



**UTPL**  
La Universidad Católica de Loja

Vicerrectorado de Modalidad Abierta y a Distancia

## Second Language Acquisition

Didactic guide



## **Second Language Acquisition**

### **Didactic guide**

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**Second Language Acquisition**

**Guía didáctica**

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## 1. Information data

### 1.1 Subject presentation



### 1.2 UTPL Generic competences

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

### 1.3 Professional profile competencies

To manage learning through the creation of environments, planning, the use of methodologies, assessment, and the incorporation of knowledge for teaching English as a foreign language in a practical and systematic way, promoting the development of critical, reflective, creative, and experiential thinking in relation to personal development and its 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 this didactic guide which is the main instrument you have 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.

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, virtual platform and the academic plan.



### 3. Didactic guidelines by learning outcomes



#### First bimester

##### 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 two topics: Foundations Second Language Acquisition (SLA) and Epistemologies and theories in Second Language Acquisition.

#### Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



#### 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 the 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



*Note.* Language acquisition, dynamic learning process and language mastery. Taken from *Young man learning different languages* [Photography], by pathdoc, n.d., [Shutterstock](#), CC BY 4.0.

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 human 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 on 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.

**Table 1**

*Difference between acquisition and learning.*

| <b>Acquisition</b>          | <b>Learning</b>                     |
|-----------------------------|-------------------------------------|
| 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 |

*Note.* Adapted from *How Languages are Learned* (p. 9), by P. Lightbown and N. Spada, 2012, Oxford University Press.

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 presentation 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 found in the final part of the week.

*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 characteristics related to first language (L1) and 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. (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.
- The basis for learning is universal grammar alone.
- Children spend several years listening to language, babbling, and using telegraphic speech before they can form sentences.
- In first language acquisition, learners have many chances to practice with native speakers (especially caregivers).
- Almost everyone acquires a first language, but not everyone acquires a second language. Acquiring a first language happens naturally, while acquiring a second language often requires conscious effort on the part of the learner.

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)

Now, we are going to review how children acquire their first language through the behaviorist, innatist and interactionist or developmental perspectives.

The Behaviorism perspective. According to Lightbown and Spada (2006), Behaviorism was a learning theory that gained significant influence during the 1940s and 1950s, particularly in the United States. In the context of language acquisition, its most notable advocate was B.F. Skinner. Traditional behaviorists proposed that children learn language by imitating the speech they hear from others. Their attempts to replicate this language were rewarded with "positive reinforcement," such as praise or effective communication. This encouragement from their surroundings motivated children to continue imitating and practicing language patterns until they developed habitual, correct usage. According to this theory, the child's language development was shaped by the quality and amount of language they were exposed to and the consistency of reinforcement provided by those around them. Behaviorism emphasizes the environment as the primary source of everything a child needs to learn language.

The Innatist perspective. Related to the innatist perspective, Lightbown and Spada (2006) mention that Noam Chomsky is widely regarded as one of the most influential figures in linguistics. His groundbreaking ideas about how language is acquired and stored in the mind revolutionized both linguistics and psychology, particularly in the field of language acquisition. A key aspect of Chomsky's theory is the belief that all human languages are fundamentally innate, sharing universal principles that underlie their structure.

In his 1959 critique of B.F. Skinner's Verbal Behavior, Chomsky challenged the behaviorist view of language acquisition. He proposed that children are biologically programmed to acquire language, comparing it to other natural biological developments, such as walking. Just as children learn to walk without formal instruction, as long as they have proper nourishment and freedom to move, language emerges naturally when children are exposed to people speaking around them. According to Chomsky, the environment plays a minimal role, providing only the necessary input, while the child's biological predisposition does the rest. (Lightbown & Spada, 2006)

Chomsky also pointed out that the behaviorist explanation failed to address the "logical problem of language acquisition." He argued that children acquire a deep understanding of linguistic structure that far exceeds what they could learn from the fragmented and imperfect language input they receive, which often includes incomplete sentences and errors. Despite these limitations, children can identify grammatical from ungrammatical sentences. (Lightbown & Spada, 2006)

Chomsky concluded that children are not passive blank slates learning through imitation. Instead, they are born with an innate ability to uncover the underlying rules of a language based on the input they receive. This innate capacity, known as Universal Grammar (UG), serves as a mental template containing principles common to all human languages. UG helps prevent children from forming incorrect hypotheses about how language systems function. The learning process, then, involves discovering how the specific language they are exposed to applies these universal principles. (Lightbown & Spada, 2006)

The interactionist or developmental perspective.

Dear student, I invite you to review the presentation on [First language Acquisition](#) to learn about the theories. To sum up, first language acquisition refers to the process by which humans develop the ability to understand and communicate in their native language during early childhood. Several theories attempt to explain how this process occurs. The Behaviorist Theory, proposed by B.F. Skinner, emphasizes the role of environmental factors and learning

through imitation, reinforcement, and repetition. According to Skinner, children acquire language as they mimic words and sentences they hear from caregivers, receiving positive reinforcement for correct usage. This theory highlights the importance of external stimuli but has been criticized for not accounting for the creativity and speed of language learning in children.

In contrast, The Nativist Theory, developed by Noam Chomsky, argues that humans are biologically equipped to acquire language due to an innate mechanism called the Language Acquisition Device (LAD). Chomsky suggests that children are born with a universal grammar that enables them to understand and produce language naturally. This theory accounts for the ability of children to learn complex grammatical structures without explicit instruction. However, it has been critiqued for downplaying the role of social and environmental factors.

Another influential perspective is the Interactionist Theory, which combines elements of both nature and nurture. Proponents, such as Lev Vygotsky, emphasize the importance of social interaction in language development. They argue that children learn language through meaningful communication with caregivers and peers. This theory highlights the dynamic interplay between biological predispositions and the social environment, making it a more holistic approach to understanding first language acquisition. Each of these theories provides valuable insights, contributing to a comprehensive understanding of how humans acquire language.

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?

¡Great!!

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)

And there are some characteristics of L2:

- Knowledge of the first language also serves as a basis for learning the second language.
- In second language acquisition in older learners, learning is more rapid and people are able to form sentences within a shorter period of time.
- Learners are able to use more metacognitive processes in their learning.
- They can consciously analyze and manipulate grammatical structures.
- And they can explicitly describe how language works. This can speed the learning process.
- Learners bring more life experience and background knowledge to their learning. They have more schemata and more learning strategies to help them learn the second language.
- In second language learning in older learners, there may be less access to universal grammar, and sensitivity to phonological distinctions not present in the native language will be reduced. Students learning in a classroom setting may also have fewer opportunities to learn language authentically. These factors may reduce the likelihood that second language learners will attain native-like proficiency. First-language learners always attain native proficiency, unless they have a disability that affects language learning.

*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).

Following this, please take a moment to review the infographic provided.

[Language distinctions](#)

You already know these distinctions of the language, but we are mentioned other language distinctions as library language or auxiliary language. I invite you to read the following definitions according to Saville-Troike and Barto (2017). A second language refers to an official or dominant societal language necessary for education, work, and other essential activities. It is often learned by immigrants or members of minority groups who have a different native language. In this narrower sense, the term contrasts with others in this category.

A foreign language is one that is not commonly used in the learner's social environment. It may be studied for potential use in travel, cross-cultural communication, or as part of a school curriculum, though it often has no immediate or practical purpose.

A library language serves primarily as a tool for gaining knowledge through reading, especially when books or academic materials in a specific field are not widely available in the learner's native language.

An auxiliary language is one that learners require for certain official tasks in their local political context or for broader communication needs, while their native language fulfills most other daily functions.

Now, dear students, I invite you to answer the following questions related to the characteristics of each distinction of language.

- 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? jjjExcellent!!!*

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.



Note. Greeting image, friendly and universal gesture that facilitates communication and interpersonal connection. Taken from *Hello word cloud in different languages of the world, background concept* [Illustration], by dizain, n.d., [Shutterstock](#), CC BY 2.0

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 according to Savile-Troike and Barto include 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.

Dear students, it is essential that you use your own words to define each key term. This approach will deepen your understanding of each concept.

*Let's continue with the text topic.*

### **1.2.2 The world of second languages**

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.



*Note.* Bilingualism, ability to communicate and understand in two languages, enriching the linguistic experience. Adapted from *Bilingualism* [Illustration], by VoxLingue, 2021, [Voxlingue](#), CC BY 4.0.

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, dear student, I invite you to review the presentation on [Second language Acquisition](#), to learn how the proposed theories of first language acquisition are presented for learning a second language.

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

To finish with this topic, I share the [Annex 1. Similarities and Differences L1 and L2 theories of acquisition](#) about the first language acquisition theories and how these theories are related to second language acquisition.



## Recommended learning activities

1. 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?

iiiExcellent!!!

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.

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

Read the whole information in the guide 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 table.



## Main Aspects of First and Second Language

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



Note. Salcedo, K., 2024.

Note: Please complete the activities in a class 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.

## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 2

#### Unit 1. General issues of second language acquisition

##### 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.

### 1.3.1 The role of natural ability



Note. Baby communicating, first attempts at verbal expression in language development. Taken from *When will my baby talk?* [Photography], by Conmishijos, n.d., [Conmishijos](#), CC BY 4.0.

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



*Note.* Happy children, they express joy and well-being through their smiles and positive gestures. Taken from *Happy group of kids playing at the park* [Photography], by ESB Professional, n.d., [Shutterstock](#), CC BY 4.0.

As it is mentioned, 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, there is 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.

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.



**Table 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 Precessing | Ethnography of Communication Variation Theory |
| 1970s            | Functionalism                       | Humanistic models                     | Acculturation Theory Accommodation Theory     |
| 1980s            | Principles and Parameters Model     | Connectionism                         | Social Psychologist                           |
| 1990s            | Minimalist Program                  | Processability                        | Interactionist approaches                     |
| 2000s            | Interfaces                          | Complexity Theory                     | Computer - Mediated Communication             |

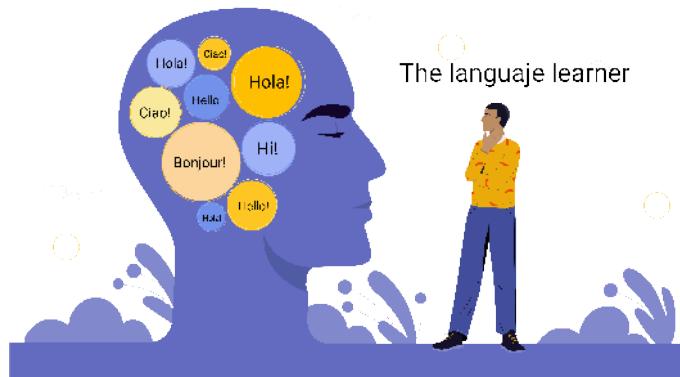
Note. Adapted from Introducing Second Language Acquisition (p. 26), by M. Saville-Troike and K. Barto, 2017, Cambridge University Press, Third edition.

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)



Note. The language learner, exploring, discovering and mastering new languages for communication. Adapted from *Making Language Learning Easier* [Illustration], by Gwangju News, 2018, [Gwangjunewsgic](#), CC BY 4.0.

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.



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

### Unit 1. General issues of second language acquisition

#### 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 generally 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.

Let's make a general comparison between L1 and L2. According to Cook (2009) there are some features of comparison, let's take a look:

- **Overall:** Children typically achieve full mastery of their first language (L1), demonstrating native-like competence. In contrast, adult second language (L2) learners are unlikely to attain complete mastery, often falling short of

native-like fluency, particularly in pronunciation and subtle grammatical nuances.

