible input (Krashen)

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Learner strategies (Tarone, 1980)

- Learning strategies
- Production strategies
- Communication strategles
- Can we observe learner strategies?

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The role of formal instruction

- Effects on the route of learning
- Effects on the rate of learning

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First Language Acquisition Analogies between FLA and SLA Theories of FLA Issues in first language acquisition

Theories of First language acquisition

- Behavioristic approaches
 - ◆ Theory of verbal behavior
 - ◆ Mediation theory
 - ◆ Jenkins & Palermo's theory
- The Nativist approach
- Functional approaches

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Theory of verbal behavior (B.F. Skinner)

- Effective language behavior = the production of correct responses to stimuli
- Operant conditioning = conditioning in which a human being emits a response
- Operant = a sentence or utterance
- Operant is maintained by reinforcement (a positive verbal or nonverbal from another person).

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The Nativist Approach

 Language acquisition is innately determined, that we are born with a genetic capacity that predisposes us to a systematic perception of language around us, resulting I the construction of an internalized system of language.

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Language acquisition device (LAD)

- the ability to distinguish speech sounds from other sounds in the environment
- the ability to organize linguistic events into various classes which can later be refined
- the knowledge that only a certain kind of linguistic system is possible and that other kinds are not
- the ability to engage in constant evaluation of the developing linguistic system so as to construct the simplest possible system out of the available linguistic input

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Universal grammar

- all human beings are genetically equipped with abilities that enable them to acquire language
- UG research attempts to discover what it is that all children, regardless of their environmental stimuli bring to the language acquisition process.

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Functional Approaches

- The generative rules proposed by the nativists dealt with the forms of language and not with the deeper functional levels of meaning constructed from social interaction.
- "Mommy socks"

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Competence & Performance

- competence = one's underlying knowledge of the system of a language -its rules of grammar, vocabulary, all the pieces of a language and how those pieces fit together
- Production = actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events

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Competence

an "idealized" speaker-hearer who does not display such performance variables as memory limitations, distractions, shifts of attention and interest ,errors, and hesitation phenomena such as repeats, false starts, pauses, omissions, and additions

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Comprehension & Production

- Comprehension (listening, reading)
- Production (speaking, writing)
- Research shows the superiority of comprehension over production.
- Adults understand more vocabulary than they ever use in speech and also perceive more syntactic variation than they actually produce.

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Nature or Nurture?

- What are those behaviors that "nature" provides innately, in some sort of predetermined biological timetable?j
- What are those behaviors that are, by environmental exposure -by "nurture," by teaching—learned and internalized?

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Universals

Language is universally acquired in the same manner, and moreover, the deep structure of language at its deepest level may be common to all languages.

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Systematicity and Variability

- Systematicity of the process of acquisition
- Variability in the process of learning

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Language and Thought

- Language affects thought??
 - Sapir-Whorf hypothesis of linguistic relativity (each language imposes on its speaker a particular "worldview"
- Thought affects language??

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Imitation

- Surface-structure imitation
- Deep-structure imitation

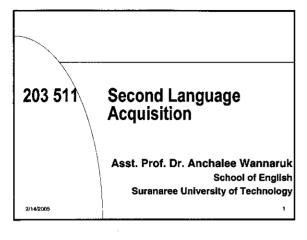
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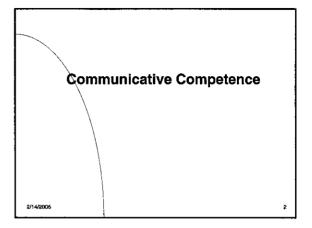
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Practice

- A behavioristic model of FLA: Practice (repetition and association) is the key to the formation of habits by operant conditioning.
- The frequency of occurrence of a linguistic item in the speech of mothers was an overwhelmingly strong predictor of the order of emergence of those items in their children's speech. (meaningful occurrence)

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Communicative language teaching

- teach second languages for the ultimate goal of communication with other speakers of the second languages
- focus on speaking and listening skills, on writing for specific communicative purposes, and on 'authentic' reading texts.

