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Second Language Acquisition

Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

Second Language Acquisition

Guía didáctica

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Autora:

Salcedo Viteri Karina Soledad



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Second Language Acquisition

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Salcedo Viteri Karina Soledad

Diagramación y diseño digital:

Ediloja Cía. Ltda.

Telefax: 593-7-2611418.

San Cayetano Alto s/n.

www.ediloja.com.ec

edilojacialtda@ediloja.com.ec

Loja-Ecuador

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1. Informative data

1.1. Presentation of the subject



1.2. UTPL Generic competences

- Ability to develop Critical and Reflexive Thinking
- Ability to search process and analyze information from different sources

1.3. UTPL Specific Competences of the major

- Integrates pedagogical, language, didactic and curricular knowledge that allows, in an interdisciplinary way, the updating of models, the use of learning methodologies and the incorporation of knowledge for the teaching of English as a foreign language in a practical and systematic way, based on the development of critical, reflective, creative and experiential thinking in relation to the development of the person and his/her context.

1.4. Issues addressed in the course.

Limited methodological and didactic knowledge, as well as scarce development of critical and reflective thinking.

Limited knowledge on the design, application and evaluation of resources and educational strategies for the adaptation, flexibility and integrality of personalized learning experiences



2. Learning methodology

While studying at distance can be a great challenge for students since it requires significant responsibility, planning ahead and effort; all of which are extremely necessary to be successful when learning any subject.

The methodology of the course is based on the UTPL distance student-centered approach, a collaborative and cooperative method is applied as well as Flipped classroom, where a variety of strategies are used, including video discussions, lectures/presentations discussions, and of course forum and quizzes among others.

The plan of activities, as well as the selection of the study techniques and tools to be used, are selected according to the learning results and competences to be achieved to assurance training concerned with the development of the professional profile of the program.

The educational process is based on the development and evaluation of three types of activities: teaching, application and experimentation of learning and, autonomous work. The teaching-learning process is carried out under the supervision and direct assistance of the teacher in a synchronous or asynchronous way, using technological tools such as video collaboration, chat or forum for the development of collaborative work among the participants of the course.

The application and experimentation activities are the tasks that students perform individually throughout the course in which they put into practice what they have learned. Autonomous work requires students to develop their capacity to generate and build learning in a self-regulated manner, basically through reading and reflection.

All the contents you have to master in this course can be found in the textbook therefore, this virtual guide is the main instrument you have in order to study those contents. Thus, your guide is necessary to lead you through the learning process. Furthermore, in the guide you will find additional explanations, self-evaluations and their answers. I wish to inform you that the contents designed for the first term are units 1 and 2 and for the second term units 3 and 4 will be covered.

In order to reinforce your knowledge various online activities are planned for each term, such as academic forum, academic chat, video collaboration, questionnaires and other assignments. These assignments are important for you since they constitute a learning strategy and their presentation will allow you to take the make-up tests.

Participate in all the activities are useful and important because they will allow you to interact with your classmates and tutor as well as exchange experiences and criteria on the academic subject raised by the teacher.

The academic resources that you need to study this course are the virtual guide, the textbook, virtual platform and the academic plan.



3. Academic guidelines per learning outcome

 **First mid - term**

Learning outcome 1 and 2

- Analyses the universal features of language learning
- Discusses second language acquisition theories and epistemologies

This course is intended to give learners a general overview of Second language acquisition and introduce them in a depth learning of leading theories, models, applications, research, ideas, opinions about teaching and learning a second language.

This course counts with a textbook which includes seven units and they are studied according to the minimal contents proposed by the career. This term only covers the first four units of the textbook, these contents are organized according to the two topics: Foundations Second Language Acquisition (SLA) and Epistemologies and theories in Second Language Acquisition.

Contenidos, recursos y actividades de aprendizaje



Week 1

Unit 1. General issues of second language acquisition

Dear students, let us start our course of Second Language Acquisition. You have to attentively read your textbook "Introducing Second Language Acquisition" and the additional information I offer you in the following pages.

In this first unit you are going to study the general issues of second language acquisition (SLA) and main concepts, key terms and some frameworks related to how language is acquired. Additionally, you are going to review some fundamentals of second language acquisition. So... Let's get started!

1.1. Foundations Second Language Acquisition (SLA)

1.1.1. Language learning and language acquisition



To begin with our study dear student, think about what is the meaning of the terms "learning" and "acquisition" what is the difference between these two terms? You can also ask yourself when you learn a language, and when you acquire a language.

According to Krashen's acquisition-learning hypothesis (1980), there are two independent ways to develop our linguistic skills: acquisition and learning. This theory is at the core of modern language acquisition theory. Let's review what acquisition is, and what learning a language is.

What is acquisition?



Acquisition is a subconscious process where we are not aware. We are unaware of the process as it is happening and when the new knowledge is acquired. This process is similar to the process that children undergo when learning their native language. Acquisition requires meaningful interaction in the target language, during which we are focused on meaning rather than grammar or form. (Krashen, 1980)

Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Acquisition requires meaningful interaction in the target language – natural communication – in

which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding The Natural Approach (Krashen, 1980)

In our words, acquisition is a process which humans acquire the capacity to perceive and comprehend language. It is an unconscious process, that means, that people increase the ability to be aware of language, to understand it and to produce and use words and sentences to communicate. Here are some characteristics:

Characteristics:

- The process by which humans acquire the capacity to perceive, produce and use words to understand and communicate.
- This capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary.
- It is a key aspect that distinguishes humans from other organisms.
- Language acquisition usually refers to first language acquisition, which studies infant's acquisition of their native language.

Did you understand what acquisition is? Can you give a definition of acquisition, using your own words?

iiGreat!!

Once you have cleared this theme, please, continue with the next big question:

What is language learning?



Language learning is broadly defined as developing the ability to communicate in the second / foreign language. It is a conscious process, much like what we experience in school. New knowledge is represented consciously in our mind. (Lightbown and Spada, 2000)

In our words, language learning is an active process that begins at birth and continues throughout life. Students learn a language as they use it to communicate their thoughts, feelings, and experiences, or establish relationships with family members and friends. That means that we learn a spoken and written language to communicate with each other.

Here is an important distinction made by linguists between 'language acquisition' and 'language learning'. Now, pay attention to the following chart, it shows some aspects about acquisition and learning the language.

Tabla 1.

Difference between acquisition and learning.

Acquisition	Learning
Implicit, subconscious	Explicit, conscious
Informal situations	Formal situations
Uses grammatical 'feel'	Uses grammatical rules
Depends on attitude	Depends on aptitude
Stable order of acquisition	Simple to complex order of learning

As you can see, in table 1, there is an innate capacity for every human being to acquire language and it is outside of formal instruction in things like grammar or vocabulary, meanwhile learning is an explicit and conscious process, and it occurs in a formal situation. Acquisition means that the language is acquired naturally and with meaningful interaction with parents or relatives and the surrounding environment, and learning means that the language is acquired in a formal setting and there is an explicit teaching of rules ranging from simple to complex.

Regarding 'language acquisition' it is a subconscious process during which they are unaware of grammatical rules and where the emphasis is on the content of the communication and not the form. Error correction and explicit teaching of rules are not relevant to language acquisition.

Key Difference



Language Acquisition is the manner of learning a language by immersion. It provides the student with the practical knowledge of the language. Whereas, language learning focuses on providing theoretical knowledge of a language. Language is the primary form of communication that humans use.

I invite you to review the information on [acquisition and learning](#) in order to learn more about this topic.

The information in the resource is quite explicit, isn't it? Well, having understood the characteristics of each approach, it is now time to review your knowledge with the next activity.



Recommended learning activities

- Dear student, write the difference between language acquisition and language learning.

You must read the information in the guide and identify the characteristics of each one. Then compare both and establish the differences. Now you can write the differences between them.

How did it go? Did you establish the difference between them? ¡¡¡Excellent!!!



The big difference between language acquisition and language learning is that language acquisition requires immersion, it is subconscious and It provides the student with the practical knowledge of the language.

Now see whether your answer was correct or not.

Let's continue with the next topic.

1.2. Differences between first language (L1) Vs Second Language (L2)

Next, I invite you to review some differences between first language (L1) Vs Second Language (L2):

1.2.1. First language and second language acquisition

Can you define first language acquisition? What is second language acquisition? Is there any difference between them? In this section you will read about first language acquisition and its characteristics, and second language acquisition and some key terms.

Let's start reviewing the definition of first language acquisition.



"First language acquisition" commonly means the acquisition of a single language in childhood, regardless of the number of languages in a child's natural environment. Language acquisition is variously viewed as predetermined, wondrous, a source of concern, and as developing through formal processes. formal processes. (Lightbown, 2000, p.1)

And there are some characteristics of L1:

- The process by which humans acquire the capacity to perceive, produce and use words to understand and communicate.
- This capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary.
- It is a key aspect that distinguishes humans from other organisms.
- Language acquisition usually refers to first language acquisition, which studies infant's acquisition on their native language.

There is a necessity to mention that the concepts first language, native language, primary language, and mother tongue are usually treated as a roughly synonymous set of terms. The distinctions among these terms are not always clear, but these terms refer to language which is acquired during early childhood, before the age of three years, and it was learned as part of growing up among people who speak them. (Savile-Troike & Barto, 2017, p.4)

Dear student, I invite you to review the information on First language Acquisition in in order to learn about the theories. The information in this resource is not found in the textbook, so I invite you to review, analyze and learn more about this interesting topic.

First Language Acquisition

Now, it is clear what is first language acquisition. *Do you consider that you can give a definition of first language acquisition, using your own words?*

iiGreat!!

Once you have cleared this first concept, please, continue with the next one that is second language acquisition. Let's review its definition:



"Second Language Acquisition" (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young child, and to the process of learning that language. The additional language is called a second language (L2). even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL), which refers to any language that is the aim or goal of learning. (Savile-Troike & Barto, 2017, p.2)

Dear student, I invite you to review the information on [Second language Acquisition](#), in order to learn to review how the proposed theories of first language acquisition are presented for learning a second language. The information in this resource is not found in the textbook, so I invite you to review, analyze and compare those theories.

Dear student, I also request you to review the video [Second Language Acquisition](#) where you can complement the information from the book. Here, you can have a big explanation of the hypothesis how people acquire a second language.

Now, let's continue reading.

It is important to restart that when you were a very young child, you began acquiring at least one language, your first language (L1). Since that time, you may have acquired an additional language (L2), maybe in the natural course of having the language used around you. (Savile-Troike & Barto, 2017, p.4). The following resource shows the distinctions commonly made in the literature:

[Language distinctions](#)

Dear student, you already know these distinctions of the language, so I invite you to find the details of each of the distinctions mentioned above in your textbook "Introducing Second Language Acquisition". Please review chapter 1. Now, lets participate in the next recommended activity



Recommended learning activities

Dear students, answer the following questions.

First, you have to read the whole information in the textbook and recognize the characteristic of each distinction of language. Now you could answer each question

- What is a second language?
- What is a foreign language?
- What is a library language?
- What is an auxiliary language?

Note. Complete the activity in your notebook or in a Word document

How did it go? Did you answer the questions? iiiExcellent!!!

We can mention that Second language is the official dominant language needed for education, employment, and other purposes. It is often acquired by immigrants who speak another language.

Foreign language is the language used in learner's social context and will be used for future travel or studied as curricular requirement.



Library language is used as a tool for further learning through reading specially when the field of study is not published in learner's native tongue.

Auxiliary language is used for official functions, in political settings.

Now see whether your answer was correct or not.

Dear students, we are going to continue discussing about other terms that are important you consider, such as multilingualism.



According to Savile-Troike and Barto (2017) acquisition of more than one language during early childhood is called **simultaneous multilingualism**, to be distinguished from **sequential multilingualism**, or learning additional languages after L1 has already been established. The term Multilingualism in the textbook, includes bilingualism.

In the same way, Savile-Troike and Barto (2017) define **Simultaneous multilingualism** as a result in more than one “native” language for an individual, though it is undoubtedly much less common than sequential multilingualism. Some researchers assume that there are significant differences between the process and results of language acquisition by young children and by older learners. Although this is an issue which is still open to debate among linguistics and psycholinguists.

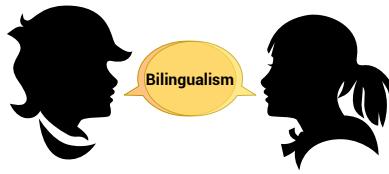
Now, it is time to read the information in your textbook, chapter one. Read the whole information and use your own words to define each term.

Let's continue with the text topic.

1.2.2. The world of second languages

Dear student, please, read the corresponding part of this unit in your textbook, chapter 2 and then I invite you to continue with the additional information and explanation below.

To start, it is important to establish the difference between monolingualism, bilingualism and multilingualism. An understanding of these issues is a necessary foundation for our discussion of linguistic, psychological, and social perspectives on SLA in the next units.



Monolingualism refers to the ability to use only one. **Bilingualism** is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual, or they may become bilingual by learning a second language sometime after their first language. (Savile-Troike & Barto, 2017, p.8)

And, Multilingualism refers to the ability to use two or more languages. (Some linguists and psychologists use bilingualism for the ability to use two languages and multilingualism for more than two)

Key Difference



Children who learn more than one language from earliest childhood are referred to as **simultaneous bilinguals**. Whereas those who learn another language later can be called **sequential bilinguals**.

The same natural and generally easy learning processes take place when there is significant exposure to more than one language in early childhood. That means that if a young child hears and responds to two (or more) languages in their environment, the result will be simultaneous multilingualism.

Now, it is time to read the information in your textbook, chapter 2. Read the whole information and identify the differences between those terms and complete the next activity.



Recommended learning activities

Dear student, establish the difference between first language acquisition and second language acquisition by completing the chart.

Read the whole information in the textbook and identify the characteristics of each one.

Watch the video [First language vs Second Language Acquisition](#) (no creative commons) and list the main aspects of each language. You can find the difference between both languages.

Now, you can complete the chart.

First language acquisition	Second language acquisition
----------------------------	-----------------------------

Note: answer the activities in a notebook or word document.

How did it go? Can you find any difference? ¡¡Excellent!!!



We can say that the acquisition of the first language is the language of our parents, of our community with which we identify ourselves from birth. While the acquisition of a second language is due to different social, political, educational and communication contexts.

Now see whether your answer was correct or not.



Week 2

1.3. Nature of language learning

How children acquire and develop their language and communication skills in early stages? At the age of three years old, children have mastered most of the distinctive sounds of their first language, and basic discourse patterns appear at an even earlier age, and at the age of five or six, children control most of the basic L1 grammatical patterns, although some complex grammatical patterns will continue developing through the school years. While it is true that much of children's initial language learning can be attributed to their imitation of sounds and words around them. (Saville-Troike & Barto, 2017)

Let's review two important features in learning a language, the role of natural ability and the role of social experience. Dear student, I invite you to review your textbook, chapter 2.

1.3.1. The role of natural ability



What refers to the innate capacity of a person? It refers a person's ability that he/she is born with. This capacity provides to the child to acquire the grammatical rules nourished to them through the environment. That means, children require linguistic inputs to be processed. Children learn things through experience, but innate knowledge is already existing in a person at the moment of birth.

According to Saville-Troike and Barto (2017) there are several general assumptions respect to learn a language:

- Children begin to learn their L1 at the same age, whether it is English, Bengali, Korean, Swahili, or any other language in the world.
- Children master the basic phonological and grammatical operations in their L1 by the age of about five or six.
- Children can understand and create novel utterances.
- There is a sensitive cut-off age for L1 acquisition, beyond which it may never be complete.
- Acquisition of L1 is not simply a facet of general intelligence.

To sum up, children's language development is a gradual process of acquiring more and more complex set of structures and rules for combining them. Jean Piaget is one of the earliest proponents of the view that children's language is built on their cognitive development.

1.3.2. The role of social experience



As it is mentioned in the textbook, children will never acquire a language unless that language is used with them, and around them. (Saville-Troike & Barto, 2017, p.16) That means, that children need to interact with someone, and mother's talk is often assumed to be the most important source or early language input to children.

Children acquire the language in a natural way, and some researchers demonstrated that social interaction facilitates lexical and phonological development at the early stages of child language acquisition.

Social interaction is critical for children's language acquisition (Adamson, 1995; Bloom, 2000; Bruner, 1981; Hollich et al., 2000; Nelson, 2007; Tomasello, 1992). Similarly, Meltzoff and Moore (1977) mentioned that from the moment children are born, they engage in social interaction, and a child's language development is dependent on the social environment. Likewise, Walton et al., (2012) showed that social interaction may also prove motivational to children through the mere presence of a social partner, as some data suggests that even minimal social connections to another person increase young children's motivation to learn.

Regarding to the social experience, the book mentions a good example that I like to mention here; children who attend nursery school are often more advanced in development of verbal skills that are needed for controlling and manipulating other children than are children who are raised at home without the experience of interacting and competing with peers. (Saville-Troike & Barto, 2017, p.16)

And, *what could happen if young children's social experience includes people around them using two or more languages?* You are right, they could learn both languages or many languages because they have the innate capacity.

We can conclude that children learn more than new words by engaging with social partners, they learn things through experience, and if they have an adequate L1 they will learn more complex grammatical patterns through the years.

Now, it is time to read the information in your textbook, *chapter 2*.

Let's continue with the text topic.

1.4. Frameworks for second language acquisition

In this topic we are going to review the approaches (since 1960) of second language acquisition based on linguistics, psychological and social frameworks. Important theoretical frameworks that have influenced the SLA approaches are listed in table below, and they are organized by the discipline with which they are primarily associated, and sequenced according to the decade(s) in which they achieve relevant academic prominence.

Dear student, I invite you to review your textbook, chapter 2.

Tabla 2.

Frameworks for SLA

Timeline	Linguistic (Chapter 3)	Psychological (chapter 4)	Social (Chapter 5)
1950s and before	Structuralism	Behaviorism	Sociocultural Theory
1960s	Transformational Generative Grammar	Neurologistics Information Precesssing	Ethnografy of Communication Variation Theory
1970s	Functionalism	Humanistic models	Acculturation Theory Accomodation Theory
1980s	Principles and Parameters Model	Connectionism	Social Psychologist
1990s	Minimalist Program	Processability	Interactionist approaches
2000s	Interfaces	Complexity Theory	Computer - Mediated Communication

As you can see in the table 2 prior to 1960, the dominant linguistic model through the 1950s was **Structuralism** (e.g. Bloomfield 1933). which emphasized the description of different levels of production in speech: phonology (sound systems), morphology (composition of words), syntax (grammatical relationships of words within sentences, such as ordering and agreement), semantics (meaning), and lexicon (vocabulary). (Saville-Troike & Barto,p25)

The most influential cognitive model of learning that was applied to language acquisition at that time was **Behaviorism** (Skinner 1957). which stressed the notion of habit formation resulting from S-R-R: stimuli from the environment (such as linguistic input), responses to those stimuli, and reinforcement if the responses resulted in some desired outcome. Repeated S-R-R sequences are “learned” (i.e. strong stimulus-response pairings become “habits”). (Saville-Troike & Barto,2017, p.25)

Although it had not yet been applied to second language concerns, Vygotsky's **Sociocultural Theory** (1962 in English translation) was also widely accepted as a learning theory by mid-century, emphasizing interaction with other people as critical to the learning process. This view is still influential in SLA approaches which are concerned with the role of input and interaction. (Saville-Troike & Barto,p 26)

According to the linguistic perspective, there are two cores to study of SLA: internal and external. The internal focus has been based primarily on the work of Noam Chomsky and his followers, and the external focus has emphasized language use, including the functions of language. (Saville-Troike & Barto, p.27)



According to the psychological perspective, there are three cores to study of SLA: languages and the brain, learning process and learners' differences.

And finally, according to the social perspective, there are two cores for the study of SLA; microsocial and macrosocial. Regarding the microsocial focus, it is related to the language acquisition and use in immediate social contexts of production, interpretation, and interaction; and regarding to the macrosocial focus, it is related to language acquisition and use to broader ecological contexts. including cultural, political, and educational settings.

All of these perspectives will be revised thought these weeks. Now, dear student, I invite you watch a video and then read the information in your text, in chapter 2.