- **General Failure:** While success in L1 acquisition is universally guaranteed, complete success in L2 learning is rare. Most L2 learners reach varying degrees of proficiency but struggle to fully replicate the natural ease and accuracy seen in native speakers.
- **Variation:** L1 acquisition shows little variation in the degree of success or the developmental route across children. Conversely, L2 learners vary significantly in both their overall success and the routes they take to achieve proficiency, influenced by factors like age, motivation, and learning context.
- **Goals:** For children acquiring an L1, the primary goal is achieving full competence in the target language. In contrast, L2 learners often prioritize fluency over grammatical accuracy, focusing on effective communication rather than perfect language use.
- **Fossilization:** Fossilization, or the permanent retention of errors, is unknown in L1 acquisition but is a common phenomenon in L2 learning. L2 learners may also experience backsliding, where they revert to earlier developmental stages under stress or in complex situations.
- **Intuitions:** Children acquiring an L1 develop clear intuitions about language correctness and grammaticality. In contrast, L2 learners often struggle to form accurate grammatical judgments. However, bilingual children tend to outperform monolinguals in this area, benefiting from exposure to multiple linguistic systems.
- **Instruction:** Instruction is unnecessary for L1 acquisition, as it occurs naturally through immersion. For L2 learners, instruction is often helpful or even essential to guide the learning process, especially for mastering complex structures and refining accuracy.
- **Negative Evidence:** Negative evidence, or correction of errors, is not found or necessary in L1 acquisition, as children learn primarily through positive reinforcement and exposure. In L2 learning, however, correction is generally helpful and often necessary to address persistent errors and improve accuracy.
- **Affective Factors:** Affective factors, such as motivation, anxiety, and attitude, are not involved in L1 acquisition. However, they play a major role

in determining proficiency in L2 learning, influencing the learner's confidence, effort, and overall success.

### 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 an 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 an 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.

### Recommended learning activity

Dear student, let's continue learning by participating in the activity described below:

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



### Self-assessment 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.

[Ir al solucionario](#)

**This is the end of the unit one**

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

**Contenidos, recursos y actividades de aprendizaje recomendadas**



**Week 4**

**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. I invite you to start reading this 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 a using L2. This perspective is centered on the learner.

According to 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



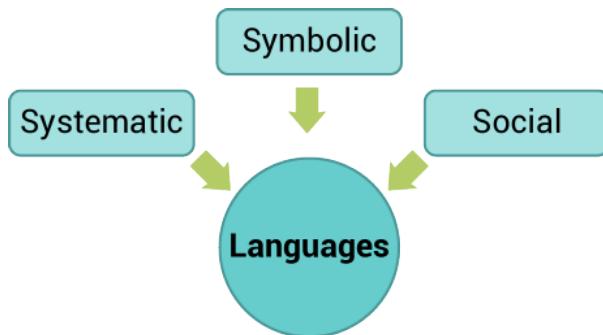
Note. Children show happiness and satisfaction through their laughter and optimistic attitudes. Taken from *Happy multi ethnic kids playing together* [Illustration], by yusufdemirci, n.d., [Fleepik](#), CC BY 4.0.

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 share the following characteristics:

**Figure 1**

*Language characteristics*



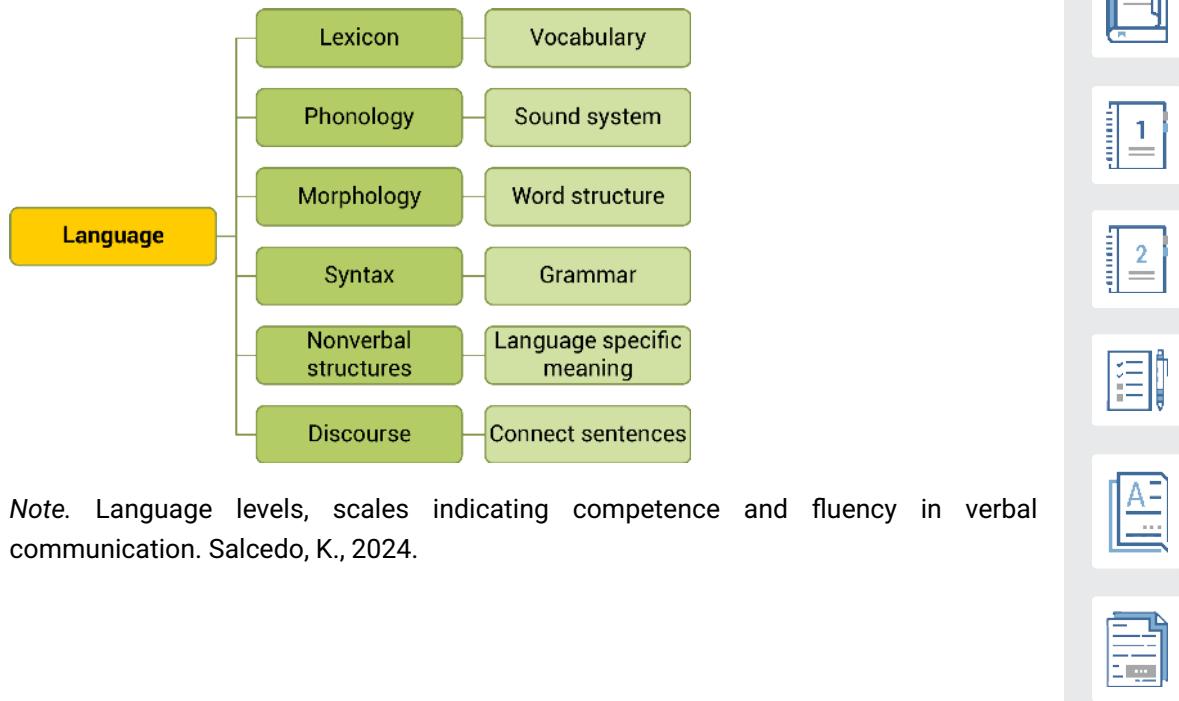
Note. Characteristics of language, a complex communication system that reflects human diversity. Salcedo, K., 2024.

Figure 1, show 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 used 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)

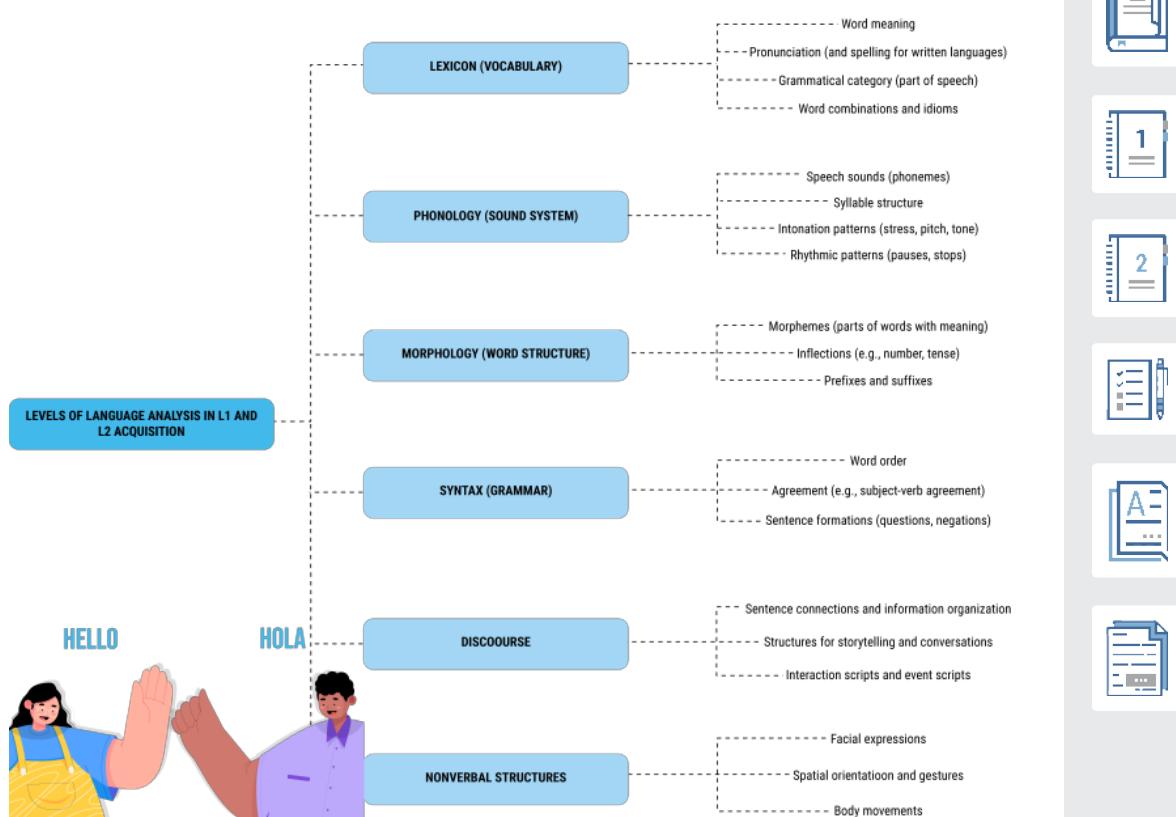
Linguists traditionally divide a language into different levels for description and analysis, as in figure 2, even though in actual use all levels must interact and function simultaneously.

**Figure 2**

*Language levels*



**Figure 3**  
*Language Levels*



Note. Diagram about the language levels. Salcedo, K, 2024.

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 the following mind map you can review the language levels.

Now, we are going to describe each of these levels of Language in L1 and L2 Acquisition

a. **Lexicon (Vocabulary)**: This level focuses on the knowledge and use of words in a language. It includes:

- **Word meaning**: Understanding the semantic properties of words.
- **Pronunciation**: Producing the correct sounds of words (and spelling for written languages).
- **Grammatical category**: Identifying the part of speech, such as nouns, verbs, or adjectives.
- **Word combinations and idioms**: Using collocations and figurative expressions appropriately.

b. **Phonology (Sound System)**: Phonology pertains to the study of the sound systems of a language. It encompasses:

- **Speech sounds (phonemes)**: Recognizing and producing individual sounds that differentiate meaning.
- **Syllable structure**: Understanding the arrangement of sounds within syllables.
- **Intonation patterns**: Using stress, pitch, and tone to convey meaning and emotion.
- **Rhythmic patterns**: Managing pauses, stops, and the overall flow of speech.

c. **Morphology (Word Structure)**: Morphology examines the internal structure of words and their meaningful components. It includes:

- **Morphemes**: Identifying the smallest units of meaning within words.
- **Inflections**: Recognizing changes in words to indicate number, tense, or case.
- **Prefixes and suffixes**: Understanding how affixes alter word meaning and grammatical function.

d. **Syntax (Grammar):** Syntax focuses on the rules that govern sentence structure. Key aspects are:

- **Word order:** Arranging words in a sequence that follows language-specific rules.
- **Agreement:** Ensuring consistency between elements, such as subject-verb agreement.
- **Sentence formations:** Constructing various types of sentences, including questions and negations.



e. **Discourse:** This level involves organizing sentences and information into meaningful texts and conversations. It includes:

- **Sentence connections:** Using cohesive devices to link ideas and maintain coherence.
- **Storytelling and conversation structures:** Creating narratives and managing turn-taking in interactions.
- **Interaction scripts:** Understanding and using predictable patterns in social exchanges and events.



f. **Nonverbal Structures:** Nonverbal communication complements spoken and written language. It involves:

- **Facial expressions:** Conveying emotions and reactions through facial movements.
- **Spatial orientation and gestures:** Using physical space and hand movements to support meaning.
- **Body movements:** Incorporating posture and motion to emphasize or substitute verbal communication.

