**1.** **On the basis of chapter 3 in ‘Veje til et nyt sprog – teorier om sprogtilegnelse’ write about, describe and discuss the three presented hypotheses on language acquisition on pp. 48-55 Input, output og interaction: Tre hypoteser om sprogtilegnelse.**

The input hypothesis is developed by Stephen Krashen. He says that we learn the language by receiving a input that is understandable. This happens if the learner hears and reads the language in a way that is understandable to them. The difficulties are “i + 1”. The “i” stands for the level of the learners’ interlanguage and the “1” is the next step. The best thing is when the input is a bit harder than the level the learner is at.

The interaction hypothesis from Michael Long stresses that the most efficient way to find a understandable input is through interactive important clarification or linguistic negotiation. Linguistic negotiation is when the language user shows the interlocutor that he/she does not understand what’s been told. Here there is use of i+1 from Krashen. An interactive class must be communicative to give the pupils the opportunity to negotiate the language.

The output hypothesis with Merrill Swains point of view is based on the fact that the output phase is important for the learner. The learner will acquire the language when the learner is pressed.

**2. On the basis of chapter 4 in ‘Veje til et nyt sprog – teorier om sprogtilegnelse’ write about, describe and discuss the depicted learning view on pp. 56-65 Den lingvistiske tilgang: Det ligger i sproget pp.66-83.**

The contrastive analysis from chapter one in the book in its original form is rejected but lives on in the interlanguage theory. The original way was too mechanic.

Jakob Steensig says that the mother tongue is used by the learner as a foundation when the learner is making hypothesis and therefore it is important for the teacher to know the basics of the learners’ mother tongue. This is not to correct any errors but to understand the pattern the learner is using.

Also, pronunciation demands physical training just like soccer and such. The pronunciation also depends on what the learners’ mother tongue.

“Markerethed” by Chomsky

In any language there are the core of the language and parts of the language there are stolen from other places around the world. The core is the unmarked and the stolen language is the marked. The unmarked is the most used. And maybe we learn the unmarked because we hear them a lot and not because it is the core of the language.

I believe that the more language we hear (speak, write) the more we learn. Repetition being the keyword. If we only used the marked part of the language, I believe that it would be easier to learn.

**3. On the basis of chapter 5 in ‘Veje til et nyt sprog – teorier om sprogtilegnelse’ write about, describe and discuss the defined learning view on pp. 66-83 Den kognitive tilgang: Det foregår i hovedet**

In this part of this task I am going to only highlight some interesting things from chapter five.

The cognitive approach:

The cognitive theories see the learner as the creator of grammar. The learner will make hypothesis about the language and therefore is learning about the target language in that way. Therefore, the cognitive theories are based on the equal amount of input, output and interaction in the language acquisition.

Linguistic elements get access to the short-term memories and the long-term memories. The short-term memories process the incoming data through the senses. The long-term memory stores the information that is coming from the short-term memory. Although, not every data from the short-term memory reaches the long-term memory. When the linguistic elements is stored in the long-term memory the we can talk about language acquisition.

Concepts in how to reach the long-term memory:

Attention and processing – strategies

*Krashen* thinks that language acquisition is an unconsciously action. Krashens’ concepts

Acquisition: Between people. Focus on content. Most important and the best way.

Learning: School context and focus on form.

He thinks that there is “a wall” between these two above and that they only work in that specific content.

*Richard Schmidt* disagrees with Krashen. R.S. thinks that language acquisition requires consciousness.

There are three factors:

Intention: focus on learning when it happens intentionally e.g. in school and unintentionally from another activity.

Knowledge: often defines as explicit and implicit. Whether the student knows how to put the knowledge into words.

Attention: Biggest importance in this theory. The attention explains what is going to happen before input turns into intake.

“notice the gap”

The theory of “attention” is a clification of the input hypothesis.

The degree of involvement is essential to store words and phrases in the memory (Laufer&Hulstijns). How involved is the learner in the process of learning?

Needs: close to the motivation concept

Search: the energy that is being put into the search for the solution.

Evaluation: comparing linguistic elements.

The good language learner features:

* He/she is interested in the form and structure of the language
* He/she is interested in the communicative functions of the language
* He/she is working actively with exercises and tasks
* He/she is conscious of the acquisition process
* He/she is flexible when it comes to changing the attention between content and form

**4. On the basis of chapter 6 in ‘Veje til et nyt sprog – teorier om sprogtilegnelse’ write about, describe and discuss the described learning view on pp. 84-95 kap. 6 Den sociale tilgang: Det sker mellem os.**

You have to look at the context of the learner and not only the language acquisition.

Vygotsky: ‘Zonen for nærmeste udvikling’ is where the optimal learning happens for the learner. He also says that ‘what the pupil can do with an adult he can do himself tomorrow’.

* I get this idea that you must be with someone better than yourself in order to be better. But sometimes in reality it can lead to the opposite e.g. that the adult helps too much and therefore puts the child out of play.

That is however the help the psychologist Jerome Bruner clarifies through the concept: Scaffolding.

* Scaffolding is very common amongst teachers and students becoming teachers. This is discussed in several classes in some way.

The effect on the scaffolding interlanguage research is to be found through the linguistic negotiation.

Richard Donato: the collective scaffolding can lead to individual language acquisition.

John Schumer: language acquisition is a subordinate part of the overall acculturation. He has a static and unified view on culture and identity.

Bonny Pierce: disagrees with Schumer. We all have different identities in different situations.