Cognitive accounts of SLA

- The PPT mainly involves two issues. The first deals with the representation of L2 language, the second with cognitive processes in the acquisition of L2 language.

（一）The representation of L2 language

- 1)How interlanguage theory represented L2 knowledge
- 2)Variable L2 knowledge
- 3)Functionalist views of L2 knowledge
- 4)implicit vs explicit L2 knowledge
- 5)declarative vs procedural L2 knowlwdge
- 6)dual-mode representation

(1) Interlanguage theory

Definition of interlanguage

- Interlanguage is used to refer to both the internal system that a learner has constructed at a single point of time (an interlanguage) and to the series of interconnected systems that characterize the learner's progress over time (interlanguage or the interlanguage continuum). (Selinker 1972)

How interlanguage theory represented L2 knowledge

Cognitive theories of interlanguage postulated that learners build mental grammars of the L2.These grammars account for performance in the same way as native-speaker grammar.

(2)Variability theories

- Variability theories view L2 language as inherently variable.As noted earlier in chapter4 ,a variable form is a feature(phonological,lexical or grammatical)that is realized linguisti -cally in more than one way.

- In Tarone's Capability Continuum model different styles ranged from the 'careful' to the 'vernacular' exist.
- In Ellis' Variable Competence Model,L2 development takes two forms, planned and unplanned.
- Preston's Socio-psycholinguistic Model involves three dimensions:
  planning,depth and stability

(3)Functionalist views of L2 knowledge

Main idea

Learning a language is seen as a process of mastering a number of fundamental functions of language-spacial and temporal reference.Thus from this perspective,L2 language is comprised of a network of form-function mappings.

(4)Implicit vs explicit L2 knowledge

- Implicit knowledge is intuitive, systematically variable,automatic, and thus available for use in fluent , unplanned language use.

- Explicit knowledge is conscious, declarative,anomalous,inconsistent, and only accessible through contolled processing in planned language use.

- **Krashen's monitor theory**
- Learners posses an "acquired system" and "learned system", which are totally separate.
- The former is developed by means of acquisition, a subconscious process which arises when learners are using language for communication, corresponding to implicit knowledge.
- The latter is the result of learning, the process of paying conscious attention to language in an effort to understand and memorize rules,corresponding to explicit knowledge.

- **Non-interface position**
- "Acquired knowledge" can only be developed when the learner's attention is focused on message conveyance, and that neither practice nor error correction enables "learned knowledge" to become "acquired".

- **Bialystok's view of second language learning**:Interface position
- Bialystok's theory of L2 learning was also based on the distinction between implicit and explicit knowledge but allows for an interface between implicit and explicit knowledge.
- There is an interaction between the two types of knowledge.Formal practising enable explicit knowledge to become implicit,while inferencing allows explicit knowledge to be derived from implicit.

(5)declarative vs procedural L2 knowlwdge

- Declarative knowledge seems to be possessed in an all-or-none manner, while procedural knowledge seems to be something that can be partially possessed.

- One requires declarative knowledge suddenly, by being told ,one requires procedural knowledge gradually, by performing the skill.

- One can commmunicate one's delarative knowledge verbally,but not one's procedural knowledge.

(6)dual-mode representation

- Skehan(1998b)proposed that speaker possess a dual-mode system,who claimed that language is more memory-based than rule-based, repetition than creation,exemplar-oriented than rule-oriented.

（二） cognitive processes in the acquisition of L2

Micro-process(specific mental operations)

Attention,Integration and restructuring and monitoring

Macro-process(the general approach to learning)

Intentional vs incidental learning

Explicit vs implicit learning

Micro-process

- **Attention**: the act of <u>focusing on</u> particular infoumation, which allows that information to be <u>processed more fully</u> than information that is not attended to(Stephen M. Kosslyn, Robin S. Rosenberg)

- According to Schmit's Noticing Hypothesis,comprehensible input is insufficient for L2 learning until they had been noticed.

Micro-process

- **Integration and restructuring**

  Integration is a general term that refers to the processes involved in storing items noticed and processed into long-term memory.That is ,it involves modification to leaner's interlanguag systems.

  Restructuring refers to qualitative changes that take place in Interlanguage,related to both the way knowledge is represented in learner's mind and the strategies they employed.(e.g.Anderson's ACT Theory and Skehan's dual-mode system0

The monitor hypothesis(监控假说）

Learning has the function of monitoring（监控） and editing（编辑） the utterances （说话方式）produced through the acquisition process.

Learning ⟶ Monitor(监控器）or an editor（编辑器）

Acquisition ⟶ Meaningful interaction in the target language

The monitoring function is the practical result of the learned grammar.

Macro-process

- **Intentional vs incidental learning**

  The essence of intentional learning is that it involves a deliberate attempt to learn, may or may not involve awareness.

  In contrast,incidental learning is characterized by an absence of intentionality, but may involves conscious attention to some features of L2.

Macro-process

- **Explicit vs implicit learning**

  The terms Explicit and implicit learning are considered in relation to the learner's persperctive. Thus, implicit learning takes place when the learner has internalize a linguistic feature without awareness while explicit learning is a conscious learning 'where the individual makes and tests hypothesis in a search for structure' (N.Ellis(1994a:I).