Dear student, now, we are going to start reviewing the theories about SLA.

## **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).

**Figure 4**

*Main figure of contrastive analysis.*



Note. Robert Lado, an influential linguist and educator recognized for his work in language teaching. Adapted from *Our Founder* [Photography], by Lado, n.d., [Lado](#), CC BY 4.0.

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) that differ from their first language, and conversely no problems with aspects that are similar in their first language. It was developed in the 1950's – 1960's.

According to this theory, the language is analyzed to predict the problems that are most likely to occur. And language lessons are created based on those "predicted difficulties" and lessons are planned in sequence, in order of difficulty.

Also, there is a transfer in learning (positive and negative), that means that there could be an interference from first language.

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

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). This theory analyzes the internal focus on learners' ability to construct or create language.

**Figure 5**

*Main figure of Error Analysis*



Note. S. Pit Corder, authority in language teaching recognized for his contribution to applied linguistics. Taken from *Pit Corder* [Photography], by Yesmineba, 2018, [Wikipedia](#), CC BY 4.0.

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.

Let's review each one them.

- **Collecting a sample of learner language:** It involves gathering examples of spoken or written language produced by learners, typically through tasks like interviews, essays, or recorded conversations. This sample helps analyze linguistic features such as grammar, vocabulary, and fluency to assess proficiency and identify patterns or errors. It is a valuable tool for understanding the learner's developmental stage and guiding designed instruction.
- **Identifying the 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 can recognize and correct such "lapses" or "mistakes" that are not the result of a deficiency in Competence, but the result of imperfection in the process of producing speech (Brown 1987).

- **Describing the errors:** As we know, error analysis is a comparative process. So, 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).
- **Explaining the errors;** 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)

### 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 an Interlanguage error. An example of an error caused by a negative transfer from Spanish to English is: "She has 15 years." In Spanish, age is expressed using the verb tener (to have), as in "Ella tiene 15 años." When translated literally, it leads to the incorrect use of "has" in English, where the correct expression is "She is 15 years old." This error reflects a direct influence of the Spanish structure on English usage.

### 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 using it. For example, they may say "mans" instead of saying "men" as the plural form of "man". In that way, the learner overgeneralizes the use of plural suffixes.

- **Evaluating / correcting the errors:** It involves identifying mistakes in a learner's language, analyzing their causes, and providing feedback to promote improvement. Errors can stem from interlanguage development, negative transfer, or lack of L2 knowledge. Effective correction strategies depend on the error type and learner's context, balancing clarity with encouragement to foster progress.

For Corder, 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 language.

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 linguist elements to master. First, go to [Active learning activity](#), you can see that we are going to work in paddles, 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.

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.

**Figure 6**

Main figure of *Interlanguage*



Note. Larry Selinker, Leading researcher in second language acquisition and interlanguage processes. Taken from *Larry Selinker [Photography]*, by Unknown Author, 2018, [LSA.Umich](#), CC BY 4.0.

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.

Selinker (1972) stresses that there are differences between IL development in SLA and L1 acquisition by children, including different cognitive processes involved (from McLaughlin 1987:61):

- Language transfer
- Transfer of training,
- Strategies of second language learning,
- Strategies of second language communication,
- Overgeneralization of the target language linguistic material.

This theory mentions that learners' interlanguage changes over time, which means that rules are altered, deleted, or added. The continuum of interlanguage development consists of three steps:

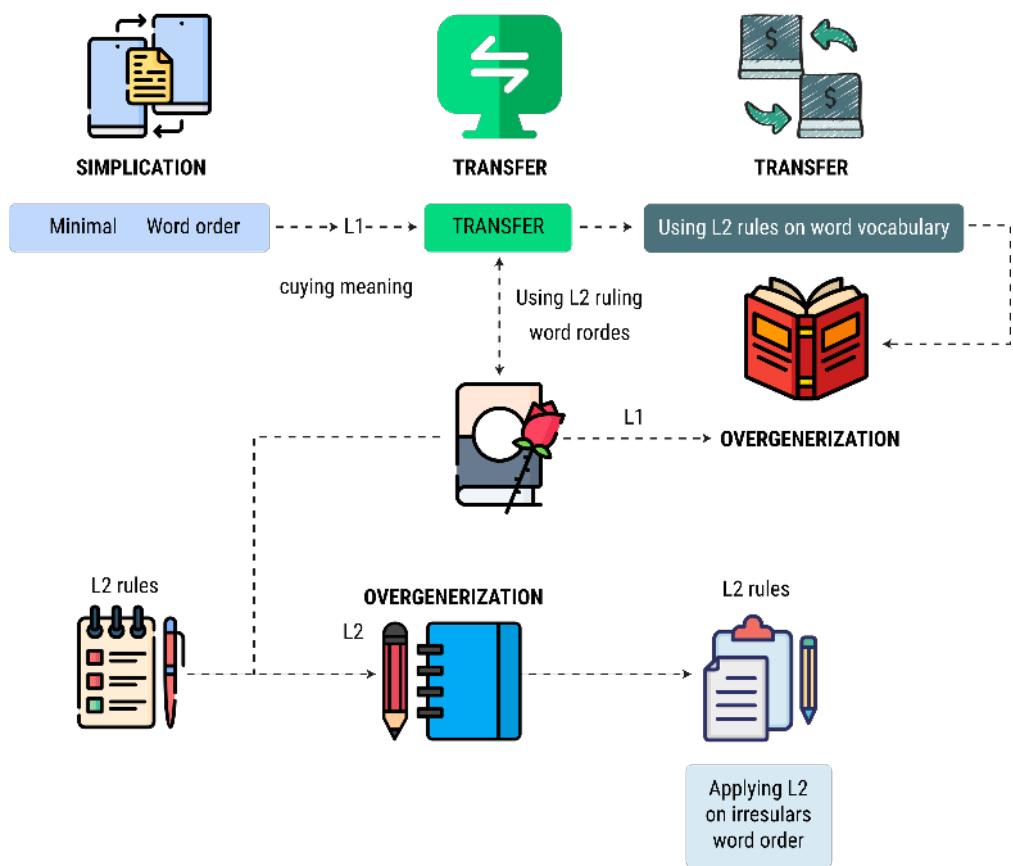
- Basilang: the earliest form of target language development.
- Mesolang: the intermediate stage of target language development, and
- Acrolang: the final stage of target language.

It is necessary to clarify interlanguage is not a linear process, as learners may experience backsliding or fossilization. Backsliding occurs when learners temporarily revert to earlier stages of development, often under pressure or in unfamiliar situations. Fossilization, a key concept in interlanguage theory, happens when certain errors become permanent despite continued exposure to the L2. The interlanguage theory highlights the importance of understanding learner errors as natural steps in the acquisition process, emphasizing the need for appropriate feedback and input to guide learners toward fluency. (Saville-Troike & Bart, 2017),

Dear students, now we are going to analyze the process of Interlanguage.

Interlanguage theory describes the transitional linguistic system learners create as they acquire a second language (L2). This system combines elements of their native language (L1), the target language (L2), and unique learner-created rules. Interlanguage is dynamic and constantly evolving as learners receive input, test hypotheses, and refine their understanding of the L2. However, it is also systematic, meaning learners make predictable errors based on their current stage of language development.

**Figure 7**  
*Interlanguage process*



Note. Adapted from *Second Language Acquisition* (p. 44), by Saville-Troike M & Barto K, 2017, Cambridge University Press

The process of interlanguage development involves several key stages, including *simplification*, *transfer*, and *overgeneralization*. Initially, learners may simplify complex L2 structures, focusing on conveying meaning with minimal grammar or vocabulary. They may also transfer rules or patterns from their L1, resulting in errors like incorrect word order or literal translations. Over time, learners form hypotheses about L2 rules, sometimes overgeneralizing them, such as applying regular past tense endings (-ed) to irregular verbs (*goed* instead of *went*). These stages reflect the learner's efforts to internalize and apply the L2's rules as they progress.

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

1. Dear student, write the main ideas about each perspective study in this week. After reading the information in the guide 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, [Annex 2. Recommended Learning Activity](#).

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

Great!!

2. 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 Interlanguage 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.

### Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 5

## Unit 2. Epistemologies and theories in Second Language Acquisition

### 2.1 Linguistic theory of second language acquisition

#### Monitor Model

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

Krashen argued that the language one subconsciously acquires is responsible for one's fluency, whereas the language one consciously learns acts as an editor. Such a conscious editor is sometimes termed the monitor.

**Figure 8**

*Main figure of Monitor Model*



Note. Stephen Krashen, renowned linguist recognized for his theory of language acquisition. Taken from *Stephen Krashen* [Photography], by Unknown Author, 2012, [LMA](#), CC BY 4.0.

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.

In the monitor model, linguist Stephen Krashen proposes that language learning is accomplished through learning (formal, conscious learning about language) or acquisition (informal, subconscious learning through experience with language).

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

The core parts of Krashen's Monitor Model are composed of five interrelated hypotheses: the acquisition-learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis

Let's check it.

Here, in the Infographic, 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).

### Krashen's Five Hypotheses

As you can observe, the Infographic above describe the main characteristics of each hypothesis. 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.

Krashen's language acquisition theories can be summarized as:

- Learners acquire language when exposed to "comprehensible input," i.e., language that is a step beyond their current level of language proficiency ( $i+1$ ).
- The emotions of a language learner can interfere or assist with language acquisition.

One example of a Monitor Model:

Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety, and extroversion are better equipped for success in second language acquisition.

Now, let's move to the next topic.

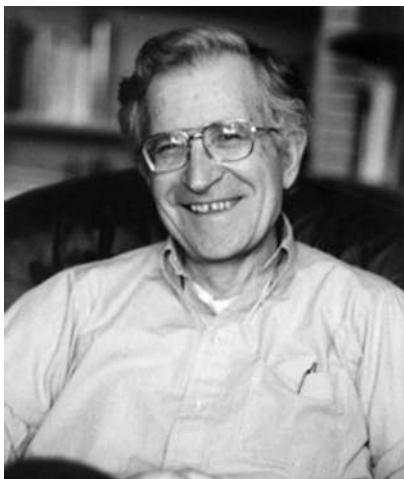
## Universal Grammar (UG)

The term Universal Grammar is credited to Chomsky. 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.

**Figure 9**

*Main figure of Universal Grammar*



Note. Noam Chomsky, Eminent linguist, philosopher and activist known for his theory of generative grammar. Taken from *Noam Chomsky* [Photography,] by Biografías y Vidas, 2012, [Biografiasyvidas](#), CC BY 4.0.

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

It is time to apply your knowledge through the following activities:

1. 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?

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.

2. Answer the following questions after reading the material from the guide.

- 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? ¡¡¡Excellent!!!

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.

