



Lecture 8

Second Language Acquisition Theories - III

UG and SLA

- Input is necessary to learn a language
- UG – positive and negative evidence
- Classroom teaching input

- What is the nature of the input to a language learner?

Krashen's theory

- Second languages are acquired “by understanding messages, or by receiving ‘comprehensible input’ ”

- L2 acquisition similar to L1 acquisition
- L2 acquisition happens when learners are exposed to “comprehensible input”
- comprehensible input – $i+1$
- i = the current level of learner’s language
- The input provided should be just one level above the current level of proficiency of learner
- If input too complex – learners will find it difficult, cannot process
- If input too simple – learners will not find it interesting and will not help in any way

- Natural order of acquisition
- Just as in case of L1 acquisition, L2 acquisition moves along universal stages

Silent period

- In L2 acquisition – a period in which learners may not produce any target language
- But comprehension will be happening
- Learners should not be forced to produce target language from early on

- SL learner will build up competence via listening, by understanding
- speaking ability emerges on its own after enough competence has been developed
- SL learners commit errors naturally

Acquisition vs Learning

- Acquisition – subconscious process; will build target language competence
- Learning – conscious process; understanding grammar rules
- What is ‘learnt’ consciously is useful only for ‘monitoring’ purposes

Role of affective factors

- Affective filter – anxiety, stress
- Has to be low to enable learners to process comprehensible input and acquire L2 successfully

Implications for teaching

- Provide sufficient input to learners – in the form of interesting texts, real life samples
- Less focus on teaching grammar
- Allow silent period
- Reduce stress/ anxiety