Dear student, in the following video [Socio-Linguistic Perspectives](#) (no creative commons) you can complement your knowledge about the socio-linguistic perspectives of second language acquisition. Here you can review the variability in second language use, second language socialization and other important aspects of SLA. I am sure you will enjoy watching it.

How did it go? Did you learn something new? ¡¡¡Excellent!!!

Let's continue with the text topic.



Week 3

1.5. Universal features of the second language acquisition: L1 Vs L2

1.5.1. Comparison between First language and Second language learning

Dear students, now, we are going to make a brief comparison between of L1 and L2. This comparison between L1 and L2 learning is divided into three phases; initial state, second phase and final state. The first stage refers that children have the predisposition to learn a language, an innate capacity, the underlying knowledge about language structures and principles.

The second phase is related to the all stages of the basic language development, that means the maturational changes in L1 child grammar, and the L2 developmental sequence, for this reason, in this phase some process and conditions are compared to identify which facilitate language learning.

The third phase is related to the outcome of L1 and L2 learning. The final state of L1 development- by definition- is native linguistic competence, and the final state of L2 development - by held definition - can never be totally native linguistic competence. and the level of proficiency which learners reach is highly variable.

It is an interesting topic, isn't it? I'm sure it is. Please read the information in your book.

Recommended Reading



Dear student, I invite you to investigate more about L1 and L2. I invite you to read the following article: [Comparing and contrasting First and Second Language Acquisition: Implications for Language Teachers](#). I am sure you will enjoy reading this fascinating article.

Now, let's move to the next topic.

1.6. The second language acquisition process

Haynes (2017), mentioned that Stephen Krashen divides the process of second-language acquisition into five stages: preproduction, early production, speech emergence, intermediate fluency, and advanced fluency. In the first stage, preproduction or silent period, Krashen recognized that learners have a receptive vocabulary of up to 500 words, but they do not yet speak their second language. For learners that go through a silent period, it is around three to six months.

The next stage, early production, Krashen established that learners are able to speak in short phrases of one or two words. They can also memorize chunks of language, although they may make mistakes when using them. In this stage, vocabulary is also increased, learners have a active and receptive vocabulary of around 1000 words. This stage normally lasts for around six months.

In the third stage, speech emergence, learners' vocabularies increase to around 3000 words and they can communicate using simple questions and phrases. They could often make grammatical errors.

The fourth stage is intermediate fluency; here, learners have a vocabulary of around 6000 words, and they can use more complicated sentence structures, and share their thoughts and opinions. Learners could make frequent errors with more complicated sentence structures.

The final stage is advanced fluency, which is typically achieved between five and ten years of learning the language. Learners at this stage can function at a level close to native speakers. (Haynes, 2017)

It is important to mention that Krashen has also developed a number of hypotheses discussing the nature of second language learners' thought processes and the development of self-awareness during second language acquisition. This theory of second language acquisition will be reviewed and analyzed later, in the next units.

Dear student, we have come to the end of this first unit, and I invite you to test your knowledge. Please, verify what you have learned.

Recommended reading



Dear student, I invite you to investigate more L2 and learners. I invite you to read the following article about [Second Language Learning and Second Language Learners: Growth and Diversity](#). I am sure that the reading will help you to understand and reinforce your knowledge on this subject.

My dear student, we come to and end of the first unit; I hope that now you have a broadened vision of what second language acquisition is, why it is useful, which are the perspectives and the theories, and why it is so important for you, future educators.

You may check your understanding and verify your knowledge by answering the questions of the first self-evaluation test below.



Self evaluation 1

Activity 1. Choose the correct alternative to the following definitions

1. It is acquired during childhood.
 - a. Target language.
 - b. Foreign language.
 - c. First language.
2. It is an officially or societally dominant language needed for education, employment, or other basic purposes.
 - a. Second language.
 - b. Foreign language.
 - c. Target language.
3. Language learning is its priority, it is its aim or goal.
 - a. Second language.
 - b. First language.
 - c. Target language.
4. It might be used later for travel or be required for school
 - a. First language
 - b. Foreign language
 - c. Second language

Activity 2. Complete the statements with the correct word or words. Choose from the following options:

performance competence phonemes

5. The underlying knowledge of language is called _____.
6. Actual production of language is called _____.
7. Sounds that make a difference in the identity of words are called
_____.

Activity 3. Answer True (T) or False (F) according to the statement.

8. () Input is necessary for both L1 and L2.
9. () The internal focus seeks to account for speaker's externalized, underlying knowledge of language.
10. () The external focus emphasizes language use, including the functions of language which are realized in learner's production at different stages of development.

Answer Key

This is the end of the unit one

Dear students, let's continue with our course and move to the next unit.



Unit 2. Epistemologies and theories in Second Language Acquisition

Dear students, in this unit we are going to discuss several approaches to the study of second language acquisition, and they have been heavily influenced by the field of linguistics since the middle of the twentieth century. Remember that you have to read the corresponding part in your textbook, chapter 3. I invite you to start reading this additional information and explanations below.

The field of second language acquisition studies is characterized, first, by linguistic perspective and it focuses on the process how learners build up their linguistic knowledge of the second language. What is learned in acquiring a second language.

as well as how it is learned. This perspective is centered on learning. The other perspective is psychological, it focuses on the different manners in which learners handle with the task of learning and using L2. This perspective is centered on the learner.

According to the book, Saville-Troike and Bart (2017), ask a question: Why some L2 learners are more successful learning a second language than others?

Do you know the answer? Can you think any reason?

Well, linguists may distinguish groups of learners by the identity and relationship of their L1 and L2; on the other hand, psycholinguists could make distinctions based on individual aptitude, personality factors, types of motivation, and different learning strategies for L2 learning; and sociolinguists may distinguish among learners with regard to social, economic, and political differences. (Saville-Troike & Bart, 2017, p. 34)

2.1. Linguistic theory of second language acquisition.

2.1.1. The nature of language



Oxford English Dictionary (2021) defines language as words and the methods of combining them for the expression of thoughts, Chomsky (1986) said that language is a set of very specific universal principles which are intrinsic properties of the human mind and part of our species' genetic endowment. (p. 15). So, most linguists could agree that a language as a structured system of communication used by humans, based on speech and gesture (spoken language), sign, or often writing, and it also shares the following characteristics:

Figura 1.
Language characteristics

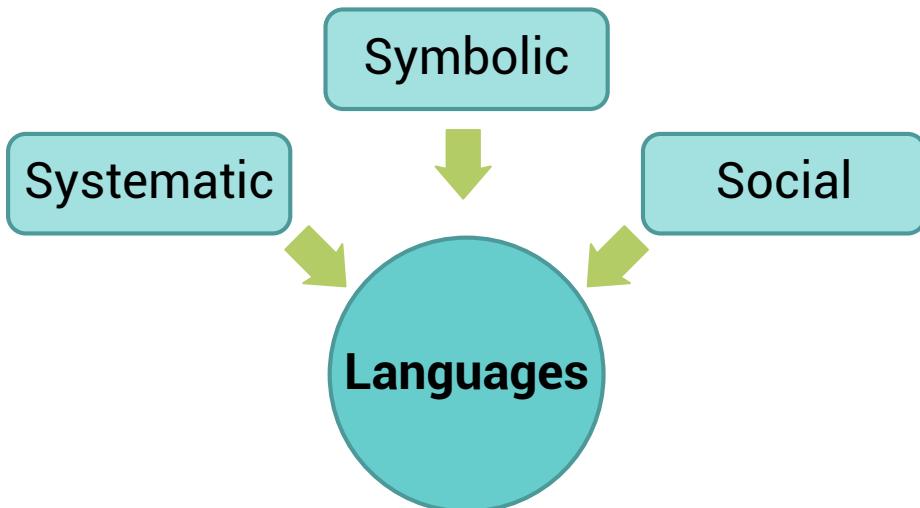
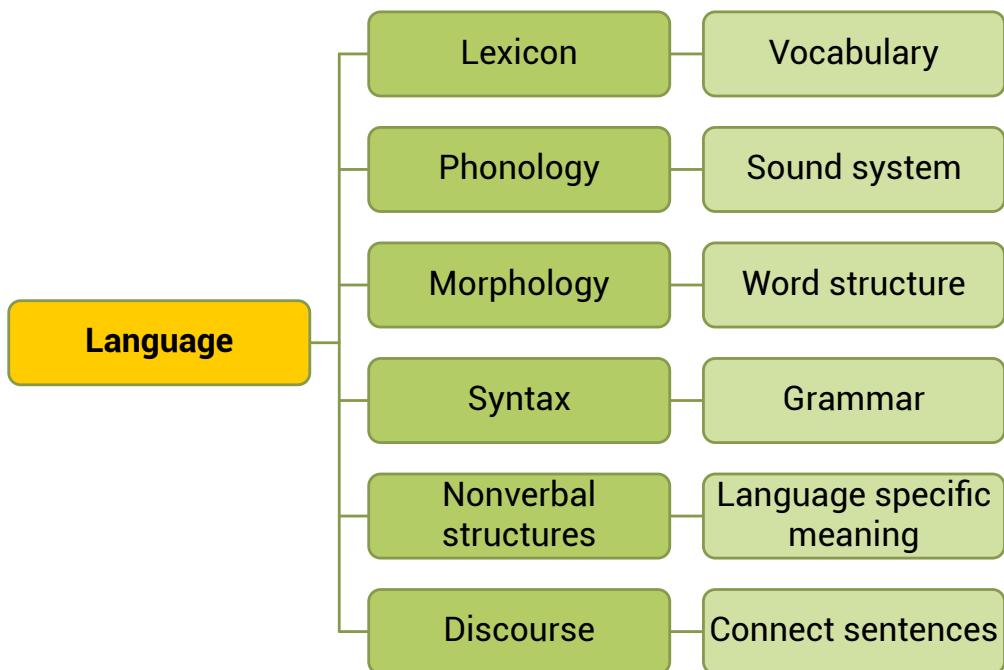


Figure 3, shows us the characteristics of the language. First, languages are symbolic because the symbols of language are arranged in specific systems. All languages have their individual and unique arrangement of plans.

Second, each language is an arrangement of systems. Also, languages are signified as a symbolic system, that means that different types of symbol basing on sound for concepts, things, ideas, thoughts, object etc. Language has specific sounds and words according to their symbols. The words in a language are not just patterns or images but symbols that has the meaning. And third, languages are social because it is used9 for communication and this relation with a social group permits to share ideas, thoughts, and feeling with others, and develop culture. (Saville-Troike & Bart, 2017, p. 34-35)

Linguists traditionally divide a language into different levels for description and analysis, as in figure 4, even though in actual use all levels must interact and function simultaneously.

Figura 2.
Language levels



As you can observe, indicates the areas of knowledge which every L1 or L2 learner must acquire at these different levels. Lexicon is associated to vocabulary, phonology is associated to sound system, morphology is associated to word structures, syntax is associated to grammar, nonverbal structures are associated with conventional, language-specific meaning, and

discourse is associated to ways to connect sentences and the organization of sentences.

All of this knowledge about language is automatically available to children for their L1 and is somehow usually acquired with no conscious effort. In your textbook these levels are explained in detail.

Dear student, now, we are going to start reviewing the theories about SLA, review your book, chapter 3.

2.1.2. Early approaches to Second Language Acquisition.

I am sure that some of you have listened about these theories before, now, we are going to analyze each one of them. Let's start with Contrastive analysis (CA).

Contrastive Analysis (CA) is an approach to the study of SLA which involves predicting and explaining learner problems based on a comparison of L1 and L2 to determine similarities and differences. It was heavily influenced by theories which were dominant in linguistics and psychology within the USA through the 1940s and 1950s, Structuralism and Behaviorism. The goal of CA (as that of still earlier theories of L2 learning) was primarily pedagogical in nature: to increase efficiency in L2 teaching and testing. (Saville-Troike & Bart, 2017).



Robert Lado was an exemplary applied linguist, his first work on Contrastive Analysis was *Linguistics across Cultures* published in 1957.

To summarize contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities.

I invite you to review about this theory in the textbook to have a more complete idea about this theory.

Now, let's continue with another theory.

Error Analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2 (as in CA). EA largely augmented or replaced CA by the early 1970s. (Saville-Troike & Bart, 2017).



According to linguist Corder (1976), the following are the steps in any typical EA research: collecting samples of learner language, identifying the errors, describing the errors, explaining the errors and evaluating/correcting the errors.

For him, error analysis focuses on the error's learners make. It consists of a comparison between the errors made in the target language and that target language itself. Error analysis emphasizes the significance of learners' errors in second.

For many linguists, error analysis is a very important area of applied linguistics as well as of second and foreign language learning because this theory is a systematic method to analyze learners' errors. Remember that errors are not always bad, rather they are crucial parts and aspects in the process of learning a language.

Key Difference:



The difference between 'error' and 'mistake' is in the context that they are used in. A 'mistake' is usually accidental, you know it is wrong. Otherwise, an 'error' is usually made due to the lack of knowledge and is more formal than 'mistake'.

Dear student, in this opportunity I invite you to make a reflection about which were the most difficult linguistic elements to master.

First, go to [Active learning activity](#), you can see that we are going to work in padlet, and read the question. Think about your own experience learning English and write your answer. If you have any problem to interact with padlet, please watch this video: Padlet Tutorial.

I appreciate your answer the question proposed in padlet

Let's continue with the explanation of some of the most important theories. It's turn to discuss about Interlanguage. Remember to review your textbook, chapter 3.

According to Saville-Troike and Bart (2017), Interlanguage (IL) is the type of language or linguistic system used by second-and foreign-language learners who are in the process of learning a target language. Interlanguage pragmatics is the study of the ways non-native speakers acquire, comprehend, and use linguistic patterns or speech acts in a second language.



Selinker (1972) introduced the term "Interlanguage" to refer separate linguistic system evidenced when adult second language learners spontaneously express meaning using a language they are in the process of learning.

According to Selinker (1972) an interlanguage is dynamic and permeable. It serves as a bridge between L1 and L2 when learners lack knowledge and fine mastery of rules, but over time, learners progress.

It is necessary to clarify the term fossilization, because, this term is controversial in this theory. The term **fossilization** or **interlanguage fossilization** is also used in linguistics to refer to the process in which incorrect linguistic features become a permanent part of the way a person speaks and writes a new language, especially when not learned as a young child. (Saville-Troike & Bart, 2017),



To sum up Interlanguage is based on the theory that there is an inactive psychological framework in the human brain that is activated when one attempts to learn a second language.

Dear student, I request you to review the [Early approaches to second language acquisition](#), where you can find more information about each one of the previous theories studies like Contrastive Analysis (CA), Error Analysis (EA) and Interlanguage (IL)

Now, it's turn to verify your knowledge about these theories in the next learning activity.



Recommended learning activities

Dear student, write the main ideas about each perspective study in this week. After reading the information in the textbook and from the resource, recognize which is the author of each perspective. Now, you can list at least three characteristics of each perspective.

Note: To complete this activity, use your notebook or you can use this Word document template, Recommended learning Activity_Week4

["Recommended learning Activity_Week4"](#)

How did it go? Easy, right? Did you find the main characteristics of each perspective?

Great!!

Dear student, the author of Contrastive analysis is Robert Lado; who proposed the concept of Error analysis is Corder and, who proposed the concept of Intelanguage was Selinker.



Contrastive analysis involves predicting and explaining learner problems based on a comparison of L1 and L2 to determine similarities and differences. Meanwhile Error analysis consists of a comparison between the errors made in the target language and that target language itself. And interlanguage is the type of language produced by second language who are in the process of learning a language.

Did you find any difficulty? If so, please contact your tutor. if not,

You can continue with the next topic.



Week 5

Monitor Model

It is one of the last of the early approaches to SLA. It was proposed by Stephen Krashen in 1978.



This theory is quite popular, but has also received much criticism about the predictable order of grammar structures. He adopts the notion of a Language Acquisition Device (LAD), which is a metaphor Chomsky used for children's innate knowledge.

This Monitor Model theory suggests that we should both strive to increase our second language inputs (through viewing videos, television, and reading) and make sure we receive proper error correction in one form or another.

Krashen's approach is a collection of five hypotheses which constitute major claims and assumptions about how the L2 code is acquired.

Let's check it.

Here, in figure 5, we can review Krashen's five hypotheses: Acquisition learning hypothesis, monitor hypothesis, natural order hypothesis, input hypothesis and affective filter hypothesis. (Saville-Troike & Bart, 2017) These five hypotheses are summarized:

Tabla 3.*Krashen's five Hypotheses*

Krashen's Comprehension Hypothesis Model of L2 Learning	
Ktashen's Five Hypotheses	
The Natural Order Hypothesis	'we acquire the rules of language in a predictable order'
The Acquisition/Learning Hypothesis	'adult have two distinctive ways of developing competences in second languages, acquisition, that is by using language for real communication ... learning ... "knowing about" language' (Krashen & Terrell 1983)
The Monitor Hypothesis	'conscious learnig ... can only be used as a Monitor or an editor' (Krashen & Terrell 1983)
The Input Hypothesis	'humans acquire language in only one way - by understanding messages or by receiving "comprehensible imput"
The Affective Filter Hypothesis	'a mental block, caused by affective factors ... that prevents imput from reaching the language acquisition device' (Krashen & Terrell 1983)

As you can observe, the table above describe the main characteristic of each hypotheses. In the 1980s, the theories of Stephen Krashen had become the prominent paradigm in SLA. In his theories, often collectively known as the Input hypothesis, Krashen suggested that language acquisition is driven solely by comprehensible input, language input that learners can understand.

Krashen's model was influential in the field of SLA and also had a large influence on language teaching, but it left some important processes in SLA unexplained.



Recommended learning activities

Dear student, I invite you to answer two questions about Krashen's hypothesis. First, I invite you to watch the video [Krashen's Five Hypotheses](#) (no creative common) to know more about this theory. After you watch the video, I would like you answer:

- In the Natural order hypothesis, which predictable sequences are learned first?
- In the affective filter hypothesis, which are the variables that influence language?

Note. Complete the activity in your notebook or in a Word document

How did it go? I'm sure you can answer those questions without any problem.



Dear student, regarding the predictable sequences that are learned first are morphemes, prefixes, suffixes and root words and regarding the affective variables, they are low-anxiety environment, student motivation, self-confidence and self-esteem.

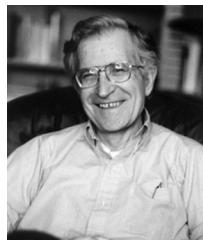
Now, you can check with your responses.

Let's move to the next topic.

Universal Grammar (UG)

The term Universal Grammar is credited to Chomsky. In your textbook, chapter 3, you may find an explanation of it. I would like to give you more details of this fundamental work by Chomsky.

Universal grammar is a theory that suggests that there are properties that all possible natural human languages have. According to this theory, some rules of grammar are already in the human brains, and manifest themselves without the need of being learned or taught.



According to Chomsky (1981) the brain is already programmed to understand certain sentence structure, and it explains why and how children can understand and speak sentences that they have never heard before. For him, all human beings subconsciously know and use the rules of the native language, that means, that if humans grow up under normal conditions, they always develop a language with property.

If children are pre-equipped with UG, then what they have to learn is the ways in which the language they are acquiring makes use of these principles. Innatists argue that complex grammar could never be learned purely on the basis of imitating and practicing sentences available in the input.

Remember that in the first unit we discuss about the Universal Grammar, this theory was considered for first language acquisition, and this theory is also mentioned in second language acquisition.

Key Difference:



Linguistic competence is the underlying knowledge that speaker/hearers have of a language, and linguistic performance is the use of language knowledge in actual production.

The topic of Universal Grammar is a quite ample. I invite you to know more about it, you can investigate and research this controversial theory.



Dear student, in the video [Noam Chomsky on Language Acquisition](#) (no creative commons), you can review the universal grammar proposed by Chomsky.

Now, let's move to functional approaches.

2.1.3. Functional Approaches

While UG has been the dominant linguistic approach to SLA for many years, many researchers have rather chosen to take an external focus on language learning. The more influential of these approaches are based on the framework of Functionalism.

Functional models of analysis date back to the early twentieth century and have their roots in the Prague School of linguistics that originated in Eastern Europe. They differ from structuralist and early generative models by emphasizing the information content of utterances. and in considering language primarily as a system of communication rather than as a set of rules.