### Contenidos, recursos y actividades de aprendizaje recomendadas



## Week 6

### Unit 2. Epistemologies and theories in Second Language Acquisition

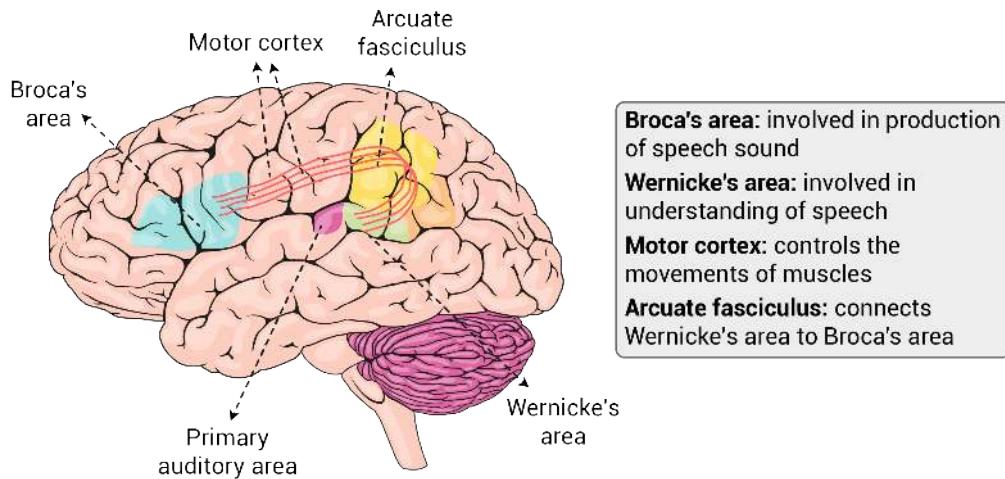
#### 2.2 Psychological theories of Second Language Acquisition.

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 information below.

## 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 10 explains how our brain is related with the two language areas: Broca's area and Wernicke's area. Let's review each one.

**Figure 10**  
*Brain and Language*



### Parts of the brain that controls speech

Note. Figure describes brain areas for language such as Broca's area, Wernicke's area, Motor cortex, and arcuate fasciculus. Adapted from *Esquema de las áreas cerebrales del lenguaje* [Illustration], by RSS feed, 2021, [Escuela con cerebro](#), 2021, CC BY 4.0.

There are several areas of the brain that play a critical role in speech and language. As you can see in the figure 10, 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 10, 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.

It 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. 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)

**Figure 11**  
*Main figure of Information Processing Theory*



Note. George A. Miller, prominent cognitive psychologist and linguist, known for his theory on memory. Taken from *George A. Miller, Introduction to Psychology* [Photography], by Unknown Author, 2011, [Josearnedo](#), CC BY 4.0.

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:**

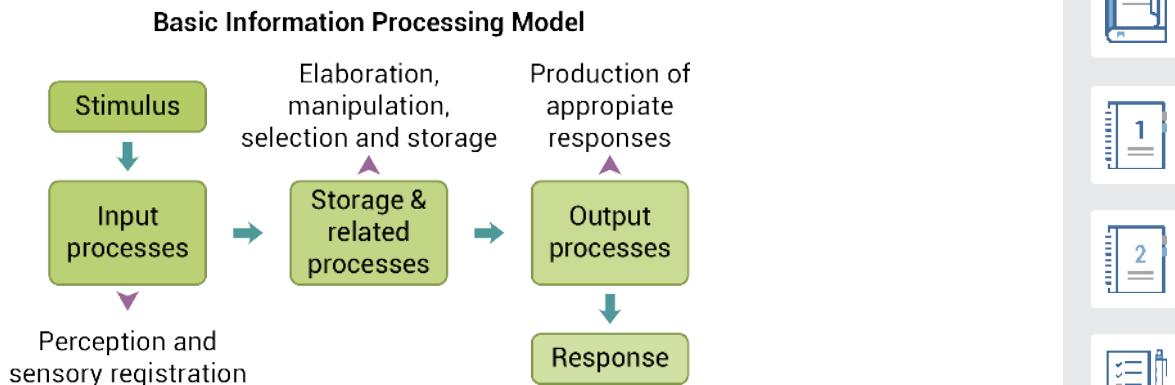
The input for SLA is whatever sample of L2 that learners are exposed to, but it is not available for processing unless learners actually notice it: pay attention to it. The output for SLA is the language that learners produce, in speed/ sign or in writing.

### **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.

**Figure 12**

*Information processing model*

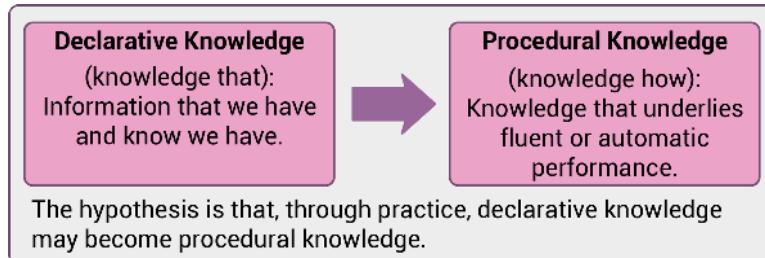


Note. The figure shown Information processing model steps. Adapted from *Learning memory and product positioning [Illustration]*, by SubhamMalik, 2020, [Slideshare](#), CC BY 4.0.

In the model of learning (figure 12) 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 13 you can observe the process how the declarative knowledge could change to procedural knowledge.

**Figure 13**

*Declarative to procedural stages of knowledge*



Note. Stages of knowledge, declarative to Procedural, moving from information to practical skills. Salcedo, K., 2024.

As you can see in the figure 13 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.

**Figure 14**

*Main figure of Competition Model*



Note. Brian MacWhinney leading authority on cognitive linguistics and language development in children. Taken from *Brian MacWhinney* [Photography], by Carnegie Mellon University, 2011, [Academia](#), CC BY 4.0.

The Competition Model is a psycholinguistic theory of language acquisition and sentence processing, emphasizing how learners rely on competing cues in the input to understand and produce language, 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. The model suggests that language learning is cue-driven, with learners using lexical, grammatical, and contextual cues to interpret meaning. These cues, such as word order, case markers, or verb agreement, vary in importance across languages, meaning that learners must adapt to the cue priorities of the target language.

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) For example, in English, word order is a critical cue for determining subject and object roles, while in Italian, case markers and agreement play a more prominent role.

In the process of language acquisition, the Competition Model explains how learners gradually become more efficient in processing language by adjusting their reliance on different cues. At first, L2 learners may transfer the cue priorities from their native language (L1), leading to errors in interpreting or producing sentences. However, through repeated exposure and interaction with the target language, learners recalibrate their cue weights to align with the rules of the L2. For instance, an English speaker learning German must shift focus from word order to case markers to accurately interpret sentence structure. This dynamic interplay of cues highlights how language processing evolves based on the learner's experience with input.

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

In essential The Competition Model also underscores the role of frequency and context in shaping cue reliance. Frequent exposure to specific constructions strengthens the association between cues and their functions, allowing learners to process language more efficiently over time. Contextual factors, such as conversational setting or semantic plausibility, further influence which cues learners prioritize. This theory bridges cognitive and social aspects of language learning, illustrating how learners navigate the complexities of linguistic input by competing cues to achieve comprehension and production in a second language.

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



## Week 7

### Unit 2. Epistemologies and theories in Second Language Acquisition

#### 2.2 Psychological theories of Second Language Acquisition

##### **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.

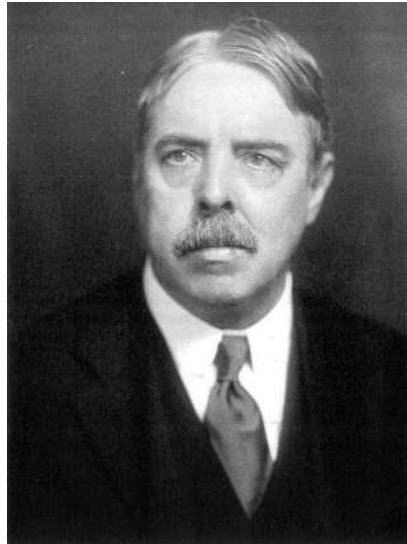
##### **Connectionism theory**

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.



**Figure 15**

*Main figure of Connectionism Theory*



Note. Edward Thorndike, Psychologist recognized for his contributions to educational psychology and learning theory. Taken from *Edward Lee Thorndike* [Photography], by Unknown author, 1912, [Wikipedia](#), CC BY 4.0.

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)

In essential, Connectionism theory in language acquisition is rooted in the idea that learning occurs through the formation and strengthening of connections between neural networks in the brain. This perspective suggests that language is not learned through innate rules or explicit instruction but rather through repeated exposure to patterns in linguistic input. These patterns enable the brain to create associations between sounds, words, meanings, and grammatical structures.

According to Saville-Troike and Bart (2017), Connectionism emphasizes the importance of experience and practice in building these connections, gradually shaping the learner's ability to comprehend and produce language.

In connectionist models, language acquisition is seen as a process of pattern recognition and generalization. As learners are exposed to linguistic input, their neural networks process the frequency and context of words, phrases, and grammatical constructions. Over time, the brain identifies recurring patterns, strengthening the neural pathways associated with them. For example, a child hearing "I am running" and "She is jumping" repeatedly may form connections that help them understand subject-verb agreement and progressive tense. Errors during the learning process are considered natural and occur as the network adjusts and fine-tunes its connections to match the language patterns it encounters.

Connectionism also highlights the importance of feedback and incremental learning. Unlike traditional theories that suggest language learning relies on explicit knowledge or innate mechanisms, connectionism views it as emergent from interactions between input and neural processing. This theory aligns with the idea of gradual skill development, where learners move from simple associations to more complex structures. (Saville-Troike & Bart, 2017)

As a result, connectionism provides valuable insights into how exposure, repetition, and practice shape language acquisition, offering a data-driven perspective on the learning process.



Once you have finished reading this section. I invite you to think how this theory helps learners to improve the target language in class.

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).

**Figure 16**  
*Main figure of Complexity Theory*



Note. Diane Larsen-Freeman, a leading linguist recognized for her studies in second language acquisition. Taken from *Larsen-Freeman's presentation at The New School in 2018 [Photography]*, by Unknown author, 2018, [Wikipedia](#), CC BY 4.0.

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.

You can extend your knowledge analyzing the information on this presentation: [Complexity Theory](#).

### **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).



Note. Tomado de *Ilustración vectorial plana de saludo multilingüe. Adiós en diferentes idiomas* [Ilustración], por GoodStudio, s.f., [Shutterstock](#), CC BY 4.0.

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 LI. (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, if you are interested in this curious topic, you could make a short research on the internet, this curious topic.

## Recommended learning activities

It is time to apply your knowledge through the activities below:

1. Dear student, establish the differences between competition model and connectionism theory by completing the table. First, you have to read all the information in the guide to identify all the characteristics of each theory, and then you can write some differences between competition model and connectionism theory.

*Differences between competition model and connectionism theory*

| Competition Model | Connectionism Theory |
|-------------------|----------------------|
|                   |                      |

Note. Salcedo, K., 2024.

Note: Copy the table into a Word document or notebook to fill in

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.

2. 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-assessment 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 \_\_\_\_\_.

[Ir al solucionario](#)

**This is the end of the unit two**

### Contenidos, recursos y actividades de aprendizaje recomendadas



## Week 8

### Final activities of first term

#### 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.





## Second bimester

### Learning outcome 3 and 4:

- 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 to see how you have progressed at obtaining a new knowledge.

### Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



### 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.

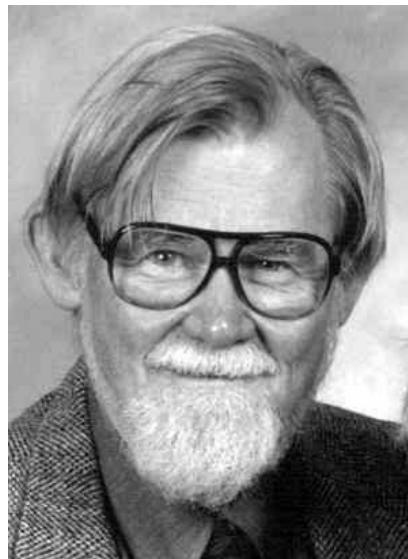
Before to start reviewing these factors, it is important to know that social and cultural knowledge are also included in the language being learned. From a social perspective, Dell Hymes, in 1966 established the framework for a field he called the Ethnography of Communication, and the concept of communicative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

**Figure 17**

*Main figure of Ethnograph of Communication*



Note. Dell Hymes is a leading anthropologist and linguist known for developing the theory of communicative competence. Taken from *Psicología social* [Photography], by Uriel Castan, 1950, [Timetoast](#), CC BY 4.0.

Dell Hymes was a linguist, sociolinguist, anthropologist, and folklorist who established 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).

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 teaching module, you can read the most important aspects of each factor.

#### Microsocial factors

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.

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 teaching resources about macrosocial factors, and then complement the information with the description of each macrosocial factor. I tried to provide you with the main aspects of each factor.

Now I invite you to review the following teaching module Macrosocial factors

## Macrosocial factors

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

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 influence children 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.

**Figure 18**  
Main figure of Sociocultural Theory



Note. Taken from *Lev Vygotsky [Photography]*, by Unknown author, n.d., [WordPress](#), CC BY 4.0.

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 table where you can find some differences between Vygotsky's sociocultural theory and the interaction hypothesis. (Lightbown, & Spada, 2000)

**Table 3**

*Differences between Vygotsky's sociocultural theory and Interaction hypothesis*

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

Note. Salcedo, K., 2024.

With this in your mind, please answer the question:

*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. I invite you to extend your knowledge about Lev Vygotsky and his theories.

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



### Recommended learning activities

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

First, Read and analyze the information, 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.

2. 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*



3. 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



## **Contenidos, recursos y actividades de aprendizaje recomendadas**



### **Week 10**

#### **Unit 3. Social context of Second Language Acquisition.**

##### **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. 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.



Note. Evolution, process of change and gradual adaptation in biological organisms over time. Taken from *Stages of the male character by age*. Pro Vector [Illustration], by mwss, n.d., [Vecteezy](#), CC BY 4.0.

## 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 programmers, 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 4. The conditions for language learning are often very different.

**Table 4**  
*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   |
| 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.   |

Note. Salcedo, K., 2024.

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.



Note. Taken from *Foto de dos niños preadolescentes, niña feliz sonrisa positiva, segura de sí misma, cruzada de manos aislada sobre el color púrpura* [Photography], by Saberia, 2019, [Shutterstock](#), CC BY 4.0.

## 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 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.

Did you have a general idea about this topic? !!!Great!!!

Let's continue with the two others social factors.

## Identity and ethnic group affiliation



Note. Students united, collaboration and solidarity among students to achieve common educational goals. Taken from *Innovation and Youth* [Photography], by rawpixel, n.d., [Rawpixel](#), CC BY 4.0.

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



Note. Adapted from *Aptitude Training* [Illustration], by Inkdust, n.d., [Inkdust](#), CC BY 4.0.

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



Note. I can't do it, overcoming challenges with persistence, learning and support. Taken from *Self-motivation is key!* [Photography], by HR News, n.d., [Hrnews](#), CC BY 4.0.

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:

- **Integrative Motivation:** Motivation for second language Learning that is based on a desire to know more about the culture and community of the target language group and even a desire to be more like members of that group
- **Instrumental Motivation:** Motivation that is essentially practical, such as the need to learn the language in order to get a better job or read a technical material.

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

- **Intrinsic Motivation:** Intrinsic motivation refers to an individual's motivation to perform a particular activity because of internal rewards such as joy,

pleasure, satisfaction of curiosity, feelings of competence and self determination.

- **Extrinsic Motivation:** Where as in extrinsic motivation the individual expects an extrinsic (external) reward such as good grades, praise from others, money, prizes, and positive feedback.

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

How was this topic?!! Interesting!!

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

## Personality

| Personality   |  |   |
|---|--|---|
| Thoughts  | Feelings   | Behaviors   |
|  |  |  |

Note. Personality, set of traits and characteristics that define the behavior and identity of an individual. Adapted from *Personality [Illustration]*, by Emily Roberts, n.d., [Verywellmind](#), CC BY 4.0.

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.

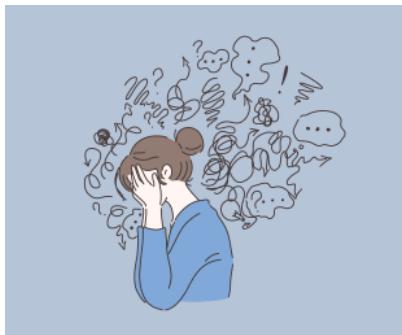
Anxiety has received the most attention in SLA research. Anxiety is related with feelings of worry, nervousness, and stress that many students experience when learning an L2. Let's review some assumptions about research on anxiety:

- 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

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.

Dear student, let's delve into the topic of understanding anxiety, cognitive styles, and learning strategies in second language acquisition to explore how these factors influence the learning process

## Anxiety



Note. Anxiety, emotional state characterized by worry, tension and nervousness in the face of stressful situations. Taken from *Anxiety* [Illustration], by Admin, n.d., [UNITAS healthcare systems](#), CC BY 4.0.

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 scores 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.

## Cognitive Style



Note. Taken from *How languages are learnt* (p. 65), by Lightbown and Spada, 2021, Oxford University Press.

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 figure:

**Figure 19**

*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.

Note. Cognitive style, the unique way in which each individual perceives, organizes and processes information. Salcedo, K., 2024.

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

**Figure 20**  
*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

Note. Cognitive style, the unique way in which each individual perceives, organizes and processes information. Salcedo, K., 2024.

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.

### **Learning strategies**



Note. Learning strategies, techniques and approaches used by students to acquire and retain knowledge. Taken from *Digital marketing concept. Human hand with a megaphone surrounded by media icons* [Illustration], by Ellagrin, n.d., [Shutterstock](#), CC BY 4.0.

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.

**Figure 21**

*Learning strategies*

|   |   |
|---|---|
| <b>Metacognitive</b>  |  |
| <ul style="list-style-type: none"><li>• Deciding in advance to attend to specific aspects of input</li><li>• Rehearsing linguistic components which will be required for an upcoming language talk</li><li>• Self-monitoring of progress and knowledge states</li></ul> |  |
| <b>Cognitive</b>  |  |
| <ul style="list-style-type: none"><li>• Repeating after a language model</li><li>• Translating from L1</li><li>• Guessing meanings of new material through inferencing</li></ul>  |  |
| <b>Social/affective</b>   |  |
| <ul style="list-style-type: none"><li>• Seeing opportunities to interact with native speakers</li><li>• Working cooperatively with peers to obtain feedback</li><li>• Asking questions to obtain clarification</li></ul>  |  |

Note. Learning strategies, techniques and approaches used by students to acquire and retain knowledge. Salcedo, K., 2024.

What are your thoughts on these topics? Fascinating, aren't they? Now, let's strengthen your understanding by engaging in the following recommended learning activities.



### Recommended learning activities

1. 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. 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?

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

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

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.

*Identify the key aspect of each factor.*

*Social and psychological factors*

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

Note. Salcedo, K., 2024.

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.

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





### Self-assessment 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. \_\_\_\_\_earning is naturalistic, occurring in settings where people contact and need to interact with speakers of another language.

- a. Formal.
- b. Informal.



9. Social categories is a\_\_\_\_\_factor where people are categorized according to relevant dimensions.

- a. Microsocial.
- b. 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.

- a. Scaffolding.
- b. Feedback.



[Ir al solucionario](#)



**This is the end of the unit three**

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

### Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 11

#### 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 the read attentively 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)



Note. Taken from *Plantilla de banner de educación a distancia y aprendizaje electrónico con personajes de personas diminutas entre libros* [Illustration], by user9496807, n.d., [Freepik](#), CC BY 4.0.

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?**



Note. Adapted from *Hombre de negocios subir escalera de éxito* [Illustration], by inamar, n.d., [Fleepik](#), CC BY 4.0.

**What exactly does the L2 learner come to know?**

From a linguistic perspective of Second Language Acquisition (SLA), the L2 learner comes to know several components of the target language system.

Saville-Troike and Bart (2017) mentioned:

- 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. Learners acquire the sound system of the second language (L2), including its phonemes, stress patterns, intonation, and rhythm. This allows them to perceive and produce sounds in ways that are comprehensible and appropriate to native speakers.
- How to encode particular concepts in the L2 including grammatical notions of time, number of referents, and the semantic role of elements. This involves understanding how meaning is encoded and interpreted in the L2. Learners grasp how words, phrases, and sentences convey specific meanings in different contexts.

The morphosyntactic knowledge refers to the grammar of the L2, including sentence structures, word order, and rules for inflections (e.g., tense, agreement, case). Learners gain the ability to produce grammatically correct and contextually appropriate sentences.

- Pragmatic competence, or knowledge of how to interpret and convey meaning in contexts of social interaction. Learners acquire the ability to use language appropriately in social contexts. This includes understanding and producing speech acts (e.g., requests, apologies), adhering to politeness norms, and interpreting implicatures.
- Means for using the L2 in communicative activities: Listening, Speaking, Reading, Writing. Learners develop an understanding of the vocabulary of the L2, including word meanings, collocations, and usage contexts. This includes recognizing and using words accurately in speech and 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. Learners come to know how to adjust their language use according to social factors such as formality, status, and cultural norms.

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.

To sum up, the L2 learner comes to internalize the complex, interconnected systems that native speakers of the target language use to communicate effectively and appropriately. However, the extent and accuracy of this knowledge depend on various factors, including exposure, motivation, and learning context.

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

### How does the learner acquire L2 knowledge?



Note. Knowledge, accumulation of information, understanding and skills acquired through experience and study. Taken from *Knowledge Concept [Illustration]*, by docstockmedia, n.d., [Shutterstock](#), CC BY 4.0.

From a psychological perspective of Second Language Acquisition (SLA), the learner acquires L2 knowledge through cognitive and mental processes that involve attention, memory, and practice. Saville-Troike & Bart (2017) mentioned the following:

- *Innate capacity*: The natural ability of people to acquire language. Language acquisition is seen as a process of building and refining mental representations of the L2. Declarative knowledge (explicit knowledge about language rules) is gradually converted into procedural knowledge (automatic use of language) through practice.
- *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. Schmidt's Noticing Hypothesis suggests that learners must consciously notice specific features of the L2 input to begin internalizing them. This often happens when learners recognize gaps between their current knowledge and the target language
- *Processing of language input*: Input is one of the most important elements in the process of second language acquisition (SLA). Learners acquire L2 knowledge by being exposed to comprehensible input, as Krashen's Input Hypothesis proposes. Input must be slightly beyond the learner's current level of competence ( $i+1$ ) to facilitate acquisition. The learner processes this input, identifying patterns and structures that correspond to the rules of the L2.
- *Interaction*: Social perspectives generally hold that SLA Benefits from the active engagement of learners in interaction, Or participation in communicative events. The Interaction Hypothesis highlights the importance of conversational interaction. When learners interact in the L2, they engage in negotiation of meaning, which helps them process language more deeply. The Output Hypothesis (Swain) suggests that producing language (speaking or writing) pushes learners to notice gaps in their knowledge and refine their language use.