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Communicative competence

- competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts
- knowledge that enables a person to communicate functionally and interactively

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Linguistic competence

knowledge about language forms

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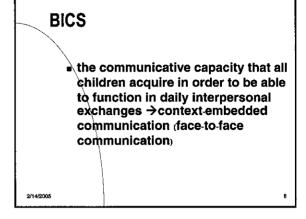
Cummins (1979)

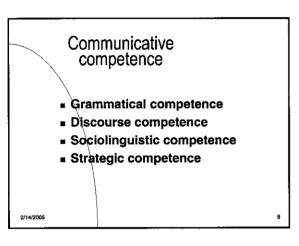
- Cognitive/academic language proficiency (CALP)
- Basic interpersonal communicative skills (BICS)

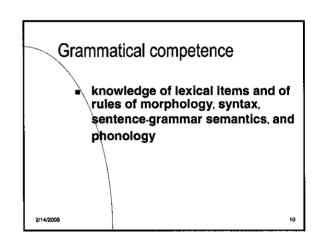
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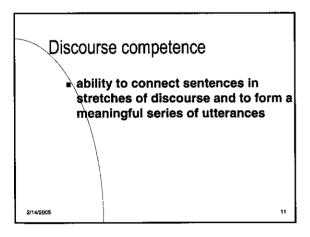
the dimension of proficiency in which the learner manipulates or reflects upon the surface features of language outside of the immediate interpersonal context →context-reduced communication (classroom, school-oriented language)

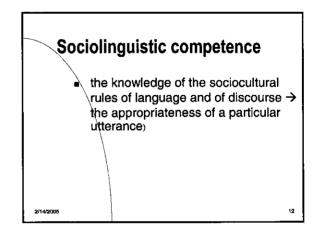
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Strategic competence

- the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through 'paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, shifts in register and style
- the way we manipulate language to meet communicative goals

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Pragmatic competence

- influences language production and interpretation → makes SLA difficult task because of cross-cultural contrasts
 - American: What an unusual necklace. It's beautiful.

Samoan:

Please take it.

 the way we manipulate language to meet communicative goals

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Functions of language (Halliday)

- Instrumental function
- Regulatory function
- Representational function
- Interactional function
- Personal function
- Heuristic\function
- Imaginative function

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Discourse analysis

- The analysis of the functions of language
- A single sentence can hardly be analyzed without considering its context.
- Without the intersentential relationships of discourse, it would be difficult to communicate unambiguously with one
 waymother.

Rules of conversation

- attention getting
- topic nomination

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Conversational maxims (Grice)
or Rules of communicative
competence

- \ quantity
- \quality
- relevance
- manner

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Speech styles (Joos)

- Criterion of formality
 - oratorical
 - deliberative or formal
 - consultative
 - casual∖
 - → intimate

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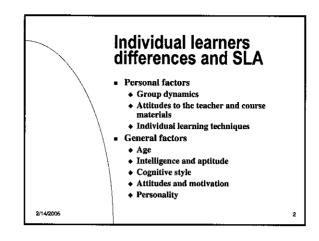
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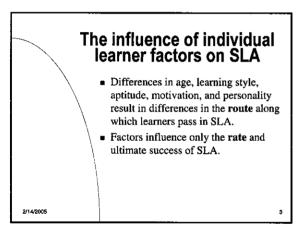
Characteristics of Communicative language teaching

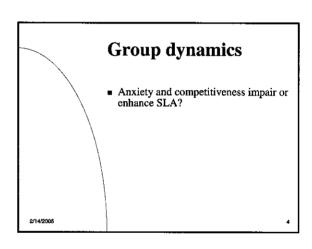
- Goals^¹
- Language techniques
- Fluency and accuracy
- Classroom use language productively, receptively in unrehearsed contexts

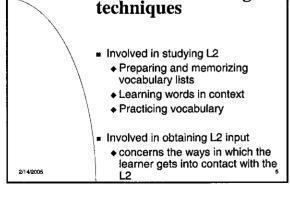
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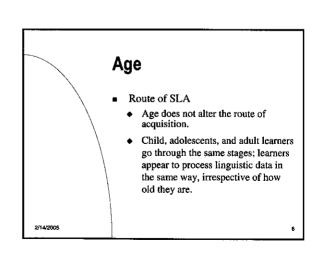








Individual learning



Rate or success of SLA

- Where rate is concerned, there is evidence to suggest that older learners are better.
- The learners who progress most rapidly may be adolescents (12-15 years).
- Age was a factor only when it came to morphology and syntax.
- The longer the exposure to the L2, the more native-like L2 proficiency becomes.