The term function has several meanings in linguistics, including both structural function (such as the role which elements of language structure play as a subject or object, or as an actor or goal) and pragmatic function (what the use of language can accomplish, such as convey information, control others' behavior, or express emotion).

Four of the functional approaches which have been influential in SLA are Systemic Linguistics. Functional Typology, function-to-form mapping. and information organization.



Recommended learning activities

Dear student, Answer the following questions after reading the material from the guide and from the textbook.

- Why language is systematic, symbolic, and social?
- Why is important Chomsky's theory of UG?

Note. Complete the activity in your notebook or in a Word document

How did it go? Did you answer all the questions? jjjExcellent!!!



Dear student, Language is systematic because its symbols are arranged in a particular system. It is symbolic, because it consists of a system of arbitrary or conventional signs. And it is social because it is used to communicate

UG is an important theory because it explains that all human under normal conditions, they always develop

Now see whether your answer was correct or not.

Now, let's move to another topic.



Week 6

2.2. Psychological theories of Second Language Acquisition.

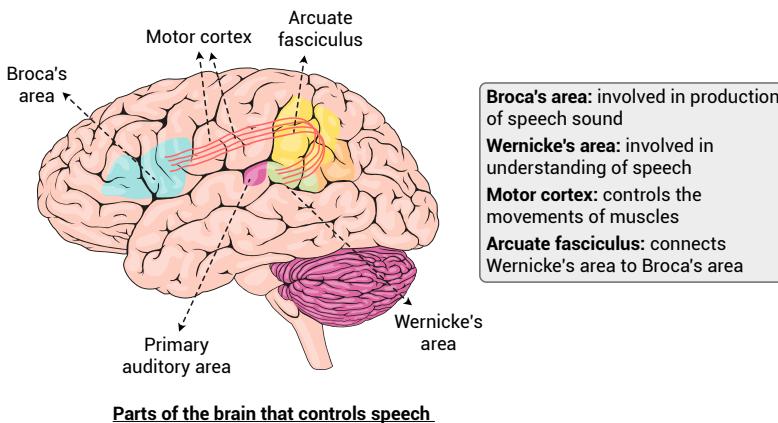
Dear student, in this section we are going to have a view of some approaches to SLA that have been heavily influenced by the field of psychology. I invite you to review the textbook, *chapter 4*.

2.2.1. Languages and the brain

How language and brain are connected? Certain parts of the brain are responsible for understanding words and sentences. These brain areas are mainly located in two regions, in the left side of the brain, and are connected by nerves. Together, these brain regions and their connections form a network that provides the hardware for language in the brain. Figure 6 explains how our brain is related with the two language areas: Broca's area and Wernicke's area. Let's review each one.

Figura 3.

Brain and Language



There are several areas of the brain that play a critical role in speech and language. As you can see in the figure 6, *Broca's area* is located in the left hemisphere, and it is associated with speech production and articulation. The ability to articulate ideas, as well as use words accurately in spoken and written language has been attributed to this crucial area. *Wernicke's area* is a critical language area which is located in the posterior superior temporal lobe connects to Broca's area via a neural pathway. *Wernicke's area* is primarily involved in the comprehension.

Continue describing the figure 6, the *angular gyrus* allows to associate multiple types of language-related information whether auditory, visual or sensory. It is located in close proximity to other critical brain regions such as the parietal lobe which processes tactile sensation, the occipital lobe which is involved in visual analyses and the temporal lobe which processes sounds. The angular gyrus allows to associate a perceived word with different images, sensations and ideas.

Is interesting how our brain works, so I invite you to review the recommended video

Dear student, I invite you to review the video: [Your brain and Language](#) (no creative common). Here you can observe, analyze and learn more about how brain works and how it is related to the language. I assume you might find it helpful.



Let's continue with our study.

The analysis of languages and the brain is based on the background provided by neurolinguistics, which seeks to answer questions about how the location and organization of language might differ in the heads of monolingual versus multilingual speakers, and of multilinguals who acquire second languages at different ages or under differing circumstances. There are a lot of researches about how could be the organization of the brain for L2 in relation to L1, and if there are any difference with age of acquisition, how it is learned, and many other aspects.

2.2.2. Learning processes

Psychology provides us with three major frameworks for the focus on learning processes: Information Processing (IP). Connectionism. and Complexity Theory. IP has had more influence on the study of SLA than any other psychological perspective.



Dear student, please read the information below and then, continuing reading in your textbook, *chapter 4*. We are going to start with the Information Processing Theory. *What do you now know about it?*

Information Processing Theory (IP) is a cognitive theory that focuses on how information is encoded into our memory. This theory explains how our brains filter information, from what we are paying attention to in the present moment, to what gets stored in our short-term or working memory and ultimately into our long-term memory. (Saville-Troike & Bart, 2017)



Miller has provided two theoretical ideas that are fundamental to cognitive psychology and the information processing framework. The first concept

is “chunking” and the capacity of short-term memory. (Saville-Troike & Bart, 2017)

The information processing theory has become a general theory of human cognition; the phenomenon of chunking has been verified at all levels of cognitive processing.

Approaches based on IP are concerned with the mental processes involved in language learning and use. These processes include perception and the input of new information as the formation, organization, and regulation of internal or mental representations; and retrieval and output strategies. (Saville-Troike & Bart, 2017)

Key Difference:



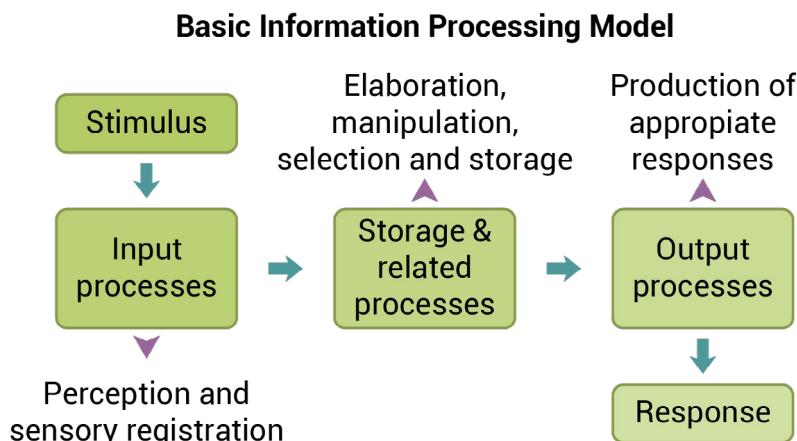
The input for SLA is whatever sample of L2 that learners are exposed to, but it is not available for processing unless learners actually notice it: pay attention to it. The output for SLA is the language that learners produce, in speed/ sign or in writing.

What is *information processing model*?

The information processing model is a framework used by cognitive psychologists to explain and describe mental processes. The model compares the thinking process to how a computer works. Just like a computer, the human mind takes in information, organizes and stores it to be retrieved at a later time.

Figura 4.

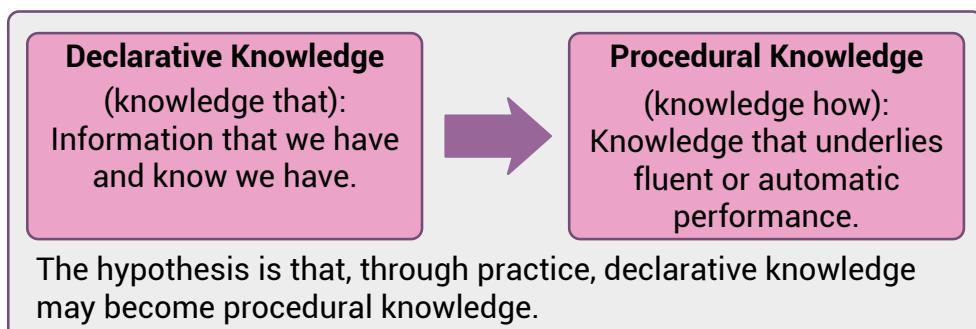
Information processing model



In the model of learning (figure 7) that was proposed by Anderson (1976), development from declarative to procedural stages of knowledge is parallel to development from controlled to automatic processing in many respects. The declarative stage involves acquisition of isolated facts and rules; processing is relatively slow and often under attentional control. Development to the procedural stage involves processing of longer associated units and increasing automatization, which frees attentional resources for higher-level skills. Proceduralization requires practice. In the following figure 8 you can observe the process how the declarative knowledge could change to procedural knowledge.

Figura 5.

Declarative to procedural stages of knowledge



As you can see in the figure 8 declarative knowledge involves knowing THAT to do something, that means, information we already know, for example

that red is a basic color. Declarative knowledge is conscious, meanwhile procedural knowledge involves knowing HOW to do something, for example, how to drive a car. Procedural knowledge involves implicit learning, that means that a learner may not be able to explain how he does something. (Saville-Troike & Bart, 2017)

Let's move to another psycholinguist theory.

Competition Model

Competition model is a functional approach which assumes that all linguistic performance involves "mapping" between external form and internal function.



The Competition Model is a psycholinguistic theory of language acquisition and sentence processing, developed by Elizabeth Bates and Brian MacWhinney (1982).

It is an emergentist theory of language acquisition and processing, serving as an alternative to strict Innatists and empiricist theories

This theory tries to find how people learn and process language, and the foundation of this theory is the outcome of competition between various thinking processes. The mind compares several different components of a sentence as a means of language development. This processing of a sentence or a phrase is rapidly computing diverse probabilities, based on individual's past experience with similar sentence structures and the grammatical rules taught for a given language. Finally, the mind determines the interpretation with the highest appropriateness for a given situation. Various linguistic aspects, such as word orders or sounds, establish the chances and inclined possibilities of interpreting a sentence. (Saville-Troike & Bart, 2017)

It is interesting how he establishes the language is acquired. Do you think that this theory is fascinating? Please, continue reading your textbook, on chapter 4, and the information below.

We are going to continue discovering about the theories of second language acquisition.



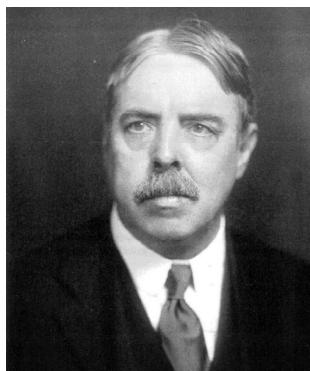
Week 7

Complexity Theory

In this week we are going to review the Connectionism theory and Complexity Theory based on learning process, and finally we will have a general view about of the effects of multilingualism.

Connectionism theory

The American psychologist Edward Thorndike proposed his connectionism theory which is based on the principle of active learning and this work led to Thorndike's Laws of Learning. According to these Laws, learning is achieved when an individual is able to form associations between a particular stimulus and a response.



Connectionism suggests that learning is the result of associations forming between stimuli and responses. Connections become strengthened or weakened by the nature and frequency, and certain responses may come to dominate others due to rewards. (Saville-Troike & Bart, 2017)

Connectionism is an approach to the study of human cognition that utilizes mathematical models, known as connectionist networks or artificial neural

networks. Often, these come in the form of highly interconnected, neuron-like processing units

Connectionism presents a cognitive theory based on simultaneously occurring, distributed signal activity via connections that can be represented numerically, where learning occurs by modifying connection strengths based on experience. (Saville-Troike & Bart, 2017)

Once you have finished reading this section, go to your textbook, chapter 4, and read about this topic, in order to get a complete idea about it.



Recommended learning activities

Dear student, establish the differences between competition model and connectionism theory by completing the chart. First, you have to read all the information in your textbook, chapter 4, the identify all the characteristics of each theory, and then you can write some differences between competition model and connectionism theory.

Competition Model

Connectionism Theory

It was difficult? Do you establish the main differences between them?

Excellent!!



Competition model tries to explain that the mind compares several different components of a sentence as a means of language development meanwhile connectionism suggests that learning is the result of associations forming between stimuli and responses.

Now see whether your answer was correct or not.

Dear student, let's continue discovering about the theories of second language acquisition.

Complexity theory

This theory highlights the interactions and the accompanying feedback loops that constantly change systems. While it proposes that systems are unpredictable, they are also constrained by order-generating rules.

It is essential to understand that a feedback loop is the part of a system in which some portion (or all) of the system's output is used as input for future operations. Fitzgibbons (2006). Each feedback loop has a minimum of four stages. During the first stage, input is created. During the second stage, input is captured and stored. During the third stage, input is analyzed and during the fourth stage, the insight gained from analysis is used to make decisions. (Fitzgibbons, 2006).



A basic concept in Complexity Theory as it applies to SLA is that all languages, and varieties of language, are complex systems with interconnected components and stages of learner language.

Complex system income that there are interconnected components and features of language like phonology, vocabulary, and discourse are interdependent in their development. In the process of development, the different components become more orderly, more structured or organized, over time. "Only by adopting an integrative dynamic framework will we understand how they come about" (Ellis 2008:233).

Ellis (2008) also mention that complexity Theory tried to answer learners' stages of acquisition and if in learners' head (brain) all learning involves the same mechanism in an integrated perspective, combining linguistic, social and traditional psychological considerations.

Zimmerman et al., (2001) affirmed that Complexity Theory allows us to better understand systems as diverse as cells, human beings, forest

ecosystems, and organizations, that are only partially understood by traditional scientific methods.

2.2.3. The effects of multilingualism

Research since the 1960s has largely supported claims that multilingualism has positive effects on intellectual functions, based on “measures of conceptual development. creativity. metalinguistic awareness, semantic development. and analytic skills” (Diaz 1985:18).



Research since the 1960s has largely supported claims that multilingualism has positive effects on intellectual functions, based on “measures of conceptual development. creativity. metalinguistic awareness, semantic development. and analytic skills” (Diaz 1985:18).

It's difficult to know exactly how many people are multilingual, but recent studies estimate that over half the world's population is multilingual to some extent.

Do you think that there are benefits to be bilingual or multilingual? Some researchers have found that multilingualism improves attention and working memory, that means that the brain's capacity to remember things on a short-term increase in learners. There are positive findings:

- Bilingual children are better at recalling items from their memory and even do better at math than monolingual students.
- Bilingual children show consistent advantages in tasks of both verbal and nonverbal abilities.
- Bilingual children have a bigger linguistic toolbox for interacting with the world around them.
- Bilingual children tend to make more rational decisions.

Relatively recent negative claims regarding multilingualism have addressed capacity limitations for language acquisition and maintenance, with evidence that simultaneous bilingualism in childhood may result in a narrower range of lexical development in either language, and that intensive and continued use of L2 may reduce accessibility of L1. (Savile-Troike & Barto, 2017).

Finally, it is recognized that learning a second language can help to improve children's educational development, cognitive functions, social skills, literacy, and emotional skills.

Please, continue reading in your textbook, this curious topic.

Dear student, we have come to the end of this second unit, and I invite you to test your knowledge. Please verify what you have learned. Answer the questions of the second self-evaluation test.



Self evaluation 2

Activity 1. Choose the correct word or words according to the statement.

1. The component of the language which studies grammar is
 - a. lexicon.
 - b. phonology.
 - c. syntax.

2. The component of the language which studies word structure is
 - a. Lexicon.
 - b. morphology.
 - c. phonology.

3. The component of the language which studies vocabulary is
 - a. lexicon.
 - b. syntax.
 - c. phonology.

4. The component of the language which studies sound system is...
 - a. morphology.
 - b. phonology.
 - c. lexicon .

Activity 2. Answer True (T) or False (F) according to the statement:

5. () Robert Lado is pioneer on Contrastive Analysis approach.

6. () Error Analysis was presented in an article done by Pit Corder in 1967

7. () Krashen introduced the interlanguage to refer to the intermediate states of a learners' language.

Activity 3. Complete each statement with the correct word or words.

Choose from the following options:

speak fossilization audio

8. When interlanguage development stops before a learner reaches target language norms, it is called _____.
9. Broca's area is responsible for the ability to _____,
10. Wernicke's area is responsible for processing _____.

Answer Key

This is the end of the unit two



Final activities of first term



Week 8

Review of contents and Mid-term test

Dear students, in this week you will have the opportunity to review and enhance the contents of the previous units. And in this week, there is also a test, in which you demonstrate the skills and knowledge you obtained within the first term. I wish you good luck.

Dear student

We have come to the end of the first term of the studies. I hope that it was successful and improving process.

Learning outcome 1 and 2



Second Mid Term

- Understands the factors that affect the second language acquisition
- Identifies the social and psychological dimensions that influence second language learning

As it was already stated at the beginning, we will continue exploring the units 3 and 4 in the second term. Again, as in the previous term, the topics and skills to be covered within each unit will be divided into weeks. You will also have available extra resources with the purpose of reinforcing the particular knowledge obtained from each unit. As in the previous term, you can count on a self-evaluation quiz of each unit focused on second language acquisition aspects in order to see how you have progressed at obtaining a new knowledge.

Contenidos, recursos y actividades de aprendizaje



Week 9

Unit 3. Social context of Second Language Acquisition.

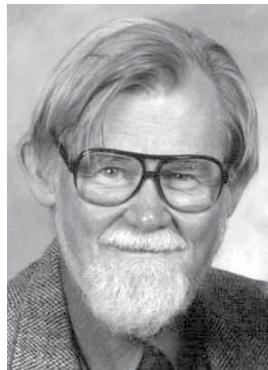
3.1. Sociocultural theory of second language acquisition

Dear students, our next unit deals with some important levels of context that affect language learning: the microsocial and the macrosocial. The microsocial focus deals with the potential effects of different immediately surrounding circumstances, while the macrosocial focus relates SLA to broader cultural, political, and educational environments. You can find this information in the book, chapter 5.

Before to start reviewing these factors, it is important to know that social and cultural knowledge are also included in the language being learned. From a social perspective, Dell Hymes, in 1966 established the framework for a field he called the Ethnography of Communication, and the concept of communicative competence became a basic principle in the field of sociolinguistic.

I am sure that this term Ethnography of Communication is new for you. The next explanation will help you to comprehend it.

Dell Hymes (1971) proposed the ethnography of communication as an approach towards analyzing patterns of language use within speech communities, in order to provide support for his idea of communicative competence, which itself was a reaction to Noam Chomsky's distinction between linguistic competence and linguistic performance.



Dell Hymes was a linguist, sociolinguist, anthropologist, and folklorist who establish disciplinary foundations for the comparative, ethnographic study of language use. His research focused upon the languages of the Pacific Northwest.

The term "communicative competence" is attributed to Hymes (1971). It was used to describe and explain the knowledge that speakers and listeners have to communicate adequately in different contexts. It is a central notion in sociolinguistics and other socially oriented approaches to the study of language

In summary, it can be said that the aim of communicative competence theory is "to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret what actually occurs in cultural behavior" (Hymes, 1971: 23-24).

Your textbook introduces you some main points of this communicative competence and the framework ethnography of communication. I invite you to do the following recommended activity.



Dear student, please brainstorm about your social and cultural implication activities in your communication. I invite you to review and learn more about this framework [Ethnography of Communication](#) (No creative commons). The video explains terms like speech community and other that I consider will be helpful in your professional career.

Did you enjoy the video? Did you learn something new? I am sure you do. Great !!

Now, let's check the microsocial factors and the macrosocial factors that affect language acquisition.

Let's continue reading.

3.1.1. Microsocial factors

Within microsocial factors deals with the potential effects of different immediately surroundings circumstances. The microsocial factors we will consider are L2 variation, input and interaction, and interaction as the genesis of language. In the following chart you can read the most important aspects of each factor.

Let's start mentioning the characteristic of L2 variation:

L2 variation



- ▶ Different speakers have different linguistic forms (vocabulary, phonology, morphology, etc). Linguistic contexts as phonological variables.
- ▶ Psychological contexts is about the amount of attention during the production, it can be written or spoken. (formal and informal use of language)
- ▶ Microsocial contexts, it is about the level of formality of the participants and their relationships.
- ▶ Accommodation Theory: Non-speakers tend to simplify their language so it can be easier to understand to L2 learners.

As you can see there are some aspects to consider in this factor. The next microsocial factor to review is input and interaction.