- *Restructuring of the L2 knowledge system.* L2 learning follows a progression from declarative knowledge (knowing the rules) to procedural knowledge (using the rules automatically). This occurs through repeated practice and feedback.
- *Mapping of relationships* or associations between linguistic function and forms. The mapping of relationships between linguistic functions and forms refers to how specific grammatical or lexical forms (e.g., verb tenses, sentence structures) are associated with particular communicative purposes or functions (e.g., expressing time, making requests). For example, the past tense form maps to the function of discussing past events. This mapping helps learners understand how language structures convey meaning in context.
- *Automatization:* Mean standard deviation decreases more than mean RT. As learners automate, **the mean reaction time (RT)** decreases, but **the standard deviation of RT** decreases even more significantly, indicating increased consistency and stability in performance. This reflects a shift from effortful processing to automatic, efficient language use.

In summary, the learner acquires L2 knowledge by processing input, noticing patterns, practicing language use, and converting explicit knowledge into implicit, automatic skills through cognitive and emotional engagement

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

**Why are some learners more successful than others?**



Note. Adapted from *Hombre de negocios subir escalera de éxito* [Illustration], by inamar, n.d., [Freepik](#), CC BY 4.0.

From a social perspective of SLA, differences in learners' success are attributed to various social and contextual factors by Saville-Troike & Bart (2017) mentioned the following contributions:

- **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. Learners who view themselves as part of the target language community and seek integration are more motivated and likely to succeed.
- **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. Learners with greater opportunities for meaningful interaction in the target language community receive more comprehensible input and chances to practice.
- **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. Languages that share similarities in grammar, vocabulary, or sound systems with the

learner's L1 are generally easier to learn due to transfer of knowledge. However, significant differences between L1 and L2 can create challenges, making the acquisition process more difficult.

- **Age:** commonly believed that children are more successful L2 learners than adults. Children are often believed to be more successful L2 learners due to their brain plasticity, which enables them to acquire native-like pronunciation and intuitive language skills. Adults, while faster at initial learning and better at explicit rule acquisition, often face challenges in achieving native-like fluency.
- **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. Positive attitudes toward the target language and its speakers, along with integrative or instrumental motivation, influence effort and persistence
- **Instruction:** Quality of instruction clearly makes a difference in formal context of L2 learning. Learners exposed to environments encouraging communication and language use are more likely to succeed than those in restrictive or unsupportive contexts.

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) Success in SLA depends not only on individual abilities but also on social contexts that shape opportunities for language use and engagement.



Dear students, I would like to complement the 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.

*Let's continue with another topic*

## Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 12

#### Unit 4. Current Research in Second Language Acquisition.

##### 4.1 L2 Learning and teaching

###### **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, we have finished this interesting topic about approaching near-native competence, and how each of these perspective will be used in a classroom to help learners to improve the target language.

### Contenidos, recursos y actividades de aprendizaje recomendadas



### Week 13

#### Unit 4. Current Research in Second Language Acquisition.

##### **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:



**Table 5***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   |

Note. Salcedo, K., 2024

As you can observe in table 8, 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.

#### **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).

So, what is *Formal theory-based methodology*?

Formal theory-based methodology is an approach in research that relies on established theoretical frameworks to guide a study's design, implementation, and analysis. This methodology involves the systematic application of theories to define research questions, hypotheses, and methods of data collection and analysis. By grounding the research in a formal theory, researchers ensure that their work is coherent, logically structured, and capable of contributing to the broader body of knowledge within a particular field.

In the context of second language acquisition (SLA), formal theory-based methodology might involve using well-established linguistic, psychological, or educational theories to inform the study. For example, a researcher might use Krashen's Input Hypothesis to design a study examining the role of comprehensible input in language learning, or Vygotsky's Sociocultural Theory to explore how social interaction influences language acquisition. This approach ensures that the research is empirically rigorous and theoretically meaningful, allowing for the findings to be interpreted within a broader

conceptual framework. This can facilitate the development of new hypotheses, the refinement of existing theories, and the practical application of research findings in educational settings.

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 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 naturalistically 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)

Generative Second Language Acquisition (SLA) is a field of study within linguistics that applies principles from generative grammar, a theory developed by Noam Chomsky, to understand how people acquire a second language. Generative grammar posits that humans have an innate linguistic capacity, often referred to as Universal Grammar (UG), which underlies all human languages. (Ionin, 2012)

In generative SLA, researchers investigate how this innate linguistic knowledge influences the acquisition of a second language (L2). Key questions include:

- **Universal Grammar:** How does UG facilitate or constrain the acquisition of an L2? Are the principles and parameters of UG accessible to L2 learners in the same way they are to first language (L1) learners?
- **Transfer:** How do the structures of a learner's L1 affect the acquisition of the L2? What elements of the L1 are transferred to the L2, and how do they interact with UG principles?
- **Developmental Stages:** What are the stages of L2 development according to generative theories? How do L2 learners move through these stages, and what factors influence their progression?
- **Parameter Setting:** How do L2 learners reset the parameters of UG to accommodate the rules of the L2? For example, how does an English speaker learning French adjust to the different syntactic structures?
- **Error Analysis:** What types of errors do L2 learners make, and how do these errors reflect the underlying grammatical knowledge and processes?

To sum up Generative SLA uses various methods, such as grammaticality judgment tasks, elicitation techniques, and longitudinal studies, to gather data on L2 learners' linguistic competence. This data helps researchers develop and test hypotheses about the role of UG in L2 acquisition and the mechanisms underlying language learning.

Overall, generative SLA seeks to explain L2 acquisition by integrating insights from cognitive psychology, linguistics, and language pedagogy, emphasizing the role of innate linguistic structures in shaping the process of learning a new language

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.

It is important to understand What is acceptability judgment tasks? (AJT) According to Ionin (2012), acceptability judgment tasks are research tools used in linguistics, particularly in the study of syntax and second language acquisition, to assess individuals' intuitions about the grammaticality or acceptability of sentences in each language.

Participants are presented with sentences and asked to judge whether they consider them to be grammatically correct or acceptable according to their linguistic intuitions.

There are several types of acceptability judgment tasks, including:

- **Binary Judgment Tasks:** Participants simply decide if a sentence is acceptable or not, usually responding with "yes" or "no."
- **Scaled Judgment Tasks:** Participants rate the acceptability of sentences on a scale, such as from 1 to 5, where 1 might indicate "completely unacceptable" and 5 "completely acceptable."
- **Graded Judgment Tasks:** Participants provide more nuanced responses, indicating degrees of acceptability.

Furthermore, acceptability judgment tasks are valuable because they can provide insights into the mental representations of grammatical knowledge in native and non-native speakers. These tasks can reveal what linguistic structures are considered well-formed, which can inform theories of syntax, the process of language learning, and the differences between native and second-language grammatical intuitions. (Ionin, 2012)

In second language acquisition research, acceptability judgment tasks can help identify which grammatical constructions learners find difficult and how their intuitions about grammaticality evolve. By comparing the judgments of native speakers with those of language learners, researchers can better understand the stages of language development and the influence of a learner's first language on their second language acquisition.

This research, as you can see, is bases on generative SLA and grammatically judgment tasks. I invite you to read the research. And it is interesting that the author, Ionin (2012) used the term "Picture Matching Task." (PMT), let me explain it.

This is a common methodology used to present participants with visual scenarios that they must match with sentences, thereby allowing them to make truth-value judgments about the sentences based on the visual context. (Ionin, 2012)

Here's how a Picture Matching Task (PMT) typically works in the context of truth-value **judgment tasks**:

- **Presentation of a Scenario:** Participants are shown pictures or a series of pictures that depict a specific scenario or context. This visual information sets the stage for the sentences they will evaluate.
- **Sentence Evaluation:** After viewing the pictures, participants are presented with sentences that describe the scenario. They must determine if each sentence accurately describes what is depicted in the pictures.
- **Judgment:** Participants indicate whether the sentence is true or false based on the picture(s) they saw. This judgment is often recorded through a simple response mechanism, such as selecting "true" or "false."

For example, if participants are shown a picture of a dog sitting under a tree and then presented with the sentence "The dog is under the tree," they would judge this sentence as true. If the sentence were "The cat is under the tree," they would judge it as false based on the visual context provided.

PMT is a valuable tool in linguistic research because it provides a concrete context for evaluating the truth-value of sentences, making it easier to assess participants' understanding of language and their ability to interpret semantic and syntactic structures accurately.

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 researches do to investigate second language acquisition and complete the table

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 table:

#### *Formal Theory-based Methodology*

##### **Formal Theory-based Methodology**

Study box number

Authors

Theme

Research questions

Test instruments: GJT

Participants

Statistical tools

Results

Note. Salcedo, K., 2024.

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."

### Contenidos, recursos y actividades de aprendizaje recomendadas



## Week 14

### Unit 4. Current Research in Second Language Acquisition.

#### 4.2 Research Methods in Second Language Acquisition

##### 4.2.2 How to design and analyze surveys in SLA

Dear student, this topic about how to design and analyze surveys in SLA is very interesting, because this article explains how surveys are used in a research in the context of SLA.

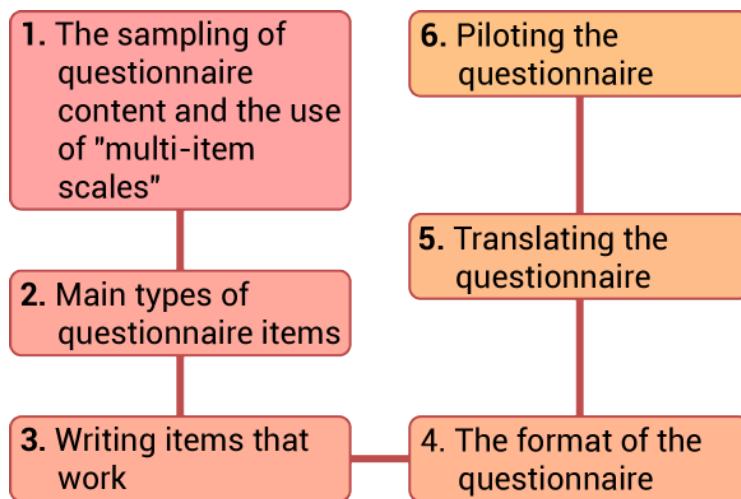
The authors Dörnyei and Csizér (2012) explain how survey studies are carried out in the context of SLA research, including the required steps for designing a survey that can provide valid and reliable data. They also discuss quantitative data analysis in relation to questionnaire data, as well as, how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

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

A questionnaire is a written instrument for collecting data in 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 figure Dörnyei and Csizér (2012) determine the six key design issues.

**Figure 22**  
*Key Design Issues*



Note. Salcedo, K., 2024.

Let's analyze each key design issue:

- a. THE SAMPLING OF QUESTIONNAIRE CONTENT AND THE USE OF "MULTI-ITEM SCALES" The first step is to specify which kind of questions and contents are going to be used. These are the 2 areas that can be taken as a threat if not specified

Appropriate sampling of content: If you leave important questions out, you can't analyze what you do not measure.

Using multi-item scales: It is the central component of every questionnaire design. The way questions are formulated can change the levels of agreement



#### b. MAIN TYPES OF QUESTIONNAIRE ITEMS

Most items ask for specific information or give various options to choose from. For example: tick or circle the answer.

