# Week 3 outline SLA

# Saville Troike and Barto 2017:

## Communicative competence

### Definition (Ch. 5)

#### Fig. 6.1

### Competence and use

#### Linguistic competence

#### Pragmatic competence

### Academic vs. interpersonal (Table 6.1; 6.2)

#### Academic priorities

#### Interpersonal priorities

## Components of language knowledge

### Register

#### Identifying vocabulary (corpus)

### Vocabulary

#### Core vocab

##### Function words/High frequency

###### Likely different cross-linguistically

###### Transactional/interactional vocab

##### General academic (word list; table 6.4)

###### Often similar cross-linguistically

##### Collocations (idioms, metaphors, phrasal verbs)

#### Acad/Interp vocabulary

#### Learning vocabulary

##### Explicit instruction

###### Problems: Frayer model

##### Context

###### Linguistic knowledge

###### World knowledge

###### Strategic knowledge

### Morphology

#### Derivational/inflectional

##### Logical unnecessariness of most inflectional morphology

### Phonology

#### Phon perception & production needs

#### Accents

##### CPH

#### Aspects differing L1/L2

##### Phonemes

##### Phonotactics & combination

##### Intonation patterns

##### Rhythmic patterns

#### Transfer L1 🡪 L2 (Table 6.5)

##### Contrastive

###### Divergence & convergence

###### New

###### Similar

##### Errors not due to transfer

###### Unexpected errors

###### Unexpected lack of errors

#### Phonemes as bundles of features

#### VOT

#### Exaggeration

### Syntax

#### Approach

##### Patterns

##### Rules

##### Parameters (& principles)

##### Collocational probabilities & constraints

#### Universality and variation

##### Case and word order

##### Agreement

##### *The*

##### *Nominalizations*

##### *Academic vs. interpersonal syntax*

###### *Input*

### Nonverbal structures

#### Facial expressions

#### Eye gaze

#### Gestures

##### More in L2 than L1

#### Body position

#### Spatial orientation (proxemics)

#### Sources of misunderstanding

#### Acquisition/nonacquisition in L2

### Discourse

#### Microstructural

##### Cohesion (Table 6.6)

#### Macrostructural

##### Genre

###### Example p. 161

###### Contrastive rhetoric

L2 p. 162

###### Acquisition of L2 discourse

### Receptive language and comprehension (Fig. 6.2)

#### Bottom-up

#### Top-down

##### Content

##### context

##### culture

#### Reading

##### Knowledge involved (p. 165)

##### Functions of reading, difficulty (p. 166)

##### Academic reading (p. 168)

###### Knowledge

#### Listening

##### Information processing theory

###### Input

###### Central processing

##### Academic listening

### Productive language

#### Top-down and bottom-up again

#### Writing

##### How output facilitates SLA (p. 173)

##### CC needed for writing (p. 173)

##### Academic writing

#### Speaking

##### Functionalism

##### Speech acts

###### Pragmatic competence

##### Contextualization cues

##### Communication strategies (Table 6.8)

# Krashen and Brown 2007: Academic language proficiency

## BICS

## CALP (Fig. 1)

### Knowledge of academic language

### Knowledge of specialized subject matter

### Assumptions

#### Comprehension hypothesis

#### Problem-solving hypothesis

### Strategies

#### For reading

#### For problem solving

#### Acquired or learned?

##### Counterproductive strategies

# Kirkpatrick 2007: Models of world Englishes

## ENL/ESL/EFL

### Pro

### Con

## Three circles (Kachru)

### Pro

### Con

## Developmental cycles (Fig. 2)

### Distribution vs. spread

Maybe split ST&B into 2 parts- weeks 1 (141-159(or 162))and 3 (162-179)?