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Rate (continued)

- The influence of the age of the learner seems to outweigh the length of the learning period, at least an listening and reading tests.
- Although number of years of exposure to the L2 leads to greater success, this may be restricted to overall communicative ability, rather than to grammatical or phonological accuracy.
- the age of arrival <> pronunciation

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Explaining the effects of age

- The critical period hypothesis
- Cognitive explanations
- Affective explanations

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The critical period hypothesis

- The optimum age for language acquisition falls within the first ten years of life.
- During this period the brain retains plasticity, but with the onset of puberty this plasticity begins to disappear.
- Supported by Lenneberg (1967).

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Cognitive explanations

- Adults = learn linguistic rules → apply these rules when they use the language
- Young child → responds not so much to what language is as to what it does
- Why is there no advantage in pronunciation in adolescent learner?
- Why do adolescents outperform adults?

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Affective explanations

- Brown (1980): stages of acculturation
- initial excitement, culture shock, culture stress, assimilation or adaptation to the new culture
- Neufeld (1978)
 - Primary = a reasonably large functional vocabulary, basic mastery of pronunciation and grammatical rules
 - Secondary = the ability to handle complex grammatical structures and different language styles

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Intelligence

 a hypothesized 'general factor' which underlies our ability to master and use a whole range of academic skills

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2 kinds of language ability

- Cognitive/academic language ability (CALP) = dimension of language proficiency which is strongly related to overall cognitive and academic skills = intelligence
- Basid interpersonal communication skills (BICS) = skills required for oral fluency and also include sociolinguistic aspects of competence = aptitude

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Aptitude

- phonetic coding ability (ability to perceive and memorize new sounds)
- grammatical sensitivity (the individual's ability to demonstrate awareness of the syntactical patterning of sentences of a language)
- inductive ability (ability to notice and identify) similarities and differences in both grammatical form and meaning)

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Cognitive style

the manner in which people perceive, conceptualize, organize, and recall information

- Field independence/dependence
- Analytic/Holistic
- Data gatherers/rule formers

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Attitudes and motivation

- Attitudes
 - attitudes toward the community and people who speak the L2
 - attitudes towards learning the language concerned a
 - attitudes towards languages and language learning in general

Motivation

- Motivation (Brown, 1981)
 - ◆Global motivation
 - ◆Situational motivation
 - ◆Task motivation
- Gardner & Lambert
 - ◆Integrative motivation
 - ◆Instrumental motivation

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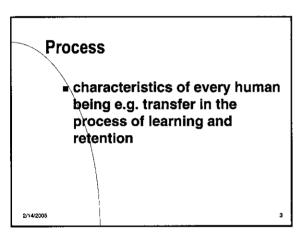
Personality

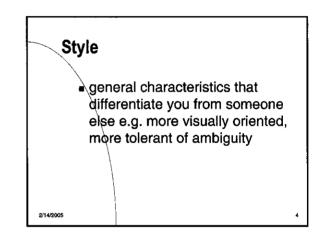
- extroversion/introversion
- social skills
- inhibition

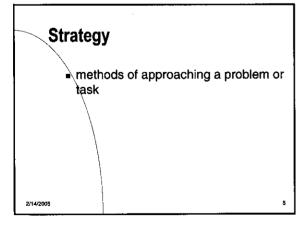
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Styles and strategies Focus: cognitive variations in learning a second language: variations in learning styles that differ across individuals, and in strategies employed by individuals to attack particular problems in particular contexts







Learning styles cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with and respond to the learning environment

Field independence

■ your ability to perceive a particular, relevant Item or factor in a 'field' of distracting Items: democratic, industrialized, competitive society → independent, competitive, self-confident → in SLL (related to classroom learning, attention to details, mastering of exercises, drills)

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Field dependence

the tendency to be 'dependent' on the total field so that the parts embedded within the field are not easily perceived though that total field is perceived more clearly as a unified whole methods of approaching a problem or task

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Left-and Right-brain functioning

- Left hemisphere: logical, analytical thought, with mathematical and linear processing of information
- Right hemisphere: perceives and remembers visual, tactile, and auditory images

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Ambiguity tolerance

the degree you are cognitively willing to tolerate ideas and propositions that run counter to your own belief system or structure of knowledge

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Reflectivity and Impulsivity

- Reflective children: make fewer errors in reading: slower but more accurate, weak performance on a proofreading task
- Impulsive children: faster readers, benefit more from inductive learning situations

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Visual and Auditory styles

Strategies

Learning Strategies

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Models of learner strategy training

- as part of a standard communicative methodology
- Teachers can embed actual strategy practice into their techniques and materials.
- Certain compensatory techniques are practiced to help students overcome certain weaknesses.
- Textbooks can include strategy training as part of a content—centered approach.

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