Most professional questionnaires are based on closed-ended items, which do not require any writing. The Likert Scale is the most used type of closed-ended item on questionnaires

#### c. WRITING ITEMS THAT WORK

When it comes to writing the items, we should let our imagination work and create as many items as we can. Item designers can draw on two sources, Qualitative exploratory data: information collected from responders such as notes, recorded interviews, and essays.

Borrowed questions: These are questions that have been used before. They need to be converted for the population.

#### d. THE FORMAT OF THE QUESTIONNAIRE

The points to consider for the format are: **the length** (depends on the topic), **Space economy** (Pages need to be full, but do not make the pages look crowded), **Mixing up the scales and items** (they need to be mixed to prevent the responders from repeating the answers), **Factual or personal questions at the end** (it is best to leave these questions for the end).

#### e. TRANSLATING THE QUESTIONNAIRE

The quality of the data improves if it's presented in the responders' mother tongue. The issue with this is producing a close translation of the original text and afterward, seeing if the two versions are equivalent. Sometimes, it is possible to find parts of the questionnaire that might not have the real meaning.

#### f. PILOTING THE QUESTIONNAIRE

It means that the questionnaire is going to be presented to groups of people

who are like the target for which the questionnaire was designed. This stage allows us to identify any issues and see the participants' experience.

Dear student, I invite you to read each one of the issues in the article, 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, following you can distinguish the three key sampling and data collection issues.

#### **Sampling and data collection issues:**

##### **1. Sampling procedures:**

- Simple Random Sampling
- Convenience Sampling
- Snowball Sampling
- Quota Sampling

##### **2. How large should de sample be?**

- Normal distribution
- Statistical significance
- Distinct subgroups
- Decent margining

### 3. Administering the questionnaire

- 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:

**Figure 23**

*Stages to analyze survey results*

1. Preparing the raw data fro processing
  - Coding questionnarie 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

Note. The figure shows how to analyze the survey results. Salcedo, K., 2024.

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 article.

### **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:

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, 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, the topic about how to carry out a case study research is analyzed by

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.

Case study research encompasses not only a specific type of data but also a distinct research design and reporting format that emphasizes cases. Research design refers to the conceptual framework of a study, described as "the logic and coherence of your research study – the components of your research and how these relate to one another" (Maxwell, 2005, p. xii). In case studies and other forms of qualitative research, the design is often flexible and evolves as the study progresses. For instance, in a longitudinal study, if the participant relocates to another city or country, adjustments to the data collection process may become necessary.

And what is a longitudinal study? Let me explain it.

It is a research design that involves collecting data from the same subjects repeatedly over a prolonged period. This approach allows researchers to observe changes, patterns, or developments in individuals, groups, or phenomena over time. The main features are:

- **Period:** The study can last from several months to many years, depending on the research goals.
- **Repeated Observations:** Data is gathered at multiple time points to track progress or changes.
- **Focus on Trends:** It identifies trends, relationships, and cause-and-effect dynamics over time.
- **Subjects:** Participants remain consistent throughout the study to ensure reliable data comparison.

For example, a longitudinal study might follow a group of students from elementary school to high school to investigate how early educational experiences affect academic success later in life.

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

**Table 6***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 studies in experimental research                               | It can lead to preconception.                                 |

Note. Salcedo, K., 2024

As you can see, on table 6, 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.

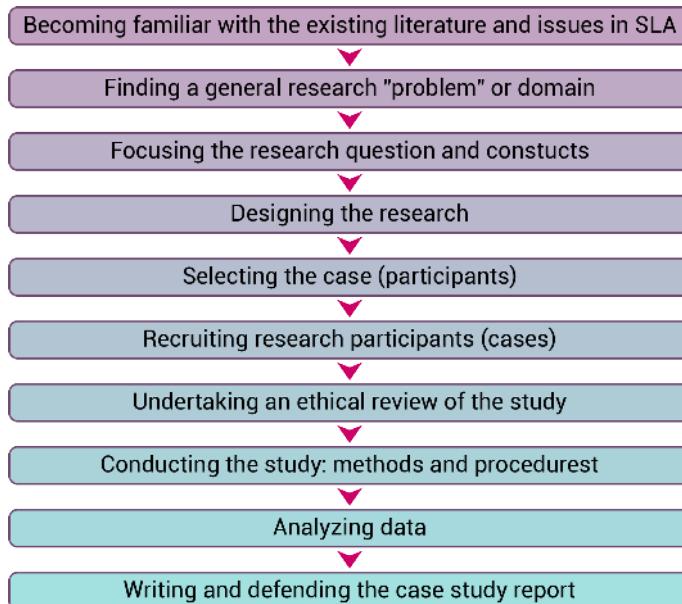
- A case study research used a qualitative approach.
- It is a longitudinal study
- There is quite a bit of flexibility in design
- It is related to psychology, linguistics, sociology and in humanities field.
- The researcher's interpretations are privileged; the research participant plays a central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

The general basic idea of case study research is to analyze the phenomenon in a 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 table you can read and comprehend how to start doing case studies.

**Figure 24**

*Stages to do a case study research*



Note. Stages of conducting a case study research, planning, collection, analysis and interpretation. Salcedo, K., 2024.

Dörnyei and Csizér (2012) established some stages of conducting a case study research, let's review each one:

### **Becoming familiar with existing literature and issues in SLA**

In this initial stage, researchers review the existing literature on Second Language Acquisition (SLA) key theories, methodologies, and findings from previous studies to identify gaps or unresolved issues. By synthesizing this information, researchers can gain insights into the complexities of SLA, including cognitive, social, and contextual factors influencing language learning. This foundational knowledge is crucial for establishing a solid basis for the study.

## Finding a general research "Problem" or Domain

The next step is identifying a **general research problem** or domain within SLA that permits further investigation. This might involve recognizing specific challenges, such as the influence of age on acquisition, the role of motivation, or the impact of technology in learning environments. Researchers can ensure the study contributes meaningfully to the field by determining a relevant and significant area.

## Focusing on the research question and constructs

To identify a research problem, researchers refine their focus by formulating a **specific research question**. This involves delineating key constructs and variables that will guide the inquiry. For instance, if the general domain is the impact of social interaction on language acquisition, the research question might explore how peer interactions affect vocabulary retention.

## Designing the research

In this stage, researchers outline the **methodological framework** for the study, determining the most appropriate approach to collect and analyze data. This includes selecting qualitative or quantitative methods, deciding on data collection tools (such as interviews, surveys, or observations), and establishing a timeline for the research process. A thoughtful research design is essential for ensuring the validity and reliability of the findings.

## Selecting the Case (Participants)

Selecting the case involves identifying the participants who will provide valuable insights into the research question. Researchers should consider factors such as the **demographics**, language proficiency levels, and learning contexts of potential participants. This careful selection

ensures that the cases selected are representative and relevant to the study, allowing for a deeper understanding of the investigated phenomena



## Recruiting Research Participants (Cases)

Recruiting participants requires effective strategies to engage potential subjects and encourage their participation in the study. Researchers might utilize various outreach methods, such as **flyers, social media, or direct contact** with educational institutions. Clear communication about the study's purpose, procedures, and benefits is crucial in motivating participants and ensuring a diverse sample.



## Undertaking an Ethical Review of the Study

Researchers must undergo an **ethical review** to ensure that the study adheres to ethical standards. This involves obtaining approval from an institutional review board (IRB) or ethics committee, ensuring that participants' rights and privacy are protected. Key considerations include obtaining informed consent, ensuring confidentiality, and minimizing potential harm to participants

## Conducting the Study: Methods and Procedures

Researchers **conduct the study** employing the chosen methods and procedures. This stage may involve administering surveys, conducting interviews, or observing participants in natural settings. Consistency in applying methods is crucial for collecting reliable data that accurately reflects participants' experiences and perspectives in SLA.

## Analyzing data

After data collection, researchers engage in **data analysis**, utilizing appropriate analytical techniques to interpret the findings. This may involve coding qualitative data, using statistical analysis for quantitative data, or employing mixed methods approaches. The goal is to identify

patterns, themes, and relationships that emerge from the data, providing insights into the research question and contributing to the broader understanding of SLA.

## Writing and defending the case study report

Finally, researchers compile their findings into a comprehensive **case study report**, presenting the research question, methods, results, and implications of the study. This report should be structured and well-articulated, allowing for a logical flow of information. Researchers may also need to defend their findings in presentations or discussions with peers, highlighting the significance of their contributions to the field of SLA and addressing any critiques or questions raised by reviewers.

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 activities.



### Recommended learning activities

1. Dear student, write a short paragraph about how to analyze survey results First, I invite you to read the document 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.

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

2. 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.

### Contenidos, recursos y actividades de aprendizaje recomendadas



## Week 15

### Unit 4. Current Research in Second Language Acquisition.

#### 4.2 Research Methods in Second Language Acquisition

##### **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".

## How to research second language writing

The author, Polio (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.

### **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, researches 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).

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:

### **How to do research on Second Language Reading**

Dear students, in this theme, we will review research on second language reading.

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.

#### **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, for 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. 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 sub lexical 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 activities.



## Recommended learning activities

1. 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 11 and read it. Select two methods and write down two research questions for each method in the following chart.

*How to research second language writing*

*Second Language Writing*

### **How to research second language writing**

| Method | Research Questions |
|--------|--------------------|
|        |                    |
|        |                    |

Note. Salcedo, K., 2024.

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

2. 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 activities 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?

3. 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-assessment 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.

[Ir al solucionario](#)

## **Contenidos, recursos y actividades de aprendizaje recomendadas**



### **Week 16**

#### **Final activities of second term**

#### **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 second term. I wish you good luck.



Dear studen, we have come to the end of the second term of the studies. I hope that it was successful and improving process.





## 4. Self-assessments

### Autoevaluación 1

| Pregunta | Respuesta   | Retroalimentación   |
|----------|-------------|---|
| 1        | C           | This refers to the language learned by a child as their native or mother tongue.  |
| 2        | A           | A second language is defined as an officially or societally dominant language needed for education, employment, or other basic purposes.  |
| 3        | C           | It is the primary focus of language learning efforts, representing the goal or objective of the language learning process.  |
| 4        | B           | A foreign language is a language that is not the native or primary language of an individual but is learned for various purposes such as travel, education, or professional requirements  |
| 5        | Competence  | Competence refers to the underlying knowledge that individuals have about a language. It encompasses the understanding of grammar rules, vocabulary, sentence structures, and other linguistic elements that enable individuals to comprehend and produce language. |
| 6        | Performance | Performance, on the other hand, refers to the actual use or production of language in real-life situations. It involves the application of linguistic knowledge to communicate effectively through speaking, writing, listening, and reading.                       |
| 7        | Phonemes    | Phonemes are the smallest units of sound in a language that can change the meaning of a word. These distinct sounds are crucial in distinguishing one word from another in spoken language.   |
| 8        | T           | In language acquisition, input refers to the exposure that individuals have to the target language through listening or reading.  |
| 9        | F           | The internal focus seeks to account for the speaker's internalized, underlying knowledge of language, not externalized.   |
| 10       | T           | This approach shifts the attention from the internalized knowledge of language to how language is used in real communicative situations and contexts.   |