Input and interaction



- ▶ Input is important to for stimuli and feedback , the Foreigner talk (specific language for a better understanding in L2 learners).
- ▶ Every learning stage need a lot of input
- ▶ Simplified input omit obligatory elements (short sentences, less varied vocabulary), makes the language easier but many students can succeed without it.
- ▶ Input is essential to learn L2, to activate linguistic and cognitive processes.
- ▶ Social interaction important. There are useful types of modifications: repetition, paraphrase, expansion and elaboration, vertical instruction etc.
- ▶ The feedback: important part of correction, there are the direct (wrong word)and indirect feedback (rising intonation questions)

And finally, we are going to analyze the final microsocial factor: Interaction as the genesis of language.

Interaction as the genesis of language



Sociocultural Theory: all depends from our mind innate activities transform in a whole connection mental function, it involves symbolic mediation (control in our thought processes).

Interpersonal interaction (communication with people) it helps learners in L2 progress through scaffolding (verbal guidance). Interpersonal action as averbal collaboration, as scaffolding.

Intrapersonal interaction (communication with ourselves), communication between the person and his or her own mind, private speech or self-talk.

An alternative view of the role of interaction in SLA is based on Sociocultural (S-C) Theory.

Dear students, as you can see, these microsocial factors affect how people learn the second language. Please review the information about these factors in your textbook, chapter 5

Let's analyze the macrosocial factors.

3.1.2. Macrosocial factors

We now move to consideration of macrosocial factors in looking at how social context affect SLA on the frameworks of the Ethnography of Communication and Social Psychology. The macrosocial factors in the ecological context of SLA we will consider are:

- Global and National Status of L1 and L2
- Boundaries and identities
- Institutional forces and constraints
- Social categories
- Circumstances of learning



Dear student, I invite to read your textbook, chapter 5, and then complement the information with the description of each macrosocial factor. I tried to provide you with the main aspects of each factor.

Macrosocial factors

To extend your knowledge, dear student, I invite you to review the resource [Microsocial and Macrosocial factor](#).

Dear student, please read the textbook, chapter 5, and try to understand microsocial and macrosocial factors, including the differences between them and also pay attention to the main elements of each, and then try to do the following recommended learning activity.



Recommended learning activity

Dear student, identify which microsocial factor do you think is involved in your learning? And how do you consider that macrosocial factors influenced in second language acquisition?

First, Read and analyze the whole information in your textbook, and then think about the way you learn a second language. Make a reflection about how macrosocial factors influenced in second language acquisition.



Dear student, there is no right or wrong answer here. It is your own experiences that allow you to reflect on how macro and micro factors affect or influence second language acquisition.

Now, let's continue with the in-depth study of sociocultural theory in SLA. This theory is mentioned in the microsocial factors.

3.1.3. Vygotskian sociocultural theory in SLA.

Vygotsky introduced the concept of language learning in social context. As a psychologist, he examined how social interaction influences children's cognitive growth. He recognized the learning occurred when there are interactions with others in their communities. (Saville-Troike & Bart, 2017). That means, when children interacted with their parents, peers, adults, teachers and other people. In this way, he created a unique theory on social learning.



Vygotsky pioneered the notion that children learn within communities, rather than strictly as individuals. He is perhaps most famous for his discussion of the Zone of Proximal Development (ZPD), where children learn more with the support of adults around them. (Saville-Troike & Bart, 2017)

Vygotsky's approach to child development is a form of social constructivism, based on the idea that cognitive functions are the products of social interactions. Vygotsky emphasized the collaborative nature of learning by the construction of knowledge through social negotiation. And the main points of this theory are related to cognitive development: 1. culture is significant in learning, 2. language is the root of culture, and 3. individuals learn and develop within their role in the community. (Kurt, 2020). Vygotsky's theory assumes that cognitive development, including language development, arises as a result of social interactions.

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "**zone of proximal development**" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner, 1999).

ZPD is when an individual interacts with an interlocutor (who would be a relative or a teacher, or an adult) and he or she is capable of performing at a higher level because the support from his or her interlocutor. (Lightbown, P. & Spada, N, 2000). That means, that a learner co-construct knowledge based on the interaction and collaboration with an interlocutor.

It is essential to establish the difference between the ZPD and the Interaction hypothesis. Please review this chart where you can find some differences

between Vygotsky's sociocultural theory and the interaction hypothesis. (Lightbown, & Spada, 2000)

Tabla 4.

Differences between Vygotsky's sociocultural theory and Interaction hypothesis

Vygotsky's Sociocultural theory	Interaction hypothesis
<ul style="list-style-type: none">▪ Language acquisition takes place in the interactions of learner and interlocutor.▪ Greater importance is attached to the conversations, with learning occurring through the social interaction.	<ul style="list-style-type: none">▪ Interaction needs to be modified and through negotiation for meaning.▪ Emphasis is on the individual cognitive process in the mind of the learner.

With this in your mind, please go to your textbook, chapter 5, in order to understand this topic in a better way.

Did you understand the difference between this both theories? !!Great!!

Another theory that Vygotsky established was the **theory of scaffolding**. Vygotsky invented a definition of instructional scaffolding that focused on teacher practices. He defined this as, 'the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level' (Raymond, 2000).

Raymond (200) also remarks that a teacher or more experienced peer (classmate) is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills. Teachers can use collaborative learning, discourse, modelling, and scaffolding as strategies for supporting students' intellectual knowledge and learners' skills and facilitate intentional learning.

Finally, we can summarize that Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure.

Vygotsky (1978) mentioned that every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapyschological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (p.57)

After you have understood these contents, go to your textbook and read the whole chapter 5, where you can find information about Lev Vygotsky and his theories.

Dear student, I invite you to do the recommended activity.

 Dear student, please brainstorm about Vygotsky's theories and identify how the relationship with your classmates helps you to improve your English level. I invite you to learn more about this interesting topic in [Socio-cultural theory in SLA](#) (No creative commons)

Did you enjoy the video? Isn't it interesting how social interaction could affect language acquisition? I am sure this information helps you in your professional career

Dear student, in this opportunity I invite you to make a reflection about scaffolding and the zone of proximal development. First, go to [Active learning activity](#) you can see that we are going to work in padlet, and read the question. Think about your own experience learning english and write your answer. I appreciate your answer the question proposed in padlet

Now, let's move to another topic, the social dimensions of L2 learning.



Week 10

3.2. Social and psychological factors that influence the second language acquisition

This section offers a brief view of the social and psychological factors that influence or affect second language acquisition. This information you can find in the textbook chapter 4. So, let's start reviewing the social factors, in the [Social and psychological factors that influences SLA](#).

3.2.1. Social factors

Dear student, does it make a difference if learners are ten or twenty years old when they begin a new language, or whether they are male or female? What do you think?

So, let's start with this interesting topic.

Approaches to the study of learner differences derive from humanistic traditions that take social factors into account, such as age, sex, and some consider possible individual differences in social relationship among peers.



Age

The age characteristic is easier to define and measure than personality, aptitude, or motivation. However, the relationship between age and success in SLA is controversial.

It is frequently observed that most children from immigrant families eventually speak the language of their new community with native like fluency, while their parents often fall short of such high levels of mastery of the spoken language. Certainly, there are cases where adult second language learners have distinguished themselves by their excellent language skills.

Many adults second language learners communicate very successfully in the language even though subtle differences of accent, word choice, or grammatical features distinguish them from monolingual native speakers

and from second language speakers who began learning the language while they were very young.

It has been hypothesized that there is a critical period for second language acquisition just as there is for first language acquisition. First at all we need to know What is the Critical Period Hypothesis?

The critical period hypothesis says that there is a period of growth in which full native competence is possible when acquiring a language. This period is from early childhood to adolescence. The critical period hypothesis has implications for teachers and learning programmes, but it is not universally accepted. Acquisition theories say that adults do not acquire languages as well as children because of external and internal factors, not because of a lack of ability.

In addition to the possible biological differences between children and adults that are suggested by the **Critical Period Hypothesis**, are mentioned in table 3. The conditions for language learning are often very different.

Tabla 5.

Differences between children and adults

Children	Adults
In informal language learning environments, children usually have more time to devote to learning language.	Older learners might find themselves in situations that demand more complex language and the expression of more complicated ideas
They often have more opportunities to hear and use the language in environments where they do not experience strong pressure to speak fluently and accurately from the very beginning.	Adults are often embarrassed by their lack of mastery of the language and they may develop a sense of inadequacy after experiences of frustration in trying to say exactly what they mean
Their early imperfect efforts are often praised or, at least, accepted.	Negative feelings may affect their motivation and willingness to place themselves in situations where they will need to use the new language.

In educational settings, learners who begin learning a second language at primary school level do not always achieve greater proficiency in the long run than those who begin in adolescence. There are countless anecdotes about older learners who achieve excellence in the second language.



Sex

Regarding to sex, most researches on the relation of learner sex and SLA has been concerned with cognitive style or learning strategies, or to issues of what variety of L2 is being acquired or opportunities for input and interaction.

There is a recognized belief in many western cultures that females tend to be better L2 learners than males, but this belief is probably primarily a social construct, based on results which reflect cultural and sociopsychological limitations and influences.

Continue, reading your textbook. Did you read? Did you have a general idea about this topic? !!!Great!!!

Let's continue with the two others social factors.

Identity and ethnic group affiliation



Teenagers tend to be heavily influenced by their peer groups. Rathod (2012) mentions that in second language learning, peer pressure often destabilizes the goals established by parents and teachers.

She claims that peer pressure often reduces the desire of the student to work toward his or her native pronunciation, because the target language sound could be viewed as strange. For learners of English as a second language, speaking like a native speaker may unconsciously be observed as a sign of no longer belonging to their native-language peer group. She also suggests that it is important to keep peer influences in mind in working with high school students. (Rathod, 2012)

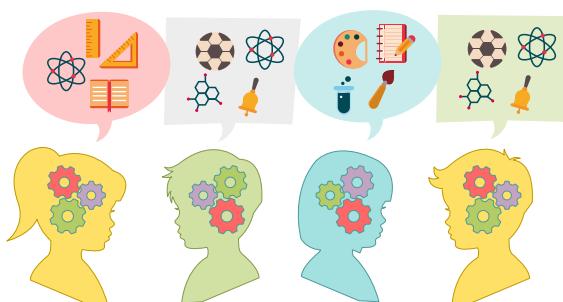
Toohey (2000) observed that immigrant children in English-medium kindergarten classes were quickly assigned identities such as successful/unsuccessful, big/small, talkative/quiet, in their first year of school; and they had the identity of "Being ESL" Because learner's identities impact on what they can do and how they can participate in classrooms, this naturally affects how much they can learn.

Garbonton, et al. (2005) found a complex relationship between feelings of ethnic affiliation and second language learner's mastery of pronunciation.

3.2.2. Psychological factors

The second language factors address the question of why some second language learners are more successful than others? And, does it make a difference if learners are gregarious or introverted? Let's review what the literature says about these psychological factors like aptitude, motivation, personality, anxiety, cognitive style, and learning strategies.

Aptitude



Concerning to learner's aptitude, Carroll (1965) proposed four components of learners' aptitude to language learning, and now, they constitute the most aptitude test. These components are: Phonemic coding ability, Inductive

language learning ability, Grammatical sensitivity, Associative memory capacity.

John Carroll (1991) characterized aptitude in terms of the ability to learn quickly. Thus, we may hypothesize that a learner with high aptitude may learn with greater ease and speed but that other learners may also be successful if they continue.

Motivation



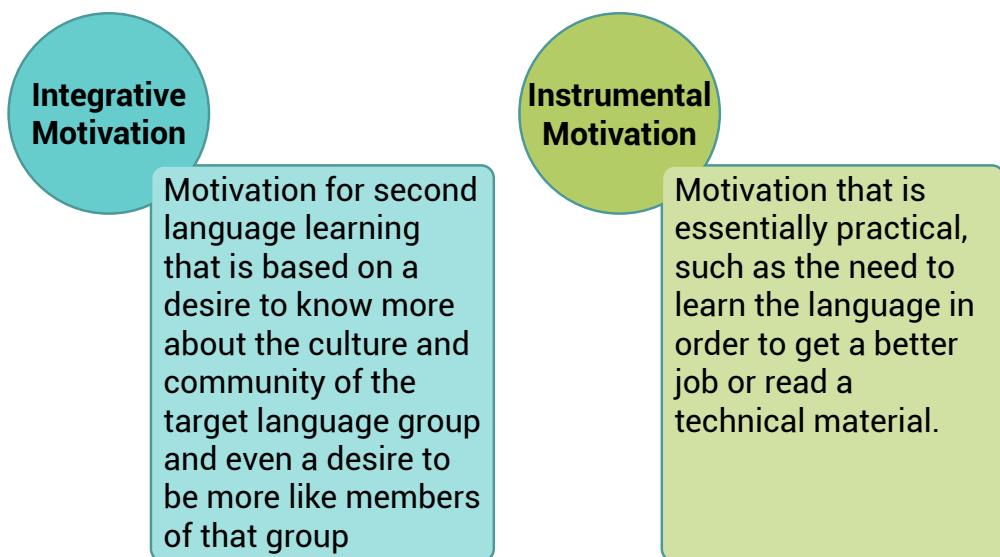
Another factor which is frequently mentioned to explain why some L2 learners are more successful than others is individual ***motivation***. But, what is motivation?

According to the dictionary (2021), motivation reflects something unique about each one of us and allows us to gain valued outcomes like improved performance, enhanced well-being, personal growth, or a sense of purpose. Motivation is a pathway to change our way of thinking, feeling, and behaving.

To Robert Gardner and Wallace Lambert (1972) there are two types of motivation:

Figura 6.

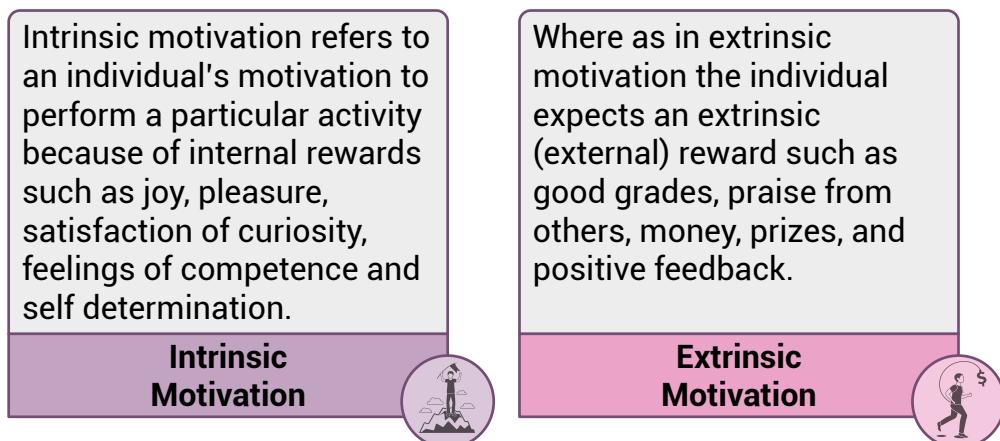
Integrative and Instrumental Motivation



On the other hand, Deci and Ryan (1985) divided motivation into Intrinsic and extrinsic motivation

Figura 7.

Types of motivation



Research on motivation in SLA has expanded gradually addressing the emotional needs of the learner.

How was this topic?!! Interesting!! So, continue reading in your textbook.

Now, let's move with the next learner characteristic.

Personality

Personality		
Thoughts	Feelings	Behaviors
		

A number of personality characteristics have been proposed as likely to affect second language learning, but it has not been easy to demonstrate their effects in empirical studies. Personality factors are sometimes added to cognitive style in characterizing more general learning style.

Anxiety has received the most attention in SLA research. Anxiety is related with feelings of worry, nervousness, and stress that many students experience when learning an L2. Let's review some assumptions about research on anxiety:

- Researchers thought of anxiety as a permanent feature of a learner's personality.
- The majority of language anxiety scales measure anxiety in this way.
- More recent research acknowledges that anxiety is more likely to be dynamic and dependent on particular situations and circumstances.
- Whatever the context, anxiety can play an important role in second language learning if it interferes with the learning process.

I invite you to read the findings about research on anxiety on the textbook.

Another research on personality refers to introverted/extroverted learners. Some studies have found that extroverts would be more successful language learners, but there is no clear support of this hypotheses. Other studies are correlated with learners' scores on questionnaires associated with extroversion such as assertiveness and adventurousness. Lily Wong-Fillmore (1979) found that, in certain learning situations, the quiet observant learner may have greater success.

Anxiety



Minghe and Yuan (2013) state that anxiety is the biggest affective factor that hinders the learning process. It can cause students` concentrated attention on learning, and too much anxiety can affect learner`s performance and contribute poor performance through worry and self-doubt.

In addition, Humphries (2011) points out anxiety as a feeling of tension and apprehension specifically associated with the foreign language contexts, including "speaking, listening and learning" (p. 66).

Du (2009) describes language anxiety as the apprehension experienced when a situation requires the use of a second language which the individual is not fully proficient. This means that this psychology issue takes place when students have to produce the second language in different ways, causing them to feel frustrated to do it; consequently, building an obstacle that they are unable to catch the message while they are communicating in different ways within target language.

Humphries (2011) claims that anxious learners may focus their attention on their perceived inadequacies, and the consequences of that imagined failure instead of concentrating on their tasks. Further, Elaldi (2016) mentions that anxiety can occur when students are exposed to several negative experiences in a foreign language context, and it can make "learners get discouraged, lose faith in their abilities, escape from participating in classroom activities" (p. 220).

Second language anxiety differs from different types of anxiety that people try to overcome during their life. According to Lyneham (2009) anxiety leads to poor academic performance and under-achievement; this means that high anxious students tend to have lower score than mates and their achievement test are very poor. Anxiety also leads to poor engagement in class, in this

situation, high anxious students are motivated to avoid teacher evaluation or to practice communication among peers.

In addition, anxiety leads to drop out, in this occurrence, students do not want to go to school because they can think to have lack of education or their knowledge is very poor and also their classmates can reject the learning acquired.



Dear student I ask you to continue reading this topic in the textbook, chapter 4

Cognitive Style



Regarding to cognitive style, it refers to individual's favorite way of processing and recalling information.

There are many researches on cognitive style, one of this is associated to the field-dependent/field-independent (FD/FI) dimension. Check the following chart:

Figura 8.

Cognitive Learning styles

Cognitive learning styles:

Field independent: Tend to separate details from the general background

Field dependent: tend to see things more holistically

This distinction has been used to describe people who differ in their tendency to see the forest or the trees. That is, some people are very quick to pick out the hidden figures in a complicated drawing. Others are more inclined to see the whole drawing and have difficulty separating it into parts.

Another dimension sometimes considered as a matter of cognitive style is sensory preference for processing input. Check the following figure:

Figura 9.

Cognitive style



Visual learners

- Uses visual objects such as graphs, charts and seeing information.
- Able to memorize and recall various information.
- Tend to remember things that are written down.



Auditory learners

- Retains information through hearing and speaking
- Often prefers to be told how to do things and then summarize the main points.
- Notices different aspects of speaking



Kinesthetic learners

- Likes to use the hands-on approach to learn.
- Demonstrates how to do something rather than verbally explain it.
- Prefers to work in groups

There may be a dozen or more cognitive learning style theories which psychologists have developed models for. I can mention: Howard Gardner's Multiple Intelligence (MI); Robert Sternberg and his Mental Self Government and Anthony Gregorc and his Concrete/ Abstract theory. If you are interested, you can review all of them.



Recommended learning activities

Dear student, this activity will permit you to make a reflection about the way you work, the way you study. So, please answer the following questions.

First, read and analyze the whole information in this guide and in your textbook then, ask yourself how you process experiences and knowledge and how you organize and retain information. Now, you could answer these questions:

- Are you a Field Independent or a Field dependent? Why?
- Do you approach learning and teaching sequentially or randomly?
- Do you work quickly or deliberately?
- Which is your cognitive learning style? Why?

Note. Complete the activity in your notebook or in a Word document

There is no right or wrong answer here. It is your own experiences that allow you to reflect on the way you learn

Learning strategies



Learning strategies may affect L2 learner language learning such as techniques learners adopt in their effort to learn a second language. To select learning strategies, learners could be influenced by their motivation, their cognitive style, personality, age as well as their opportunities to use the language.

Many learning strategies are culturally based on their socialization experiences and strategies they acquire in relation to other domains are transferred to language learning. Remember that not all strategies are equal; some are intrinsically more effective than others. and it also depends on the contexts of learning, and the learners' characteristics. (Lightbown, P. & Spada, N, 2000)

One purpose in SLA research has been to identify which strategies are used by relatively good language learners with the expectation to teach and apply these strategies to improve learning.

