

Ulrika Tornberg, *Sprogdidaktik*

Kap. 8

Grammatik som produkt (proaktivt) – grammatik som proces (reaktivt) – grammatik som færdighed

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p. 119 – kap. 8 Om grammatik – (**The Monitor Model pp. 119-120**)

Stephen Krashen 1981 (fremmedsprogsforsker (f. 1941) j.fr. Vivian Lindhardsen, *Sprogfagenes Didaktik* p. 14) – **Monitor Model – 5 hypotheses:**

1 Acquisition-learning¹ hypothesis (source: Lightbown, Patsy M. & Spada, Nina: *How Languages are Learned*)

(Tornberg p. 67 Acquisition and learning are two different learning forms/paths

Tornberg pp. 67-68

The non-interface (grænseflade, kontaktflade) hypothesis: contends that the knowledge of language rules which the learner has consciously learned cannot influence the language which the learner unconsciously has learned through communicative activities

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the interface hypothesis: contends that the pupils' language development will mostly profit from grammar presented bit by bit and from a teaching that systematically concentrates on form)

We acquire as we are exposed to samples (prøve; udvalg) of the second language we understand in much the same way that children pick up their first language – with no conscious attention to language form

2 The monitor hypothesis

The acquired system initiates a speaker's utterances and is responsible for spontaneous language use >< the learned system acts as an editor or 'monitor', making minor change and polishing what the acquired system has produced

3 The natural order hypothesis²

Second language acquisition unfolds in predictable sequences

(pp. 37,82-85 Lightbown, Patsy M. & Spada, Nina: *How Languages are Learned*, p. 37 The natural order hypothesis was based on the finding that, as in first language acquisition, second language acquisition unfolds in predictable sequences. . . . p. 84 . . . grammatical morpheme acquisition sequence)

¹ Linse & Nunan: *Practical English Language Teaching. Young Learners*, p. 12 language acquisition = natural process >< learning = formal approach

² Bjerre, Malene & Ladegaard, Uffe: *Veje til et nyt sprog – teorier om sprogtiltagelse*, København: Dansk lærerforeningens Forlag, 2007, p. 76

Rækkefølgen: den rækkefølge, som vi lærer sproget i – tiltagelsesrækkefølgen – har vist sig at være meget ens fra sprog til sprog fx har man konstateret omtrent samme udviklingsstadier mht. negation på engelsk, tysk og dansk, samt de andre skandinaviske sprog

Ellis, Rod: *Second Language Acquisition*, Oxford: Oxford University Press, 2015, ISBN 978-0-19-437212-1 p. 21 accuracy order

(sequences, grammatical structures)
 -ing (progressive)
 plural
 copula ('to be')
 auxiliary (progressive as in 'He is going')
 article
 irregular past
 regular past –ed
 third person singular –s
 possessive 's

4 The input hypothesis

Acquisition occurs when one is exposed to language that is comprehensible and that contains $i + 1$ (i representing the level of language already acquired and $+1$ is the language that is just a step beyond that level)

($i + 1$ = tilegnelse af kommunikativ kompetence i et sekundært sprog >< ZPD som indebefatter al kognitiv udvikling)

5 The affective filter³ hypothesis

The 'affective filter' is a barrier that prevents learners from acquiring language

A language learner who is not at ease and feels comfortable may 'filter out' input

Mitchell & Myles, *Second Language Learning Theories* pp. 48-49 low, weak, (down) >< high, strong, (up)

Kilde: Internettet: motivation, anxiety, self-esteem

6 The Reading Hypothesis

This hypothesis basically states that the more we read in a SL the greater our vocabulary will be.

³ A psycholinguistic term – a sort of psycholinguistics