Ir a la autoevaluación



## Autoevaluación 2

| Pregunta | Respuesta     | Retroalimentación  |
|----------|---------------|--|
| 1        | C             | Syntax is the component of language that studies grammar, including the rules governing the structure of sentences, word order, and the relationships between words in a sentence.                                 |
| 2        | B             | Morphology is the component of language that studies word structure, including how words are formed, their internal structure, and how they can be modified to create different meanings.                          |
| 3        | A             | Lexicon refers to the collection of words and expressions in a language, including their meanings and usage.   |
| 4        | B             | Phonology is concerned with the organization of sounds in languages, including their pronunciation, patterns, and rules governing their use.   |
| 5        | T             | He published works on Contrastive Analysis and its application to second language acquisition, contributing significantly to the understanding of language learning processes.                                     |
| 6        | T             | "Error Analysis" was introduced in an article written by Pit Corder in 1967. This approach was fundamental in the study of errors in second language learning.   |
| 7        | F             | Selinker introduced the term "Interlanguage" to refer to the intermediate states of a learner's language, not Krashen.   |
| 8        | fossilization | Fossilization occurs in the process of second language acquisition when a learner's interlanguage development stops before reaching the target language norms.   |
| 9        | speak         | When a person formulates sentences, Broca's area helps in coordinating the movements of the muscles involved in speech production.   |
| 10       | audio         | This area is essential for understanding and comprehending spoken language. It plays a crucial role in language comprehension, allowing individuals to interpret and make sense of the auditory input they receive |

[Ir a la autoevaluación](#)

### Autoevaluación 3

| Pregunta | Respuesta                    | Retroalimentación   |
|----------|------------------------------|---|
| 1        | Sociocultural                | Language acquisition, in particular, is seen as a social process where communication and interaction with more knowledgeable others play a significant role in shaping language development.  |
| 2        | Zone of proximal development | It represents the range of tasks that a learner can perform with the assistance of a more knowledgeable individual, such as a teacher or a peer who has a higher level of understanding or skill.   |
| 3        | Scaffolding                  | Scaffolding is a teaching strategy that involves providing temporary support and guidance to learners as they work on tasks or activities that are slightly beyond their current level of competence.   |
| 4        | Acculturation                | This model identifies group dynamics and interactions that can create social distance between learners and the target language community, ultimately hindering the language learning process.   |
| 5        | T                            | This form of bilingualism is seen as enriching and beneficial, allowing individuals to engage with different linguistic and cultural communities while maintaining their original language and identity.  |
| 6        | T                            | In this context, the acquisition of the dominant language may lead to a reduction in the use and proficiency of the minority language, potentially resulting in a weakening of ethnic identity and cultural ties associated with the minority group.          |
| 7        | F                            | It is often spontaneous, unstructured, and driven by personal interests and needs, rather than following a predetermined curriculum or instructional plan.  |
| 8        | B                            | This type of learning is often driven by real-life communication needs and experiences, such as conversations with native speakers, immersion in a foreign country, or interactions in multicultural environments.  |
| 9        | B                            | This factor considers how individuals are grouped or classified based on various social characteristics such as age, gender, ethnicity, socioeconomic status, and other relevant dimensions that influence their interactions and experiences within society. |

**Pregunta****Respuesta****Retroalimentación**

10

B

This type of interaction allows non-native speakers to receive guidance, corrections, and suggestions on their language production, helping them improve their language skills and accuracy.

[Ir a la autoevaluación](#)

#### Autoevaluación 4

| Pregunta | Respuesta      | Retroalimentación  |
|----------|----------------|--|
| 1        | T              | Innate capacity is a psychological contribution to Second Language Acquisition (SLA).  |
| 2        | F              | A system of knowledge is typically considered a linguistic contribution in Second Language Acquisition (SLA) rather than a social contribution.  |
| 3        | T              | This aspect pertains to the knowledge and understanding of how specific concepts, ideas, or information are represented and expressed in the target language.  |
| 4        | F              | Processing of language input is not a social contribution in Second Language Acquisition (SLA); rather, it is a cognitive or psychological aspect of language learning.  |
| 5        | T              | The relationship between L1 and L2 is considered a social contribution in Second Language Acquisition (SLA). The social and cultural interaction among speakers of different languages can significantly influence the learning of a second language.  |
| 6        | A (formal)     | Formal research studies are conducted using a systematic approach and scientific methods, which typically require more time and effort compared to informal research studies.  |
| 7        | B (informal)   | Findings from informal research studies can be applied to a smaller group, as informal research tends to focus on specific groups or individuals rather than generalizing to a larger population.  |
| 8        | Case study     | These terms are related to research methodologies and data collection techniques in the field of Second Language Acquisition   |
| 9        | Construct      | In the context of research methodologies in Second Language Acquisition, a construct refers to an abstract idea, underlying theme, or subject matter that researchers aim to measure using survey questions or other data collection methods.  |
| 10       | Judgment tasks | Judgment tasks involve presenting examples to participants and having them make judgments or assessments based on those examples. In the context of Second Language Acquisition research, judgment tasks can be used to evaluate grammatical acceptability, language proficiency, or understanding of linguistic structures. |

[Ir a la autoevaluación](#)



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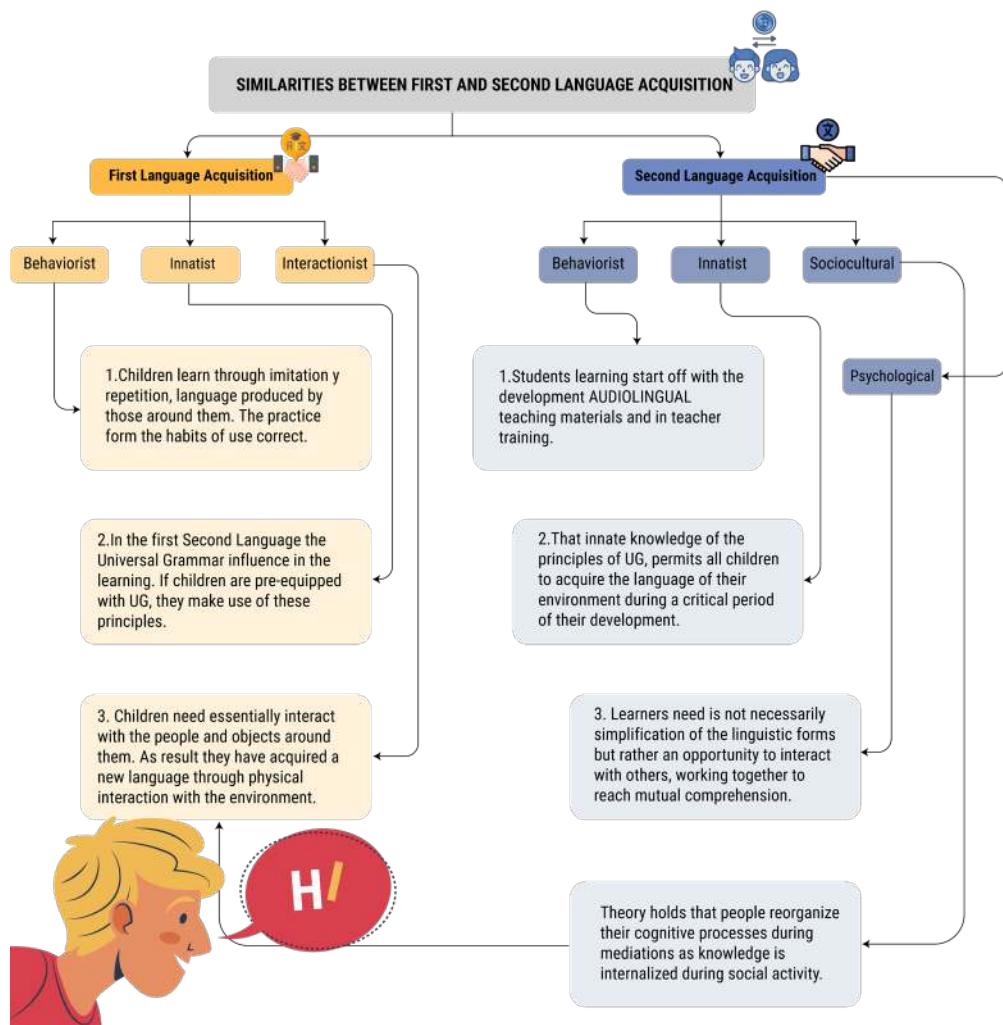
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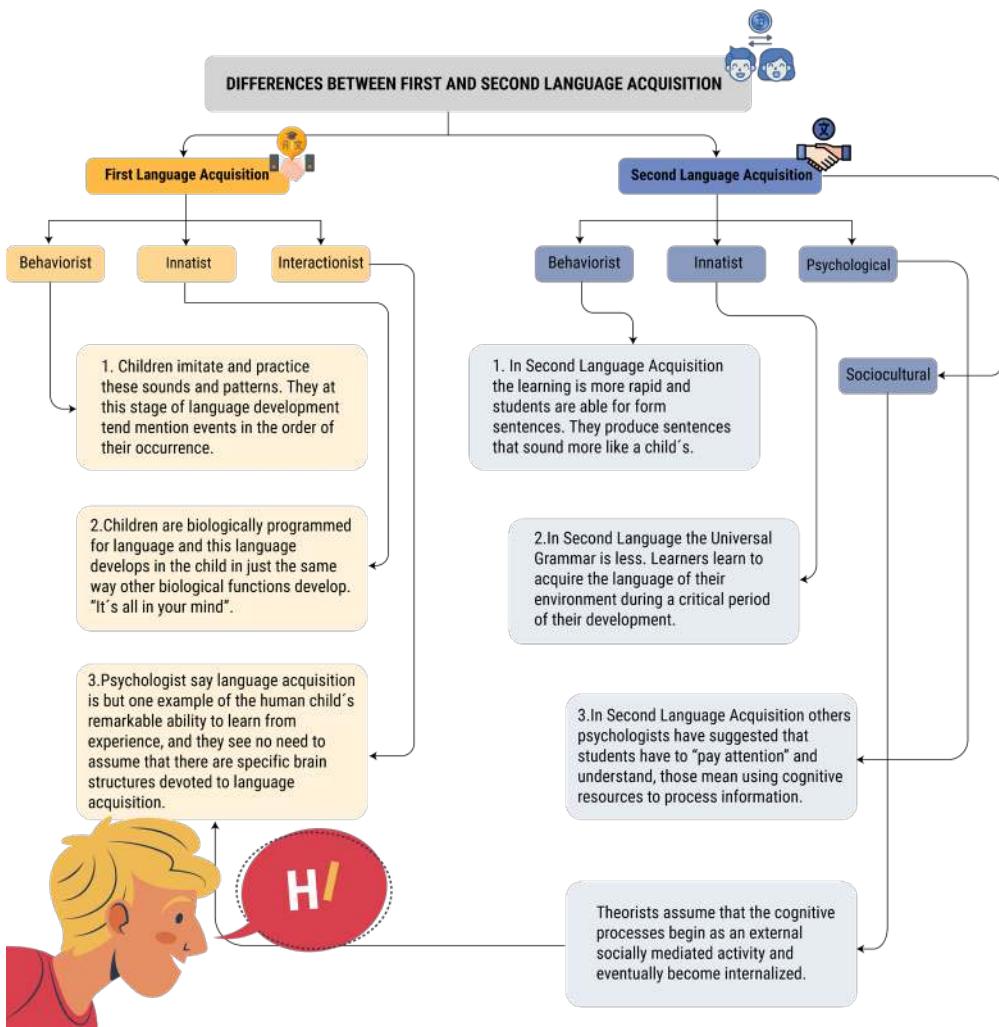
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## 6. Annexes

## Annex 1. Similarities and Differences L1 and L2 theories of acquisition





## **Annex 2. 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. \_\_\_\_\_