A typology of language-learning strategies which has been widely used in SLA was formulated by O'Malley and Chamot (1987). They classified the language in three learning strategies: Metacognitive, Cognitive and Social/

Affective. Let's review it in the following chart the characteristics of each one.

Figura 10.
Learning strategies

Metacognitive

- Deciding in advance to attend to specific aspects of input
- Rehearsing linguistic components which will be required for an upcoming language task
- Self-monitoring of progress and knowledge states

Cognitive

- Repeating after a language model
- Translating from L1
- Guessing meanings of new material through inferencing

Social/affective

- Seeing opportunities to interact with native speakers
- Working cooperatively with peers to obtain feedback
- Asking questions to obtain clarification

As you can see, in table 5. the learning strategies Metacognitive, Cognitive and Social/Affective have their own characteristics.

Dear student, please, go to your textbook, chapter 4, and continue reading about these learning strategies to complement your knowledge.

Now, I invite you to do the recommended activity, before to review another topic.



Recommended learning activity

Identify the main aspect of social and psychological factors that affect learner's second acquisition, by completing the chart.

First, read and analyze each of the factor, then establish the main or principal characteristic of each one, and then in your own words, identify the key aspect of each factor.

Tabla 6.

Identify the key aspect of each factor.

Age	Sex	Aptitude	Motivation	Cognitive Style	Personality	Learning strategies
-----	-----	----------	------------	-----------------	-------------	---------------------

Note: answer the activities in a notebook or word document.

How was it? It was easy? Did you complete the chart?

Great!!!



Dear student, each social and psychological factor has its own particularity, for example, motivation influences positively or negatively, as well as personality is an important factor when practicing a second language.

Dear student, check what you have learned in this unit. Answer the questions in the self-evaluation below.



Self evaluation 3

Activity 1. Complete each statement with the correct word. Choose from the following options.

Scaffolding Acculturation Sociocultural Zone of proximal development

1. According to _____ Theory, interaction is necessary for language acquisition, and all of learning is a social process.
2. The _____ represents an area of potential development where the learner achieves more through interaction with a teacher or a more advanced learner.
3. _____ is a type of modified interaction between learner (NNS) and a native speaker (NS) or expert, in which an expert provides help to a learner performance
4. The _____ model identifies group factors that are likely to create social distance between learner and target groups and ultimately inhibit L2 learning.

Activity 2. Answer True (T) or False (F) according to the statement

5. () Additive bilingualism is where members of a dominant group learn the language of a minority without threat to their L1 competence or to their ethnic identity.
6. () Subtractive bilingualism is where members of a minority group learn the dominant language as L2 and are more likely to experience some loss of ethnic identity and L1 skills.
7. () Informal learning is instructed learning, usually occurring in schools.

Activity 3. Choose the correct option.

8. _____ learning is naturalistic, occurring in settings where people contact and need to interact with speakers of another language.
- Formal.
 - Informal.
9. Social categories is a _____ factor where people are categorized according to relevant dimensions.
- Microsocial.
 - Macrosocial.
10. Another type of interaction which can enhance SLA is from native speakers that allow non-native speakers be aware of the language usage.
- Scaffolding.
 - Feedback.

Answer Key

This is the end of the unit three

The next unit to discuss is about the role of languages in the world.



Unit 4. Current Research in Second Language Acquisition.

4.1. L2 Learning and teaching

Dear students in this unit, we are going to discuss some aspects about significant differences of opinions within linguistics, psychological a social perspective as well as between them. It is also integrated findings from diverse research about second language acquisition. I invite you to first read attentively the corresponding pages in your textbook, “Introducing Second Language Acquisition”, chapter 7, and then complement your knowledge with the information enclosed below. I hope that you will find it useful for your future professional experience.

I would like to start this unit with the definition of **learning** and **teaching** and how they interact.

Learning refers to acquire or get of knowledge of a subject or a skill by study, experience or instruction. ((Lightbown, P. & Spada, N, 2000)



And,

Teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. ((Lightbown, P. & Spada, N, 2000)



Learning is acquisition or getting and retention of information or skills, and teaching cannot be defined apart from learning. Gage (1964) noted that “to

satisfy the practical demands of education, theories of learning must be stood on their head, so as to yield theories of teaching”.

One of the major interests of linguistics for the last half a century has been the foreign or second language teaching.

I am sure these terms are not new for you. It is time to move to our topic.

4.1.1. Integrating perspectives

Saville-Troike and Bart, (2017) determine that linguistic, psychological, and social perspectives on SLA all focus the basic what, how, and why questions that linguistics have been considering as the priorities in relation to SLA. **WHAT** exactly does the L2 learner come to know? **HOW** does the learner acquire L2 knowledge? **WHY** are some learners more successful than others? are the three questions related to each perspective, that will be answered.

Dear students, below you are going to find characteristic of each linguistic contributions in answer what, to psychological contributions in answer how, and to social contributions in answer to why. Let’s begin with the linguistic contributions in answer:

What exactly does the L2 learner come to know?



- Here are the linguistics contributions mentioned by Saville-Troike & Bart (2017)
- A system of knowledge about a second language which goes well beyond what could possibly have been taught.

- *Patterns of recurrent elements* that comprise components of L2 specific knowledge: Vocabulary lexicon, morphology word structure, phonology sound System, syntax grammar, and discourse (ways to connect sentences and organize information).
- *How to encode particular concepts* in the L2 including grammatical notions of time, number of referents, and the semantic role of elements.
- *Pragmatic competence*, or knowledge of how to interpret and convey meaning in contexts of social interaction.
- *Means for using the L2* in communicative activities: Listening, Speaking, Reading, Writing.
- *How to select among multiple language systems*, and how to switch between languages in particular social contexts and for particular purposes.
- *Communicative competence*: all of the above plus social and cultural knowledge required for appropriate use and interpretation of L2 forms.

A basic disagreement among different linguistic perspectives:

1. an abstract system of underlying rules or principle.
2. a system of linguistic patterns and structures. Or
3. a mean of structuring information and a system of communication.

Now, let's review the psychological contributions in answer:

How does the learner acquire L2 knowledge?



- Here are the psychological contributions mentioned by Saville-Troike & Bart (2017)

- *Innate capacity*: The natural ability of people to acquire language.
- *Application of prior knowledge*, the initial state of L2 includes knowledge of L1 (and language in general) and the processes of SLA includes interpretation of the new language in terms of that knowledge.
- *Processing of language input*: Input is one of the most important elements in the process of second language acquisition (SLA).
- *Interaction*: Social perspectives generally hold that SLA Benefits from the active engagement of learners in interaction, Or participation in communicative events.
- *Restructuring of the L2 knowledge system*
- *Mapping of relationships* or associations between linguistic function and forms.
- *Automatization*: Mean standard deviation decreases more than mean RT.

And finally, let's review the social contributions in answer:

Why are some learners more successful than others?



Here are the social contributions mentioned by Saville-Troike & Bart (2017)

- *Social context*: Social context is the indirect and direct influence individuals
- Are in constant communication and within Involvement of by means as role player or participants

- *Social experience*: quantity and quality of L2 input and interaction are determined by social experience, and both have significant influence on ultimate success in L2 Learning.
- *Relationship of L1 and L2*: We can say all languages are learnable, but not all L2s are equally easy for speakers of particular L1s to acquire.
- *Age*: commonly believed that children are more successful L2 learners than adults.
- *Aptitude*: Learners differ in capacity to discriminate and process auditory input, to identify patterns and generalize, and to store linguistic elements in memory.
- *Motivation*: Motivation largely determines the level of effort which learners expend at various stage in their L2 development and it is often a key to ultimate level of proficiency.
- *Instruction*: Quality of instruction clearly makes a difference in formal context of L2 learning.

Basic disagreement remains in the definition of relative “success” in L2 learning. It becomes particularly problematic when “success” is measured only in relation to native-speaker norms, since there are significant ethical issues to consider when this is used as a determining factor in access to educational and economic advancement. (Saville-Troike & Bart, 2017)



Dear students, I would like to complement the textbook explanation about the integrating perspectives with some additional information. I consider it interesting and useful for you. So please take your time to read and analyze it. Review chapter 7.

Let's continue with another topic



4.1.2. Approaching near-native competence

The judgment that L2 learners have approached or achieved “near-native” or “native-like” competence means that there is little or no perceptible difference between their language performance and that of native speakers. Here you can read the most relevant aspects mentioned by Saville-Troike and Bart (2017) about the near-native competence:

- The most likely level of linguistic production to retain some identifiably “foreign” feature is pronunciation, especially if L2 learning began after the age of twelve or so.
- Learners will have to select, from a more limited lexical repertoire than do native speakers of the same educational level, will not use words with the same probability of occurrence in the same phrasal units (e.g. collocations), and will not recognize connotations and allusions which require cultural information and experience.
- Older L2 students who do approach “near-native” competence almost surely have benefitted from extensive and varied input, feedback which includes some correction and focus on grammatical form, and very high levels of motivation.
- At the same time, we must recognize that many intelligent hard-working, highly-motivated students will not approach this level of competence.
- It is important for language teachers, in particular, to accept the fact that “native-like” production is neither intended nor desired by many learners whose goals for L2 use do not include identification with native speakers of the language nor membership in its native speech communities.

4.1.3. Implication for L2 learning and teaching

The multiple perspectives (linguistic, psychological, and social) give learners, teachers, or researchers the ability to focus on different parts of language acquisition in some depth and to examine those parts in different ways. It

is helpful to have multiple viewpoints on L2 acquisition because it will help teacher and learners to adapt to new situations. (Saville-Troike & Bart, 2017)

We can mention some implications for L2 learning and teaching recognized by Saville-Troike and Bart (2017)

Linguistic:

- Grammar-translation answer the question of “what” is learned in language study.
- The Audiolingual method was being called! into doubt by linguists and psychologists who argued that learners at least needed to know the meaning of what they were repeating in Audiolingual dialogues and drills or no language was being learned.
- Many teachers have also considered Krashen’s Affective Filter concept as a call to create an atmosphere where students feel comfortable and confident to try. even if they risk making a mistake in front of others.
- Functional approaches to linguistics. as well as changing sociopolitical situations. led to the development of a rather different language teaching and learning paradigm: Communicative Language Teaching.

Psychological:

- Another respect in which psychological theories of second language acquisition answer the “how” question is with regard to the ways multiple languages are organized in the brain.
- The Audiolingual approach required to use students’ memorized model conversations as a repertoire of language they could adapt to varying situations after mastery of basics, thus moving from more controlled to more creative language use in practice activities.
- Depending on the goals and challenges of the L2 learning situation, some instructors may rely heavily on the L1 out of practicality or necessity.
- Information Processing develops automaticity, which will free up cognitive resources to restructure information and allow complex learning to take place.

- Many language teachers have beliefs about the order of acquisition of grammatical structures in the language they teach.

Social:

- The approaches influenced by sociolinguistics have responded more to the question “why,” considering the goals of learners of L2.
- Content-Based Instruction was commonly employed in upper-level foreign language classes in university language programs.
- Many practitioners recognize that student motivation for language learning differs, and that especially for second language learners, such as refugees and immigrants, personal identity may be deeply tied in with language use patterns.
- Many students want to know and master slang in the L2.
- Computer-mediated communication also represents a great change in the global social landscape with many implications for language learning and teaching.

We have concluded that L2 acquisition usually requires intentional effort, and a number of individual and social factors strongly affect ultimate outcomes. We cannot control most of these factors, but recognizing them can contribute to improve efficiency and effectiveness in second language development.



Dear students, I would like you complement the textbook explanation about the guidelines for L2 learning and teaching. So, please take the time to read your textbook, chapter 7.



4.2. Research Methods in Second Language Acquisition.

Designing a research study and determining and appropriate method of investigation is a difficult task. Both formal and informal research are needed. Formal research involves careful control of the factors which may affect learning. It often uses large number of teachers and learners in order to try to limit the possibility that the unusual behavior of one or two individuals might create misleading impression about what one would expect in general. (Mackey and Gass, 2012).

Informal research often involves small numbers, and the emphasis is not on what is most general but rather on what is particular about this group or this teacher. While formal research may add strength to theoretical proposals, informal research, including that carried out by teachers in their own classrooms, is also essential.

In the following table, you can observe the difference between formal and informal research:

Tabla 7.
Formal and Informal research

FORMAL RESEARCH	INFORMAL RESEARCH
It is a type of research study conducted using a systematic approach and scientific methods	It is a type or research study conducted using a nonscientific method to gather and analyze data
It uses scientific methods	It uses nonscientific methods
It takes more time and effort	It takes less time and effort
It tends to be objective	It tends to be subjective
Sources are always listed	Sources may not be listed
Findings can be applied to a larger group	Findings can be applied to a smaller group

As you can observe in table 7, there are some differences between formal and informal, these differences help us to think and analyze what kind of research we want to do. One of most remarkable difference is that formal research uses scientific methods, and it tends to be objective, whereas

informal research does not use scientific methods, and it tends to be subjective.

Dear student, there are different research methodologies that can be used by students in conducting a research in language studies, they are: quantitative research, qualitative research, experimental research, quasi or pre-experimental research, ethnography, and case study. Research method is dependent on the theories that they are designed to investigate. Research questions are intimately tied to the methods used for determining and appropriate database ((Mackey and Gass, 2012)).

In this section, we examine some proposals to research done by linguistics, to illustrate how experts works in SLA research. For this reason, few relevant studies are presented here, and we have to analyze, discuss and make a reflection about those paper. The labels we have given these proposals are: Formal theory-based methodologies, how to design and analyze surveys in SLA, how to carry out a case study research and Research in second language skills, which are in the book "[Research Methods in Second Language Acquisition. A Practical Guide](#)", whose authors are Alison Mackey and Susan M. Gass. This book is our complementary bibliography.

Let's start with the Formal theory-based methodologies, you can find it in chapter three.

4.2.1. Formal theory-based methodologies

The formal theory-based methodologies focus on method used in formal, generative SLA research, whose author is Tania Ionin. The author describes the collection of empirical data on learners' production and comprehension of the target language, which are used to draw conclusions about the underlying grammar. Methodologies include grammatically judgment tasks and interpretation tasks. (Mackey and Gass, 2012).

Dear students, in order to comprehend this topic, it is important to analyze the term generative second language acquisition and grammatically judgment tasks.

The generative approach to “Second-language acquisition”



Second language (L2) acquisition (SLA) is a cognitive based theory of SLA that applies theoretical insights developed from within generative linguistics to investigate how second languages and dialects are acquired and lost by individuals learning naturally or with formal instruction in foreign, second language and lingua franca settings

As generative second language research tries to explain the totality of L2 acquisition phenomena, it is also involved with investigating the extent of linguistic transfer, maturational effects on acquisition, and why some learners fail to acquire a target-like L2 grammar even with abundant input. (Ionin, 2012)

Furthermore, studying L2 acquisition through a generative approach give linguists a better idea of the natural constraints on human languages and the inner workings of Universal Grammar. Formal, generative SLA studies start with a research question (RQ) or hypothesis which stems from theoretical considerations and/or prior findings; the predictions generated by the research hypothesis are tested using production and/or comprehension methods. (Ionin, 2012)

Now, let's review the term judgment tasks



Judgment tasks refer to situations in which we present some examples and have the learner pass judgment on them. They can be examples of words used correctly/incorrectly, word endings used properly/improperly, or responses that fit well/poorly with a situation (Ionin, 2012)

And now, let's review the term grammaticality judgment tasks:



In a grammaticality judgment task, participants are presented with a sentence, phrase, or individual word (most often in spoken form but sometimes written) and asked to rate its grammatical acceptability. (Ionin, 2012)

The use of acceptability judgment tasks (AJTs) in generative SLA research is a consequence of the importance of judgments of grammatical acceptability in generative syntax.

This research, as you can see, is based on generative SLA and grammatically judgment tasks. I invite you to read it.

Dear student, I invite you to read the research done by Tania Ionin, and do the following recommended learning activity



Recommended learning activity

Dear student, Recognize the process that researchers do to investigate second language acquisition and complete the chart

Read the five studies done by some researchers in the [Formal Theory-based Methodology](#) article by Tania Ionin, and choose one in order to complete the following chart:

Tabla 8.

Formal Theory-based Methodology

Study box number	
Authors	
Theme	
Research questions	
Test instruments: GJT	
Participants	
Statistical tools	
Results	

Note: answer the activities in a notebook or word document.

How did it go? Easy or difficult? Could you recognize the process of a research? Great

Dear student, depending on the study you choose, the answers will vary, but the structure or process of a formal investigation is what you have identified.

Also, you can find more information in [Formal-theory-based-methodologies](#)

Let's continue with another paper from the book "Research Methods in Second language acquisition. A Practical Guide.



Week 14

4.2.2. How to design and analyze surveys in SLA

Dear student, this topic about how to design and analyze surveys in SLA you can find it in chapter 5 in the complementary textbook "Research Methods in Second Language Acquisition". I tried to summarize the most important features of it.

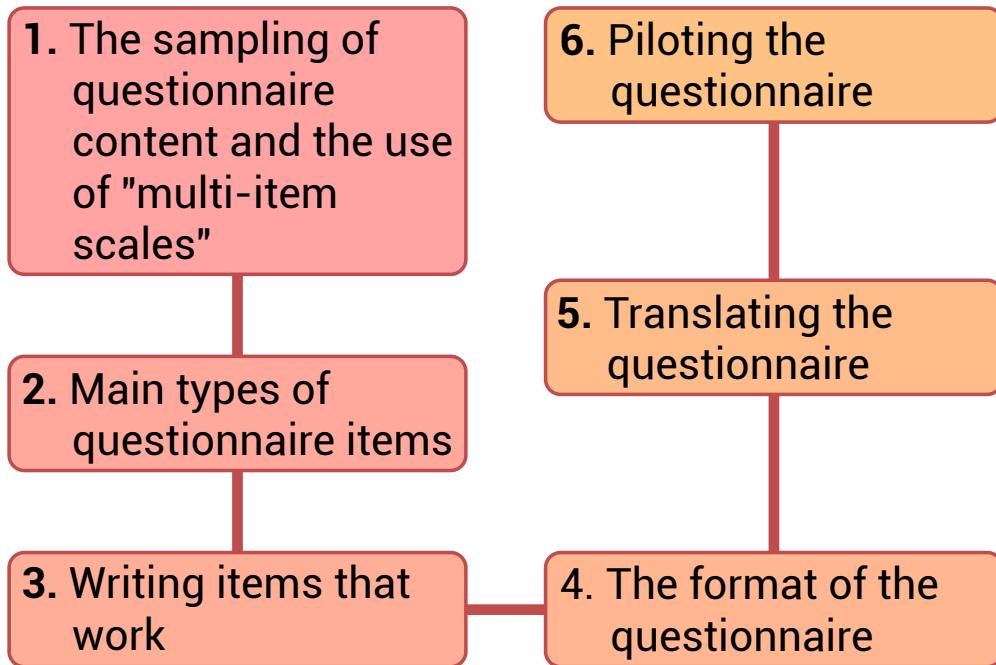
The authors Dörnyei and Csizér (2012) explain how survey studies are carried out in the context of SLA research, including the required steps for designing a survey that can provide valid and reliable data. They also discuss quantitative data analysis in relation to questionnaire data, as well as, how to report survey results. (Mackey and Gass, 2012).

Let's start with how to **design a questionnaire**.

A questionnaire is a written instrument for collecting data in a research. It has a set of standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics. The main purpose of a questionnaire is to extract data from the respondents. (Dörnyei & Csizér, 2012)

Questionnaires allow researchers to gather information, and specialized questionnaires have also been developed to address specific research areas or questions. To types of questionnaires items may be identified: closed and open ended. Questionnaire design requires a rigorous process if we want to produce an instrument that yields reliable and valid data. In the following chart Dörnyei and Csizér (2012) determine the six key design issues.

Figura 11.
Key Design Issues



Dear student, I invite you to read each one of the issues in the book, where you can find additional information. Now, let's review the sampling and data collection

Sampling and Data Collection

The sample of a research is the group of people whom the researcher actually examines and the population is the larger group of people whom the survey is about.

Also, it is necessary to have a sampling plan, which is a method or procedure for specifying how a sample will be taken from a population. (Dörnyei & Csizér, 2012)

The authors considered these three methods: Simple Random Sampling, Convenience or opportunity sampling, snowball sampling, and quota sampling.

Dear student, In the following chart you can distinguish the three key sampling and data collection issues.

Figura 12.

Sampling and data collection issues

1. Sampling procedures	<ul style="list-style-type: none">• Simple Random Sampling• Convenience Sampling• Snowball Sampling• Quota Sampling
2. How large should de sample be?	<ul style="list-style-type: none">• Normal distribution• Statistical significance• Distinct subgroups• Decent margining
3. Administering the questionnaire	<ul style="list-style-type: none">• Significant role• Care planning and execution• Cooperation of informants

Another topic, we have to mention referring how to design and analyze surveys in SLA is How to analyze survey results.

So, dear students I invite you to continue reading this interesting topic.

How to analyze survey results.

After it is designed the questionnaire and administered it to an appropriate sample, it is necessary to process the obtained data. The main stages of this stepwise process are as follows:

Figura 13.

- 1. Preparing the raw data for processing**
 - Coding questionnaire data
 - Inputting the data
 - Data cleaning
 - Data manipulation
- 2. Reducing the number of variables in the questionnaire**
 - Statistical technique of factor analysis
 - Reliability analysis
- 3. Analyzing the data through statistical procedures**
 - Descriptive statistics
 - Inferential statistics
 - Statistical significance

Finally, we are going to review the topic how to report survey results. Dear students, please continue reading, and then you can ample the information in the book.

Reporting survey results

Dörnyei and Csizér (2012) claims that survey data can be used for a great variety of purposes and each of these might require somewhat different types of summaries and reports of the findings. Here, authors emphasize in three issues:

Figura 14.

-
1. How much to generalize
2. Technical information to accompany survey research
3. Presenting the results in tables

Remember that there are several criteria to report survey results, you have to analyze which is the best option to present your research work.

Dear students, I invite you to do the following recommended activity.



Recommended learning activity

Dear student, write a short paragraph about how to analyze survey results. First, I invite you to read the chapter about [How to design and analyze surveys](#) in Second Language Acquisition Research. This paper was done by Zoltán Dörnyei and Kata Csizér.

Next, identify the three stages authors mention and then, in your own words, explain how to analyze the survey results.

Note. Complete the activity in your notebook or in a Word document

How did it go? I am sure you could explain the process or stages you have to follow to analyze survey results.



Dear student, the authors mention three stages; the first one is preparing the raw data to processing, the second one is reducing the number of variables in the questionnaire, and finally, analyzing the data through statistical procedures

Dear students, we have another interesting topic, how to carry out a case study research. Remember that a case study is a formal research that you can analyze regarding second language acquisition. So, let's start.

4.2.3. How to carry out a case study research

Dear student, this topic about how to carry out a case study research you can find it in chapter 6 in the complementary textbook. I tried to summarize the most important aspects of it.

The author, Duff (2012), explains the background of one of the earliest methods used to reinforce the field, characterizing its focus on a small number of research participants and occasionally just one individual and explained how behaviors, performance, knowledge, and perspectives are examined closely and intensively, often over an extended period time. (Mackey and Gass, 2012).

Let's begin with the definition:

Case study research



A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences.

Now, let's check the benefits and limitations on this kind of research

Tabla 9.

Benefits and limitations of case study research

BENEFITS	LIMITATIONS
It investigates things or phenomenon that are difficult or impossible to replicate in a laboratory.	It cannot necessarily be generalized to the large population
It collects a great deal of information	It cannot validate cause and effect
It gathers information on sporadic or unusual cases	It may not be scientifically rigorous
It elaborates hypotheses that can be studied in experimental research	It can lead to preconception

As you can see, on table 9, case study can have both strengths and weaknesses. If you think to do a case study research you must consider these pros and cons, you have to think if this type of study is appropriate for your needs

Now, it is turn to brief analyze the methodology. In the following list, you can see which are the methods that a case study research used. (Duff, 2012). Please read it.

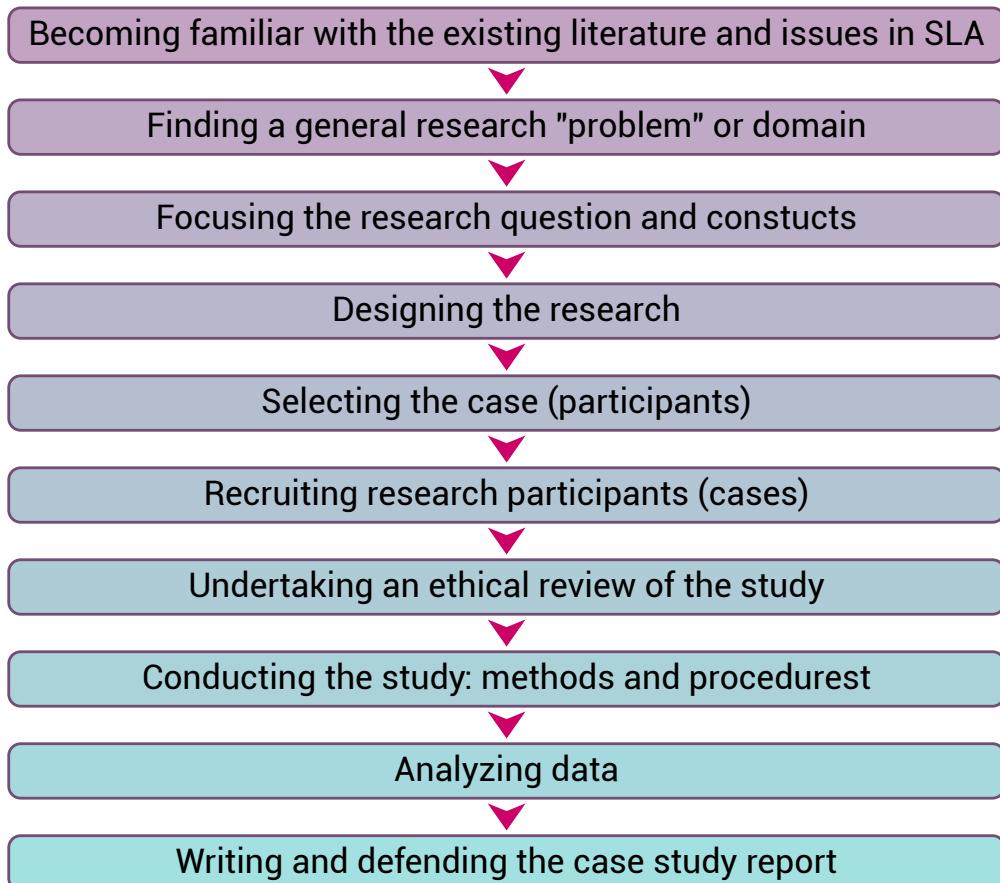
- A case study research used a qualitative approach.
- It is a longitudinal study
- There is quite a bit of flexibility in design
- It is related to psychology, linguistics, sociology and in humanities field.
- The researcher's interpretations are privileged; the research participant plays a central role.

The general basic idea of case study research is to analyze the phenomenon in an holistically way and in a close detail about the research subject such as behaviors, performance, knowledge or perspectives.

Dear students, now we are going to continue analyzing how to do case study research. In the following chart you can read and comprehend how to start doing case studies.

Figura 15.

Stages to do a case study research



As you can observe, there are some steps you need to follow in order to do a case study research. Dear student, I invite you to complement about the steps you need to follow in order to do a case study research. Please do the following recommended activity.



Recommended learning activity

Dear student, explain in your own words one of the stages to carry out a case study research.

First, read the paper [How to carry out a case study research](#) and recognize all stages, and choose one of these steps and explain in your own word the stage you choose.

Note. Complete the activity in your notebook or in a Word document

How did it go? Easy, right? Excellent!!



Dear student, the authors mention some stages; depending on the stage you choose the answers will vary. Remember the structure or process of a case study formal investigation is what you have identified.



Week 15

4.2.4. Research in second language skills.

In this final section, we are going to analyze two interesting topics about SLA research. The first topic is related to a research in second language writing and research in second language reading.

Dear students, please read both topics on the complementary book "Research Methods in Second Language Acquisition.A practical guide", chapter 8 and chapter 9. You will also see the reason for research in second language skills.

How to research second language writing

The author, Pollio (2012) classifies empirical studies of L2 writing on the basis of the ways data are collected, coded, analyzes and interpreted with the goal of understanding L2 learning process. (Mackey and Gass, 2012).

Many people have already done so much research about writing. Many large-scale studies are experimental or quasi-experimental, other types of research try to investigate more deeply into the experiences of fewer learners through methods such as interviews and observations, classroom observations. Another type of methods researchers uses to get information about

learner's writing is ethnography, meta-analysis, text analysis (descriptive), text analysis (causal-comparative/correlation), text analysis (experimental), process analysis (descriptive), process analysis (causal/comparative/correlational), and process analysis (experimental). (Polio, 2012).



Dear students, I invite you to review the previous mentioned methods in the complementary bibliography. You can find each method with some research questions and comments that will be used to have a general idea how researcher explores learners' writing.

Analysis of writer's texts

We have read research other people have conducted about writing, but we would like to know the reasons they have to analyze students 'written texts. Polio (2012) claims some reasons that may be classified by the purpose in that they may:

- describe a group of L2 writers' text to help teachers and curriculum developers focus on problematic areas,
- compare the texts of two different groups of writers, or
- study the effects of some type of intervention or task on students' writing.

The author mentions that to make a research it is important to focus on investigate the problem in teaching writing that can be changed if there is a kind or intervention. Some researchers consider that research problems do not have to be problematic, but it should be something that would improve the teaching method or approach.

After identifying a problem, it is necessary to analyze the action to be taken, and interventions can be a one-time activity, a new daily routine, or anything else that will help students learn better.

These are just a few researches on second language writing. I recommend you check out these books for more information:

Recommended reading

Dear students, I invite you to review the following books. I am sure that these books will help you to get knowledge about how to make research in writing skills.



Teaching and Researching Writing, by Ken Hyland (3rd edition, 2015)

Second Language Writing Research: Perspectives on the Process of Knowledge Construction, edited by Paul Kei Matsuda and Tony Silva (2005)

Understanding, Evaluating, and Conducting Second Language Writing Research, by Charlene Polio and Debra A. Friedman (2017)

Now, let's think how researchers analyze writing text. I invite to continue reading the next topic:

Analysis of the writing process

Polio (2012) remarks that researchers examine the writing process for the same reasons that they analyze students' texts, to diagnose problems, to compare groups of writers, and to study the effect of an intervention or task.



Learners' writing processes are generally studied through introspective methods (i.e., think-aloud protocols) and retrospective methods (i.e., stimulated recall, interviews, questionnaires).

The author indicates that in order to analyze students' written texts, researchers have to systematically documenting how the intervention works with students. They have to collect data in the form of observations, the texts students create, or interviews with students to get their perspectives on the new activities. Once they get all this information, the next step is to analyze it in a qualitative way, looking for patterns, and of course, they need

to triangulate across forms of data to observe if a pattern in one source of data is confirmed or contradicted in another. This kind of analysis will help the research to find a new problem, and in this case, they can start an action research to try to solve the new issue. (Polio, 2012).

Finally, an increase number of studies on collaborative writing, are being conducted. In these studies, the interaction between students completing a writing task can serve as a way to observe the writing process. (Polio, 2012).

Dear student, we have finished to talk about this topic. I invite you to read the whole chapter 8 in the complementary book, or you can review it on the web, in the following recommended activity.



Recommended learning activity

Dear student, Identify the type of methods are used in research second language writing and choose two methods and write down two research questions on the chart.

First, read the whole paper [How to research second language writing](#) done by Charlene Polio.

Second, identify the type of methods in the table 8.1 and read it. Select two methods and write down two research questions for each method in the following chart.

Tabla 10.

How to research second language writing

How to research second language writing	
Method	Research Questions

Note: answer the activities in a notebook or word document.

How did it go? Did you write your own research questions?

Great !!



Dear student, the authors mention 12 methods, and some research questions for each method. And depending on the methods you choose you have to write your own research questions

How to do research on Second Language Reading

Dear students, in this theme, we will review research on second language reading. I invite you to review chapter 9 from the complementary book "Research methods in second language acquisition. A practical guide"

In this topic, the author, Koda (2012) explains that reading is a multidimensional construct involving a wide range of subskills whose acquisition depends on various learner-internal and learner-external factors. In the first part the author explains some research perspectives of SLA and methodological foundations. (Mackey and Gass, 2012). I invite you to read it.

Before to start reading, it is necessary to clarify some terms; the first one is construct analysis, What is it?

Construct Analysis

Performing construct analysis is a method you can use when analyzing survey data. First you must build "constructs" from among your survey questions, or items. (Koda 2012)



And, what is a construct?

In the context of survey research, a construct is the abstract idea, underlying theme, or subject matter that one wishes to measure using survey questions. (Koda, 2012)

Koda (2012) mention some examples of constructs; there are simple constructs like political position and to measure it, we can use just one or two questions. Other constructs are more complex, por example, if we

want to know about student's perceptions it is required more questions to measure their perceptions. And finally, complex constructs contain multiple dimensions or facets.

Now, we are ready to continue with research second language reading. It is time to review the dual-language impact on second language reading development.

Dual-language impact on second language reading development

Dual-language is a form of bilingual education in which students are taught literacy and content in two languages L1 and L2. And dual-language instruction, or dual immersion instruction develops students' academic skills in their native language, while building skills in a different language. In reading research, the dual-language involves the characteristic of L2. The basic premise is that L2 reading skills are shaped through cross-linguistic interaction between transferred L1 skills and L2 print input. (Koda, 2012).

The author analyzes differences and similarities in the facts of L1 and L2 orthographic properties. For this reason, L2 decoding development can be seen as the process of reshaping transferred L1 skills to accommodate L2-specific orthographic properties.

It is very interesting to analyze these kinds of studies, so I invite you to continue reading how this kind of studies impact on second language reading.

Investigating dual-languages impacts on second language reading

To have a well-established research base is advantageous in describing a methodological approach. In the next figure, you can observe the two **subskills to be analyzed in this kind of studies, decoding entails two skills:**

- **Word segmentation:** analyzing a word into its sublexical constituents
- **Mappings:** mapping the segmented information onto the graphic symbols encoding the information

The impact of dual-language instruction, the requisite is mapping the symbol-to-sound in the two languages and this will help to describe for cross-linguistic comparisons between the languages. And this comparison could be used as the source for making the predictions to be tested, as well

as for planning the tasks for measuring the mapping skills in each language. (Koda, 2012).

Now, let's move to data construction and interpretation.

Data Construction and Interpretation

Dear students, in this paper, the author presents an experimental study, conducted by Wang et al. (2003), and how the constructed data is interpretable. Also, the study explains the relationships between the data collection and the analysis procedures. In the study conducted by Wang et al. (2003) semantic category judgment was employed. (Koda 2012).

I invite you to read the mentioned study in order to complement your knowledge about researchers do second language reading.

As you can see, this chapter focuses on linguistics information extraction simply because more research-based information is available on decoding than on any other operations in the current L2 reading literature.

I invite you to do the following recommended activity.



Recommended learning activity

Dear student, Identify and explain the method or procedure and the results in the study done by Wang et al. in 2003 by

First, read [How to research on second language reading](#) and look for the study done by Wang et al., read it and identify the procedure or method they used to do the research and recognize the findings they obtained.

Note. Complete the activity in your notebook or in a Word document

How did it go? Easy, right? Did you find the results? Excellent!!



Dear students, the authors used the semantic category judgment, and as valuable finding is that the research information in understanding processing behaviors may not be for direct utility for classroom teaching

Did you find the same research findings?

Now, dear student, I invite you to check your understanding and verify your knowledge by answering the questions of the fourth self-evaluation test.



Self evaluation 4

Activity 1. Answer True (T) or False (F) to the following statements.

1. () Innate capacity is a psychological contribution in SLA.
2. () A system of knowledge is a social contribution in SLA
3. () How to encode particular concepts is a linguistic contribution in SLA
4. () Processing of language input is a social contribution in SLA
5. () Relationship of L1 and L2 is a social contribution in SLA

Activity 2. Choose the correct word or words to complete the statement.

6. This type of research takes more time and effort
 - a. Formal.
 - b. Informal.
7. The finding in this type of research can be applied to a smaller group
 - a. Formal.
 - b. Informal.

Activity 3. Complete the following definitions with the word or words.

Judgment tasks

case study

construct

8. A _____ is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context.
9. A _____ is the abstract idea, underlying theme, or subject matter that one wishes to measure using survey questions.

10. _____ refer to situations in which we present some examples and have the learner pass judgment on them.

Answer Key



Final activities of second term



Week 16

Review of unit contents and Mid-term test

Dear students, in this week you will have the opportunity to review and enhance the contents of the previous units. And in this week, there is also a test, in which you demonstrate the skills and knowledge you obtained within the first term. I wish you good luck.

Dear student

We have come to the end of the second term of the studies. I hope that it was successful and improving process.



4. Answer key

Self evaluation 1	
Question	Answer
1	C
2	A
3	C
4	B
5	Competence
6	Performance
7	Phonemes
8	T
9	F
10	T

Self
Assessment

Self evaluation 2	
Question	Answer
1	C
2	B
3	A
4	B
5	T
6	T
7	F
8	fossilization
9	speak
10	audio

Self
Assessment

Self evaluation 3	
Question	Answer
1	Sociocultural
2	Zone of proximal development
3	Scaffolding
4	Acculturation
5	T
6	T
7	F
8	B
9	B
10	B

Self
Assessment

Self evaluation 4	
Question	Answer
1	T
2	F
3	T
4	F
5	T
6	A (formal)
7	B (informal)
8	Case study
9	Construct
10	Judgment tasks

Self
Assessment



5. Glossary

Please review the Glossary at the end of the textbook “Introducing Second Language Acquisition”.



6. Bibliographic references

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- Ortega, L. (2013). Understanding Second Language Acquisition. Routledge, third edition.
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- Lightbown, P. and Spada, N. (2012). How Languages are Learned (4thed). New York: Oxford University Press Websites:
- The following websites useful and interesting information about the course topics.

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7. Appendix

Acquisition and Learning

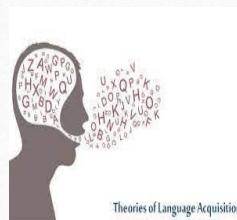
SECOND LANGUAGE ACQUISITION

LANGUAGE LEARNING AND LANGUAGE ACQUISITION

Karina Salcedo Viteri

WHAT IS ACQUISITION?

- It is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.



Theories of Language Acquisition

WHAT IS LEARNING?

- It is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules.



'LEARNING' IS LESS IMPORTANT THAN 'ACQUISITION'.

Stephen Krashen

It is clear that as teachers, we want to maximize our student's opportunities to acquire language. Consequently, if we accept the hypothesis then we need to spend more time using real language with our students as opposed to teaching them explicit grammar rules.

DIFFERENCES BETWEEN ACQUISITION AND LEARNING

Acquisition	Learning
Implicit, subconscious	Explicit, conscious
Informal situations	Formal situations
Uses grammatical 'feel'	Uses grammatical rules
Depends on attitude	Depends on aptitude
Stable order of acquisition	Simple to complex order of learning

Source: Lightbown, P. and Spada, N. (2012). *How Languages are Learned* (4thed). New York: Oxford University Press

SECOND LANGUAGE ACQUISITION

- Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding

SECOND LANGUAGE LEARNING

- Language learning is broadly defined as developing the ability to communicate in the second / foreign language. It is a conscious process, much like what we experience in school. New knowledge is represented consciously in our mind.

REFERENCES

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EARLY APPROACHES TO SECOND LANGUAGE ACQUISITION

Karina Salcedo Viteri

CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

The strong version of the *contrastive analysis hypothesis* is associated with **Charles Fries** and **Robert Lado**. It predicts that second language learners will have difficulty with aspects (structures, or vocabulary) which differ from their first language, and conversely no problems with aspects which are similar in their first language.

This approach, which developed during the 1970s, became known as “*error analysis*” and involved detailed description and analysis of the kinds of errors second language learners make.

CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

Fahrettin ŞANAL in his paper mention that:

a. Identification of errors

There are those so-called “errors” or “mistakes” that are more correctly described as lapses. A mistake refers to a performance error, it is a failure to make use of a known system. Everybody makes mistakes in both native and second language situations.

Normally native speakers are able to recognize and correct such “lapses” or “mistakes” which are not the result of a deficiency in competence, but the result of imperfection in the process of producing speech(Brown 1987).

Errors are deviances that are due to deficient competence (i-e “knowledge” of the language, which may or may not be conscious). As they are due to deficient competence they tend to be systematic and not self correctable. Whereas “mistakes” or “lapses” that are due to performance deficiencies and arise from lack of attention, slips of memory, anxiety possibly caused by pressure of time etc. They are not systematic and readily identifiable and self correctable.(Corder 1973).

CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

b. Description of errors

As we know error analysis is a comparative process. So, in order to describe the errors, in a way, we use a special case of contrastive analysis, and we compare synonymous utterances in the learner’s dialect and the target language, in other words we compare “erroneous utterance” and “reconstructed utterance”.(Corder 1973)

According to Corder’s model (1973) any sentence uttered by the subsequently transcribed can be analyzed for idiosyncrasies. A major distinction is made between “overt” and “covert” errors.(Brown 1987).

c. Explanation of errors (Tracing errors to their sources)

In order to arrive at effective remedial measures the analyst must understand fully the mechanism that triggers each type of error.(Şanal 2007).

The source of an error could be Interlanguage or Intralanguage.(Richards 1971)

CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

1. Errors caused by negative transfer

If the learner of a foreign language makes some mistakes in the target language by the effect of his mother tongue, that is called as Interlanguage errors. For example, any Turkish speaker learning English may say, "Ahmet Fatma ile evlendi." in his mother tongue, and he may transfer his old habit to the target language.(Altunkaya 1985) The result would be "Ahmet married with Fatma." Which is not acceptable in English.

2. Errors caused by the target language

Learners may make mistakes in the target language, since they don't know the target language very well, they have difficulties in using it .For example, they may say "mans" instead of saying "men" as the plural form of "man". In that way the learner overgeneralize the use of plural suffixes

CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

Selinker (1972) introduced the concept of Interlanguage, which was built upon Corder's previous work on language learner's errors.

Interlanguage is the type of langauge produced by second language who are in the process of learning a language.

The developed interlanguage by the system of rules:

- Properties and rules of L1
- Properties and rules of L2

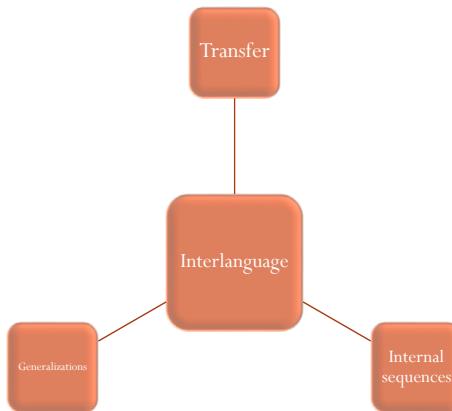
CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

1. Interlanguage Rules:

- Learners' interlanguage changes with time:
 - Rules are altered or deleted or added.
- The continuum of interlanguage development
 - Basilang – the earliest form of target language development
 - Mesolang- the intermediate stage of target language development
 - Acrolang – the final stage of target language

CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

2. Process of Interlanguage



CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

a. Generalizations

- Generalizations are used in many learning situations
- Learners group similar things, events, information, etc. together into categories
- Learners make rules to predict how different items will behave.
- Learners categorize what they hear and make rules for those categories
- Learners use those categories and rules in new situations.

CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

b. Transfer

Learners use their knowledge of their first language to understand and organize second language information

- ❑ When there are differences in the first and second language, transfer can lead learners to make errors
- ❑ When first and second language are the same, transfer helps learners

Examples of errors due to transfer:

- Pronunciation
- Vocabulary
- Speech acts

CONTRASTIVE ANALYSIS, ERROR ANALYSIS, AND INTERLANGUAGE

Generalization

Learners make use their knowledge of the second language

Transfer:

Learners make use of their knowledge of their first language to produce or understand a second language.

Resources

- Saville-Troike, M. & Barto, K. (2017) Introducing Second Language Acquisition. Cambridge University Press
- Lightbrown, P. & Spada, N. (2000) How languages are learned. Oxford University Press.

Recommended learning Activity

Contrastive Analysis

Author: _____

Main characteristics:

1. _____
2. _____
3. _____

Error Analysis

Author: _____

Main characteristics:

1. _____
2. _____
3. _____

Interlanguage

Author: _____

Main characteristics:

1. _____
2. _____
3. _____

MICROSOCIAL AND MACROSOCIAL FACTORS AFFECTING SECOND LANGUAGE ACQUISITION

Karina Salcedo

LEARNING OBJECTIVES

- Understand how social context affects language learning.
- Broaden their understanding on the contribution of input and interaction in language learning.
- Apply the learnt knowledge to the practical teaching

COMMUNICATIVE COMPETENCE

- 'What a speaker needs to know to communicate appropriately within a particular language community' (Saville-Troike 2003)
- Language community refers to as a group of people who share knowledge of a common language to at least some extent.
- Difference between monolingual and multilingual communicative competence are due in part (1) to the different social functions of first and second language learning, and (2) to the differences between learning language and learning culture.

3

MICROSOCIAL FACTORS

- L2 Variations
 - ❑ How contextual dimensions relate to variation in learner language.
- Input and Interaction
 - ❑ How native speakers often modify their language in communicating with L2 learners, how social and cultural factors may affect the quantity and quality of input, and how cultural knowledge and prior experience are involved in processing and interpreting input.
- Vygotsky's Sociocultural Theory
 - ❑ Interaction as the basic genesis of language itself and how learners negotiate meaning and fulfill pragmatic objectives.

4

1). VARIATION IN LEARNER LANGUAGE

- Changes that occur in what learners know and can produce as they progressively achieve higher levels of L2 proficiency.
- Social context of language learning
 - Variable features: multiple linguistic forms which are systematically or predictably used by different speakers of a language, or by the same speakers at different times, with the same (or very similar) meaning or function, which occur at every linguistic level.
 - e.g I ate dinner or I ate supper.
 - . She was coming or she was comin'
 - Hi or I am very pleased to meet you.

5

1). VARIATION IN LEARNER LANGUAGE

- Social context of language learning
 - Relevant contextual dimensions
 - Linguistic contexts: elements of language form and function associated with the variable element.
 - Psychological contexts: factors associated with the amount of attention which is being given to language form during production, the level of automaticity versus control in processing, or the intellectual demands of a particular task.
 - Microsocial contexts: features of setting/situation and interaction which relate to communicative events within which language is being produced,⁶ interpreted and negotiated.

1). VARIATION IN LEARNER LANGUAGE

- Variation that occurs in different contexts at a single point in time is of more interest from a social perspective, as it often corresponds to informal-formal features associated with linguistic register.
- Microsocial context:
 - ❑ Accommodation theory: speakers (usually unconsciously) change their pronunciation and even the grammatical complexity of sentences they use to sound more like whomever they are talking to.
- Macrosocial context:
 - ❑ Reveals when learners acquire different varieties of the “same” target language.

7

1). VARIATION IN LEARNER LANGUAGE

- Free variations (some variation in IL production)
Ellis suggests “that free variation constitutes an essential stage in the acquisition of grammatical structures” (1997:19).
- Stages of variability changes in the L2 development process
 - ❑ A single form is used for a variety of functions.
 - ❑ Other forms have been acquired but are initially used interchangeably.
 - ❑ The variant forms begin to be used systematically (e.g. depending on the amount of attention to form or the situational context).
 - ❑ The non-target forms are eliminated. Removal of free variability is making the IL more efficient.

8

1). VARIATION IN LEARNER LANGUAGE

- Summing up, the sociolinguistics perspective
 - ❑ What is acquired in L2 includes variable linguistic structures and knowledge of when to use each
 - ❑ The process of acquisition includes progress through stages in which different types of variability are evident
 - ❑ Reasons why some learners are more successful than others include how well they can perceive and align their own usage in accord with the target system.

9

2). INPUT AND INTERACTION

From social perspective,

- Input is important to learning as it determines what features of language are learned and how
- Interaction is generally seen as essential in
 - ❑ providing learners with the quantity and quality of external linguistic input which is required for internal processing
 - ❑ focusing learner attention on aspects of their L2 which differ from target language norms or goals, and
 - ❑ providing collaborative means for learners to build discourse structures and express meanings which are beyond the current level of their linguistic competence.

10

2). INPUT AND INTERACTION

NATURE OF INPUT MODIFICATION: Foreigner Talk

Characteristics of Foreigner Talk

Simple vocabulary, using high-frequency words and phrases

Long pauses

Slow rate of speech

Careful articulation Loud

volume

Stress on key words

Simplified grammatical structures

Topicalization (topic at the beginning, then a comment about it)

More syntactic regularity

Retention of full forms (e.g. less contraction, fewer pronouns)

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2). INPUT AND INTERACTION (3)

NATURE OF INPUT MODIFICATION: Foreigner Talk

- While utterances by native speakers to language learners are usually grammatical, simplified input may omit some obligatory elements.
- Sometimes, native speakers tend to adjust their language to suit the individual's level of L2 proficiency.
- Such adaptations are similar to the 'baby talk' used by young children in many different languages.
- Some modifications appear to aid comprehension at early stages of learning: high frequency phrases may be memorized as chunks of speech processed automatically, pauses at appropriate grammatical junctures can help listeners recognize constituent structures, etc.

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2). INPUT AND INTERACTION (4)

Modification for Academic Texts

Frequent organization markers, such as headings and linking devices Clear topic statements

Highlighting of key terms and inclusion of synonyms and paraphrase Bulleted or numbered lists of main points

Elaboration of sections which require culture-specific background knowledge

Visual aids, such as illustrations and graphs Explicit summations at regular intervals

Questions which can be used for comprehension checks

13

2). INPUT AND INTERACTION (5)

NATURE OF INTERACTIONAL MODIFICATION:

- Interactional modification made by L1 speakers in discourse with L2 learners appear to provide even more significant help than do the modifications of oral input.
- Repetition

NS: This is your assignment for tomorrow.

NNS: What?

NS: This is your assignment.

- Paraphrase

NS: This is your assignment for tomorrow.

NNS: What?

NS: This is homework.

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2). INPUT AND INTERACTION (6)

NATURE OF INTERACTIONAL MODIFICATION:

- Expansion and elaboration NNS: Hot.
NS: Yes, it's very hot today.
- Sentence completion
NNS: For tell how old tree is, you count...
NS: Rings. Tree rings.
- Frame for substitution
NNS: How old are you?
NS: Five old are you.

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2). INPUT AND INTERACTION (7)

NATURE OF INTERACTIONAL MODIFICATION:

- Vertical construction
NNS: Taki. (name of another student) NS: What did Taki do?
NNS: Pencil.
NS: What did Taki do with the pencil? NNS: Throw. (makes throwing motion) NS: Taki, don't throw pencils.
- Comprehension check and request for clarification
NS: Subtract, and write the remainder here. NNS: What is "remain?"

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2). INPUT AND INTERACTION (8)

FEEDBACK:

- Make NNS aware that their usage is not acceptable in some way, which provide models for ‘correctness’.
- Negative feedback
 - ❑ Direction correction

That is wrong word. You cannot use it.
 - ❑ Indirection correction
 - ✓ Comprehension check
 - e.g. NNS: I can't assist class.
 - NS: You can't what?

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2). INPUT AND INTERACTION (9)

FEEDBACK:

- ❑ Indirection correction
 - ✓ Rising intonation questions by NSs which repeat part or all of a NNS's utterance.

e.g. NNS: John goed to town yesterday.
NS: John goed to town?
 - ✓ Paraphrase of an NNS utterance

e.g. NNS: John goed to town yesterday.
NS: Yes, John went shopping.

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2). INPUT AND INTERACTION (10)

INTAKE TO COGNITIVE PROCESSING:

- ❑ Indirection correction

Negotiation for meaning, and especially negotiation work that triggers *interactional adjustment* by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways.

(Long, 1996:151-5`2)

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3). INTERACTION AS THE GENESIS OF LANGUAGE

SOCIOCULTURAL (S-C) THEORY

- Interaction not only facilitates language learning but is a causative force in acquisition.
- All of learning is seen as essentially a social process which is grounded in sociocultural setting.
- Assumptions
 - ❑ Learning occurs when simple innate mental activities are transformed into 'higher order,' more complex mental functions.
 - ❑ This transformation typically involves **symbolic mediation**, which is a link between a person's current mental state and higher order functions that is provided primarily by language.

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3). INTERACTION AS THE GENESIS OF LANGUAGE (2)

INTERPERSONAL INTERACTION

- **Zone of Proximal Development (ZPD)**
 - An area of potential development, where the learners can achieve that potential only with assistance.
 - **Scaffolding**
 - ✓ Verbal guidance which an expert provides to help a learner perform any specific task, or the verbal collaboration of peers to perform a task which would be too difficult for any one of them individually.

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3). INTERACTION AS THE GENESIS OF LANGUAGE (3)

INTRAPERSONAL INTERACTION

- Communication that occurs within an individual's own mind.
- Different kinds of intrapersonal interaction
 - Reading activities
 - Making use of L1 resources
 - Private speech (leading to inner speech)
 - Private writing

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3). INTERACTION AS THE GENESIS OF LANGUAGE (4)

Acquisition without interaction; interaction without acquisition

- Some individuals are able to achieve a relatively advanced level of L2 proficiency without the benefit of any interpersonal communication or opportunity to negotiate meaning in the language with others.
- Some individuals engage in extensive interaction with speakers of another language without learning that language to any significant degree.

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3). INTERACTION AS THE GENESIS OF LANGUAGE (5)

Acquisition without interaction; interaction without acquisition

- Communication strategies used:
 - ❑ Background knowledge and experience which help individuals organize new information and make guesses about what is going on and what will happen next.
 - ❑ Understanding of the overall situation or event, including its goal, the relationships among participants, and what they expect one another to do and say
 - ❑ Extralinguistic context, including physical setting and objects
 - ❑ Knowledge of genre-specific discourse structures
 - ❑ Gestures, facial expressions, and other non-verbal signs
 - ❑ Prosodic features of tone and stress to convey emotional state

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MACROSOCIAL FACTORS

- **Global and national status of L1 and L2**

- Need for L2 learning at a global level is motivated largely by control of and access to resources in areas of commerce and information/technology transfer.
 - Opportunities as well as motivation for learning a particular L2 often depend on its relative power or status, whether symbolic or practical.

- **Boundaries and Identities**

- Language serves both to unify speakers as members of one language community, and to exclude outsiders from insider communication.
 - Social and political tensions may lead to discrimination against minority language speakers, and to enforced teaching of the dominant language.

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MACROSOCIAL FACTORS (2)

- **Institutional forces and constraints**

- Language-related social controls, determination of access to knowledge, and other instances of linguistic privilege or discrimination.

- **Social categories**

- Categorization often influences what experiences they have, how they are perceived by others, and what is expected of them.
 - Members of different social categories frequently experience different learning conditions, and different attitudes or perceptions from within both native and target language communities.

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MACROSOCIAL FACTORS (3)

- **Circumstances of Learning**
 - Learners' prior educational experiences
 - Whether L2 learning is informal versus formal, or naturalistic versus instructed.
- All in all, no individual factors in the macrosocial context of SLA can be isolated from others.
- These factors ***externally*** and ***powerfully*** influence the microsocial contexts of learning, which
 - determines who does or does not have opportunities for L2 input and interaction, and L2 outcomes; and
 - Provides learners with no or less control over their L2 learning.

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References

Saville-Troike, M. & Barto, K. (2017) Introducing Second Language Acquisition. Cambridge University Press

Social and psychological factors that influence the second language acquisition.



SOCIAL FACTORS

- ✓ Age
- ✓ Sex
- ✓ Identity and ethnic group affiliation



SOCIAL FACTOR

AGE

- **Younger advantage**
Critical Period
hypothesis: limited number of years during which normal acquisitions is possible.
- Brain plasticity
Not analytical
- Fewer inhibitions
(usually) Weaker group identity Simplified input more likely

- **Older advantage** Adolescents and adults learn faster in initial stages.
- Older learners are able to perform tasks of much greater complexity, even when their linguistic resources are still limited.
- Learning capacity, Analytic ability, Pragmatic skills,
- Greater knowledge of L1, Better memory for vocabulary, Real-world knowledge

SOCIAL FACTOR

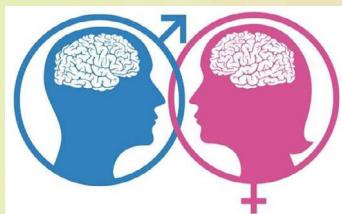
SEX

FEMALE LEARNERS

- Tended to be better learners than men
- Women outperform men in some tests of verbal fluency (such as finding words that begin with a certain letter).
- Better at memorizing complex forms.
- high estrogen with better semantic/interpretive skills.

Male learners

- Better at computing compositional rules. higher androgen level correlates with better automatized skills
- Men's brains may be more asymmetrically organized than women's for speech



SOCIAL FACTOR



IDENTITY AND ETHNIC GROUP AFFILIATION

Social factors at a more general level can affect motivation, attitudes and language learning success. One such factor is the social dynamic or power relationship between the languages.

Bonny Norton: language learning experiences of immigrants women in Canada. All their participants were highly motivated to learn English. However, there were social situations in which they were reluctant to speak and these were typically ones in which there was a power imbalance.

SOCIAL FACTOR

Kellen Toohey (2000) observed that immigrant children in English-medium kindergarten classes were quickly assigned identities such as successful/unsuccessful, big/small, talkative/quiet , in their first year of school; and they had the identity of “Being ESL”

Because learner’s identities impact on what they can do and how they can participate in classrooms, this naturally affects how much they can learn.

Elizabeth Garbonton, Pavel Trofimovich and Michael Magid (2005) found a complex relationship between feelings of ethnic affiliation and second language learner’s mastery of pronunciation.

PSYCHOLOGICAL FACTORS

- ✓ Aptitude
- ✓ Motivation
- ✓ Personality
- ✓ Anxiety
- ✓ Cognitive Style
- ✓ Learning strategies



PSYCHOLOGICAL FACTOR

APTITUDE

Aptitude refers to an individual's ability to learn or perform certain skills. It is an inherent capacity, talent or ability to do something. Having a high aptitude for something means you are good at doing that something

Acquired or natural ability (usually measurable with aptitude tests), for learning and proficiency in a specific area or discipline. Aptitude is expressed in interest, and is reflected in current performance which is expected to improve over time with training.

Aptitude Test



Are you ready?

Aptitude tests refer to standardized tests designed to measure an individual's ability to develop certain skills. Studies have applied tests of psychomotor ability, cognitive knowledge, and personality and attempted to relate them to measures of surgical skill.

PSYCHOLOGICAL FACTOR

Specific abilities thought to predict success in language learning have been studied under the title of language learning aptitude. John Carroll (1991) has characterized aptitude in terms of the ability to learn quickly.

Most widely used aptitude tests is the Modern Language Aptitude Test (MLAT) (Carroll & Sapon, 1959) and the Pimsleur Language Aptitude Battery (PBLAB) (Pimsleur, 1966)

Paul Meara (2005) and his colleagues have developed test that are taken on a computer.

PSYCHOLOGICAL FACTOR

All the tests are based on the view that aptitude has several components:

1. The ability to identify and memorize new sounds
2. Understand the function of particular words in sentences
3. Figure out grammatical rules from language samples
4. Remember new words.

Leila Ranta (2002) found that children who were good at analyzing language were the most successful learners in an English second language program in which activities almost never involved direct attention to grammar.

PSYCHOLOGICAL FACTOR

Nick Ellis (2001) and others have hypothesized that Working Memory may be the most important variable in predicting success for learners in many language learning situations.

Peter Skehan (1989) argues that successful language learners may not be strong in all of the components of aptitude.

PSYCHOLOGICAL FACTOR



MOTIVATION AND ATTITUDES

It is difficult to know whether positive attitudes produce successful learning or successful learning engenders positive attitudes.

There is ample evidence that positive motivation is associated with a willingness to keep learning.

Motivation has been defined in terms of two factors: learner's communicative needs, and their attitudes towards the second language community.

PSYCHOLOGICAL FACTOR

Robert Gardner and Wallace Lambert (1972) establish the terms INSTRUMENTAL Motivation, that is, language learning for more immediate or practical goals, and INTEGRATIVE Motivation, that is, language learning for personal growth and cultural enrichment.

Zoltán Dörnyei (2001) developed a process-oriented model of motivation that consists of three phases:

1. "Choice motivation" refers to getting started and to setting goals
2. "Executive motivation" refers to carry out the necessary task to maintain motivation
3. "Motivation retrospection" refers to students' appraisal of and reaction to their performance

PSYCHOLOGICAL FACTOR

PERSONALITY

A number of personality characteristics have been proposed as likely to affect second language learning, but it has not been easy to demonstrate their effects in empirical studies.

Different studies measuring similar personality traits produce different results.

- It is often argued that an extroverted person is well suited to language learning, but research does not always support this conclusion



PSYCHOLOGICAL FACTOR

Another aspect of personality that has been studied is inhibition. It has been suggested that inhibition discourages risk-taking, which is necessary for progress in language learning.

One study involved an analysis of the effects of small doses of alcohol, known for its ability to reduce inhibition, on pronunciation. Study participants who drank small amounts of alcohol did better pronunciation test than those who did not drink any.

Learner anxiety—feelings of worry, nervousness, and stress that many students experience when learning a second language – has been extensively investigated. For a long time, researchers thought of anxiety as a permanent feature of a learner's personality.

More recent research about learner anxiety in second language classrooms acknowledges that anxiety is more likely to be dynamic and dependent on particular situations and circumstances.

PSYCHOLOGICAL FACTOR

ANXIETY

Anxiety can play an important role in second language learning if it interferes with the learning process.

It has also been argued that not all anxiety is bad and that a certain amount of tension can have a positive effect and even facilitate learning.

A learner's willingness to communicate has also been related to anxiety.

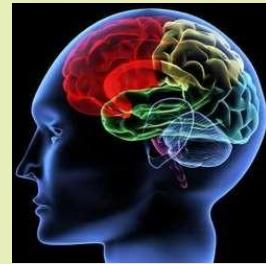
Other personality characteristics such as self-esteem, empathy, dominance, talkativeness and responsiveness have also been studied.

Some findings of personality studies is that personality variables may be a major factor only in the acquisition of conversational skills, not in the acquisition of literacy or academic skills.

COGNITIVE STYLES

Individuals' preferred way of processing, closely related to and interacts with personality factors and learning strategies

Field-dependent	Field-independent
Global	Particular
Holistic	Analytic
Deductive	Inductive
Focus on meaning	Focus on form

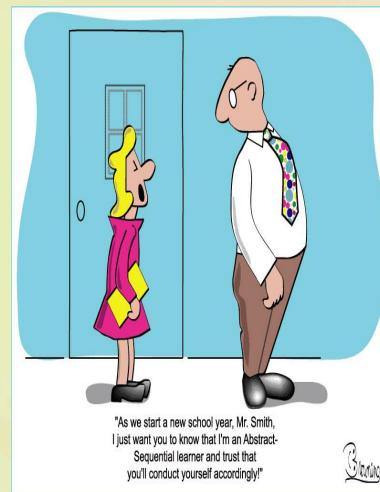


Sensory preference for processing input
Visual
Auditory
Kinesthetic (movement-oriented)
Tactile (touch-oriented).

PSYCHOLOGICAL FACTOR

LEARNING STYLES

Keefe (1979) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." Stewart and Felicetti (1992) define learning styles as those "educational conditions under which a student is most likely to learn." Thus, learning styles are not really concerned with *what* learners learn, but rather *how* they prefer to learn.



PSYCHOLOGICAL FACTOR

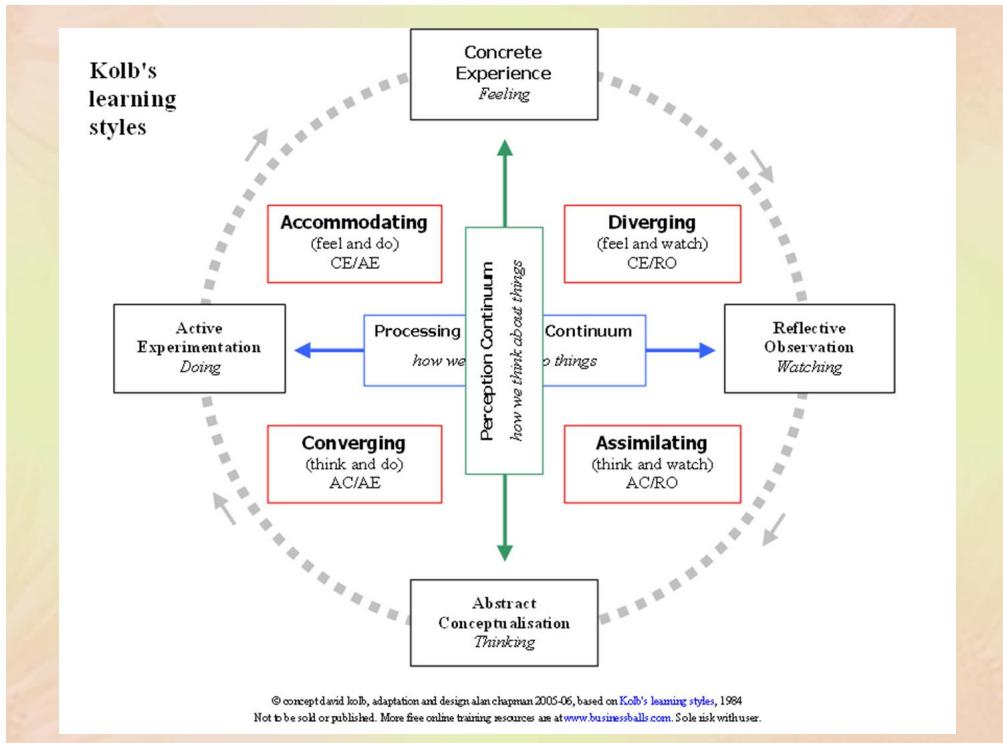
Kolb's learning styles

David Kolb's *Experiential Learning: Experience as the source of learning and development* (1984) theorized that four combinations of perceiving and processing determine four learning styles that make up a learning cycle. According to Kolb, the learning cycle involves four processes that must be present for learning to occur:

- Diverging (concrete, reflective) - Emphasizes the innovative and imaginative approach to doing things. Views concrete situations from many perspectives and adapts by observation rather than by action. Interested in people and tends to be feeling-oriented. Likes such activities as cooperative groups and brainstorming.
- Assimilating (abstract, reflective) - Pulls a number of different observations and thoughts into an integrated whole. Likes to reason inductively and create models and theories. Likes to design projects and experiments.

PSYCHOLOGICAL FACTOR

- Converging (abstract, active)- Emphasizes the practical application of ideas and solving problems. Likes decision-making, problem-solving, and the practicable application of ideas. Prefers technical problems over interpersonal issues.
- Accommodating (concrete, active) - Uses trial and error rather than thought and reflection. Good at adapting to changing circumstances; solves problems in an intuitive, trial-and-error manner, such as discovery learning. Also tends to be at ease with people.



PSYCHOLOGICAL FACTOR



Individuals have been described as FIELD INDEPENDENT or FIELD DEPENDENT, according to whether they tend to separate details from the general background or tend to see things more holistically.

There are many questions about how learning styles interact with success in language learning. For one thing it is difficult to determine whether they reflect immutable differences or whether they develop through experience.

PSYCHOLOGICAL FACTOR

When learners express a preference for seeing something written or spending more time in a language laboratory, we should nor assume that their ways of working are wrong, even if they seem to be in conflict with the pedagogical approach were have adopted.

What is perhaps most important about this research is that, with great effort and instructional support, some of these students are able to succeed in spite of their difficulties.



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THANK YOU



8. Study resources

First Language Acquisition

The image shows the front cover of a book titled "Explaining first language acquisition" by Karina Salcedo Viteri. The cover is dark blue with a light blue abstract circular pattern. The title and author's name are in white text. In the top left corner, the UTPL logo is visible, consisting of a crest and the letters "UTPL". Below the title, it says "La Universidad Católica de Loja". In the bottom right corner, there is a yellow square containing the text "soy+ utpl".

Explaining first language acquisition
Karina Salcedo Viteri

soy+ utpl

Explaining first language acquisition

- **Language acquisition** is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words to communicate. The capacity to successfully use language requires one to acquire a range of tools including syntax, phonetics, and an extensive vocabulary. This language might be vocalized as with speech or manual as in sign. Language acquisition usually refers to **first language acquisition**, which studies infants' acquisition of their native language.
- This is distinguished from second language acquisition, which deals with the acquisition (in both children and adults) of additional languages.

Explaining first language acquisition

- The capacity to acquire and use language is a key aspect that distinguishes humans from other beings. Although it is difficult to pin down what aspects of language are uniquely human, there are a few design features that can be found in all known forms of human language, but that are missing from forms of animal communication.
- A major question in understanding language acquisition is how these capacities are picked up by infants from what appears to be very little input. Input in the linguistic context is defined as "All words, contexts, and other forms of language to which a learner is exposed, relative to acquired proficiency in first or second languages"

Theories of Language Acquisition

- In a broader sense, various theories and approaches have been emerged over the years to study and analyze the process of language acquisition. Four main schools of thought, which provide theoretical paradigms in guiding the course of language acquisition are:
- **Imitation, Nativism or Behaviorism:** based on the empiricist or behavioral approach
- **Innateness or Mentalism:** based on the rationalistic or mentalist approach
- **Cognition:** based on the cognitive-psychological approach
- A recent view of language acquisition comes from **Connectionism:** differs sharply from the Chomskyan innatist theory, they hypothesize that language acquisition does not require a separate "module of the mind"

Explaining first language acquisition

THE IMMITATION, NATIVISM, OR BEHAVIOURIST PERSPECTIVE:

- Theory of learning that was very influential in the 1940s and 1950s
- Language has long been thought of a process of imitation, and reinforcement
- Imitation theory is based on an empirical or behavioral approach
- Main Figure: B. F. Skinner
- Children start out as clean slates and language learning is process of getting linguistic habits printed on these slates
- Language Acquisition is a process of experience
- Language is a 'conditioned behavior': the stimulus response process
- Stimulus → Response → Feedback → Reinforcement

Explaining first language acquisition

- Thus, Children learn language step by step



Reinforcement can either be positive or negative

Explaining first language acquisition

- Popular View: Children learn to speak by imitating the utterances heard around them and analogy
- Children strengthen their responses by the repetitions, corrections, and other reactions that adults provide, thus language is practice based
- General perception is that there is no difference between the way one learns a language and the way one learns to do anything else.
- Main focus is on inducing the child to behave with the help of mechanical drills and exercises
- Learning is controlled by the conditions under which it take place and that, as long as individual are subjected on the same condition, they will learn in the same condition

Two Kinds Of Evidence Used To Criticize Behaviorist Theory

First Evidence: Based on the kind of language children produce

- First piece of evidence taken from the way children handle irregular grammatical patterns
- While encountering irregular items, there is a stage when they replace forms based on the regular patterns of language
- Gradually they switch over to the process of 'analogy' – a reasoning process as they start working out for themselves

Two Kinds Of Evidence Used To Criticize Behaviorist Theory

Second Evidence: Based on what children do not produce

- The other evidence is based on the way children seem unable to imitate adult grammatical constructions exactly
- Best known demonstration of this principle is provided by American Psycholinguist David McNeill (1933)
- Child: Nobody don't like me
- Mother: No, say 'no body likes me'
- Child: Nobody don't like me (eight repetitions of this dialogue)
- Mother: No, now listen carefully: say 'no body likes me'
- Child: Oh! No body don't likes me
- Thus, language acquisition is more a matter of maturation than of imitation

Explaining first language acquisition

NATIVIST OR INNATENESS THEORY

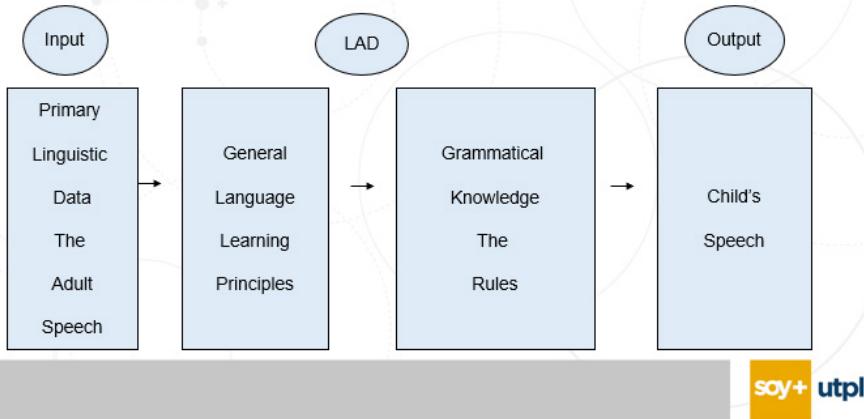
- Limitations of Behaviorist view of language acquisition led in 1960's to the alternative 'generative' account of language
- Main Argument: Children must be born with an innate capacity for language development
- Main Figure: Bloomfield & Noam Chomsky
- children are born with an innate propensity for language acquisition, and that this ability makes the task of learning a first language easier than it would otherwise be.
- The human brain is ready naturally for language in the sense when children are exposed to speech, certain general principles for discovering or structuring language automatically begin to operate.

Explaining first language acquisition

- Chomsky originally theorized that children were born with a hard-wired language acquisition device (LAD) in their brains. He later expanded this idea into that of Universal Grammar, a set of innate principles and adjustable parameters that are common to all human languages. The child exploits its LAD to make sense of the utterances heard around it, deriving from this 'primary linguistic data' – the grammar of the language
- LAD is exploited to explain the remarkable speed with which children learn to speak, and the considerable similarity in the way grammatical patterns are acquired across different children and languages
- According to Chomsky, the presence of Universal Grammar in the brains of children allow them to deduce the structure of their native languages from "mere exposure".
- Primary data is then used to make sentences or structures after a process of trial and error, correspond to those in adult speech

Explaining first language acquisition

- The child learn a set of generalizations or rules governing the way in which sentences are formed in the following sequence



Innate Theory is criticized for

- The role of adult speech can not be ruled out in providing a means of enabling children to work out the regularities of language for themselves
- It has proved difficult to formulate the detailed properties of LAD in an uncontroversial manner, in the light of the changes in generative linguistic theory that have taken place in later years, and meanwhile, alternative accounts of the acquisition process have evolved
- that there are principles of grammar that cannot be learned on the basis of positive input alone
- The concept of LAD is unsupported by evolutionary anthropology which shows a gradual adaptation of the human body to the use of language, rather than a sudden appearance of a complete set of binary parameters (which are common to digital computers but not to neurological systems such as a human brain) delineating the whole spectrum of possible grammars ever to have existed and ever to exist.

Innate Theory is criticized for

- The theory has several hypothetical constructs, such as movement, empty categories, complex underlying structures, and strict binary branching, that cannot possibly be acquired from any amount of input.
- Mentalists' emphasis on the rule-learning is over-enthusiastic

The Universal Grammar UG Approach

- UG claims that all human beings inherit a universal set of principles and parameters which control the shape human language can take
- Chomsky's proposed principles are unvarying and apply to all human languages similar to one another; in contrast, parameters possess a limited number of open values which characterize differences between languages
- The biologically endowed UG equip the children naturally with a clear set of expectations about the shape of the language according to a predetermined timetable and atrophies with age

Explaining first language acquisition

COGNITIVE THEORY

- **Main Argument:** Language Acquisition must be viewed within the context of a child's intellectual development
- Linguistic structures will emerge only if there is an already established cognitive foundation
- Before children can use linguistic structures, they need first to have developed the conceptual ability to make relative judgments
- **Most influential figure:** Genevan Psychologist Jean Piaget (1896-1980) who proposed the model of cognitive development
- Focuses on exploring the links between the stages of cognitive development and language skills



Explaining first language acquisition

- The links have been clearly shown for the earliest period of language learning (up to 18 months), relating to the development of what Piaget called 'sensory motor' intelligence, in which children construct a mental picture of a world of objects that have independent existence
- During the later part of this period, children develop a sense of object permanence and will begin to search for the objects that they have seen hidden



Cognitive theory is criticized for:

- It is highly difficult to show precise correlations between specific cognitive behaviors and linguistic features at the very early stage of language acquisition as the children become linguistically and cognitively more advanced in the course of time

1.4 Explaining first language acquisition

INPUT THEORY

- The studies of Motherese in the 1970's focused upon the maternal input
- Main Argument: Parents do not talk to their children in the same way as they talk to other adults and seem to be capable of adapting their language to give the child maximum opportunity to interact and learn
- Main Figure: C. A. Ferguson (1977)
- The utterances of the parents are considerably and subconsciously simplified especially with respect to grammar and meaning and sentences are shorter
- The meanings conveyed by mothers are predominantly concrete and there is a more restricted range of sentences

Explaining first language acquisition

CONNECTIONISM

- It differs sharply from the Chomskyan innatist theory, they hypothesize that language acquisition does not require a separate "module of the mind"
- Language acquisition in terms of how children acquire links or connections between words and phrases and the situation in which they occur.
- When children hear a word or phrase in the context of a specific object, event or person, an association is created in the child's mind between the word or phrase and what it represents.
- Children are exposed to many thousands of opportunities to learn words and phrases.

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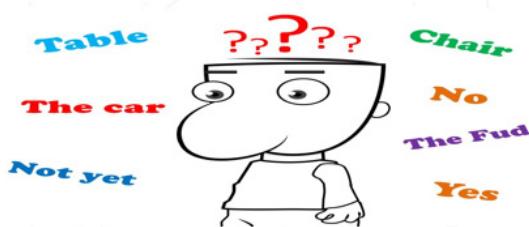
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Explaining Second Language Learning

Karina Salcedo Viteri

soy+ utpl

THEORIES OF SECOND LANGUAGE ACQUISITION



- Behaviourism
- The innatist perspective: Universal Grammar
- Krashen's monitor model

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Behaviourism

- It had a powerful influence on second and foreign language teaching, between the 1940s and the 1970s.
- Classroom activities emphasize mimicry and memorization, students learned dialogues and sentence patterns by heart.
- Language was viewed as the formation of habits.
- It was assumed that a person learning a second language would start off with the habits formed in the first language.
- It was linked to the Contrastive Analysis Hypothesis (CAH), where the first language and the target language are similar.

Behaviourism

- Learners should acquire Target Language structure with ease; but when there are differences, learners should have difficulty.
- First language influence may become more apparent as more is learned about the second language, leading learners to see similarities that they had not perceived at an earlier stage.
- The influence of the learner's first language may not simply be a matter of the Transfer of habits.

Behaviourism

- The behaviorists believe that FLL consists of learners imitating what they hear and develop habits in the FL by routine practice. In this view, the learners are thought to relate what they know of their L1 to what they recognize in the L2. "Positive transfer" is a result of similarities between the L1 and the L2, because habits used in the L1 easily transfer to the L2. On the other hand, "negative transfer" is caused by differences between the L1 and the L2, because errors result from using habits from the L1 in the L2.
- Problems with this view of FLL include the fact that imitation does not help the learner in real-life situations. Learners are continually required to form sentences they have never previously seen. A finite number of pre-practiced sentences is not enough to carry on conversation, not even with an instructor. Another problem with this view is that many of the errors made by FL learners are not based on the L1. Instead, the problems most often encountered by learners resemble errors made by children during the period of L1 acquisition.

The Innatist Perspective: Universal Grammar

- The most influential theory by far has been Chomsky's theory of Universal Grammar (UG).
- He argued that innate knowledge of the principles of UG permits all children to acquire the language of their environment during a critical period of their development.
- The UG model of principles, basic properties which all languages share, and parameters, properties which can vary between languages, has been the basis for much second-language research.
- The main shortcoming of Universal Grammar in describing second-language acquisition is that it does not deal at all with the psychological processes involved with learning a language.
- UG scholarship is only concerned with whether parameters are set or not, not with how they are set

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- Lightbown, P. (2000). How languages are learned. Oxford



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