

Second Language Acquisition

SeBEN09z12

Thomas Wagner

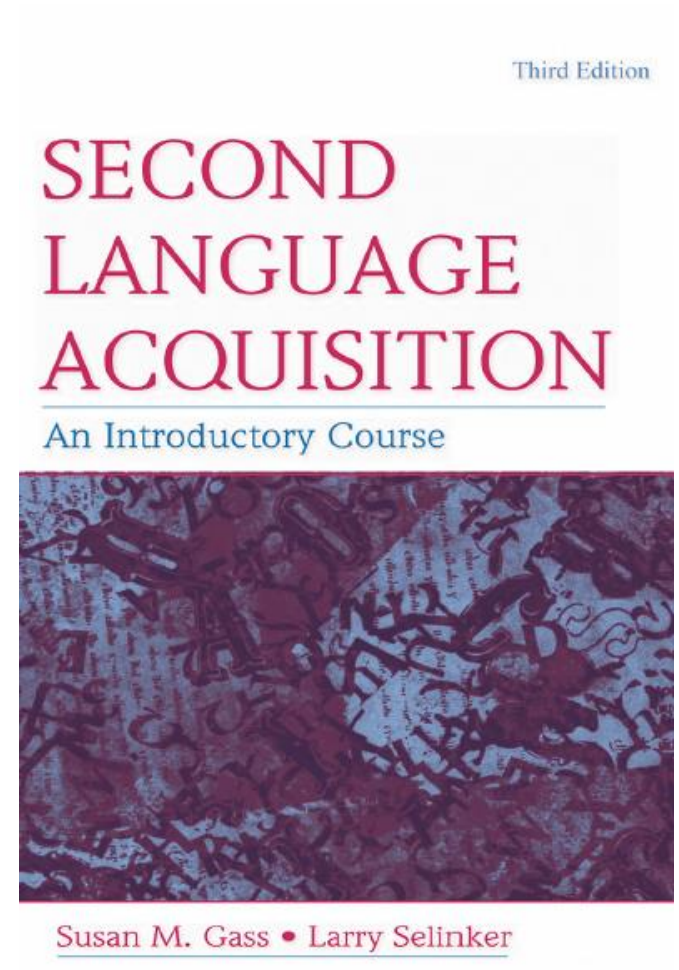


week 1 – chapter 1

organisation

1. download course book

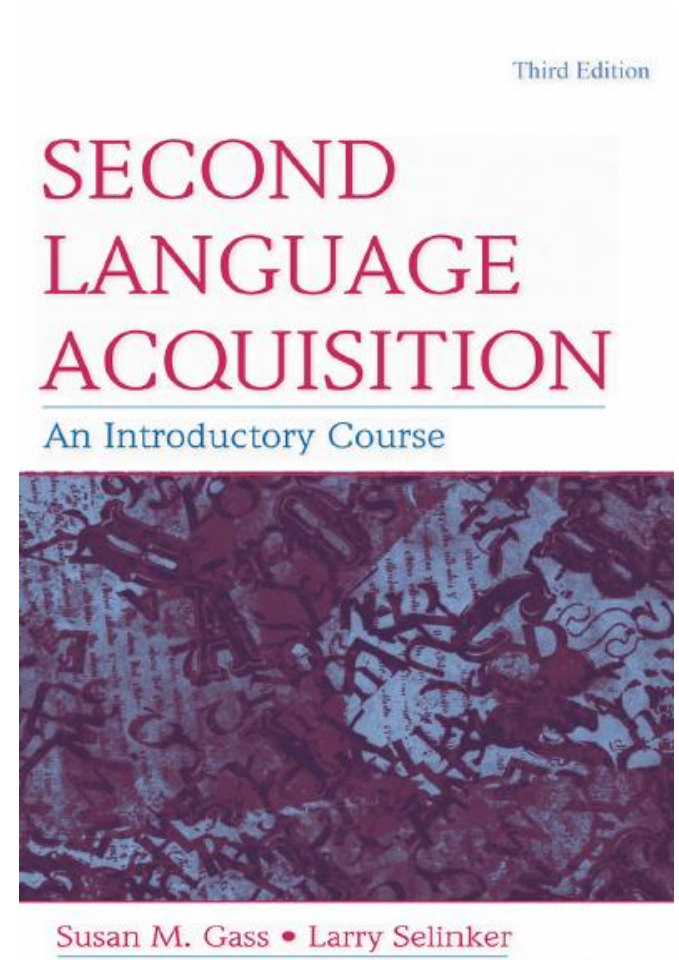
- <https://blogs.umass.edu/moiry/files/2015/08/Gass.Second-Language-Acquisition.pdf>



organisation

2. **read** course book chapters **ahead** of the lecture

- exam stuff is summarised in the lecture
- very limited pool of topics and facts



organisation

3. self-enrol in Moodle

- <https://moodle.ph-ooe.at/course/view.php?id=1443>
- password: **VOSLA!**
- download all **PPT**-slides (*to be filled*)
- download handout **1** – overview and course description
- download handout **2** – outline, dates, and topics
- download mock-exam in time (+ keys)

organisation

4. save exam dates

- 1st date: Wednesday, July 3rd 09:45 – 11:15 lecture hall 1
- 2nd date: Friday, September 27th 09:45 – 11:15 lecture hall 2
- 3rd date: Friday, December 20th 09:45 – 11:15 lecture hall 3

introduction

terminology

introduction

Second Language Acquisition

introduction

Why is there an **SLA** ?

- should we also have
 - a) **M** A (m**ath**s / m**u**sic acquisition)
 - b) **S** A (s**po**rts acquisition)
 - c) **C** A (c**he**mistry acquisition)
 - d) [...]

introduction

S

Second

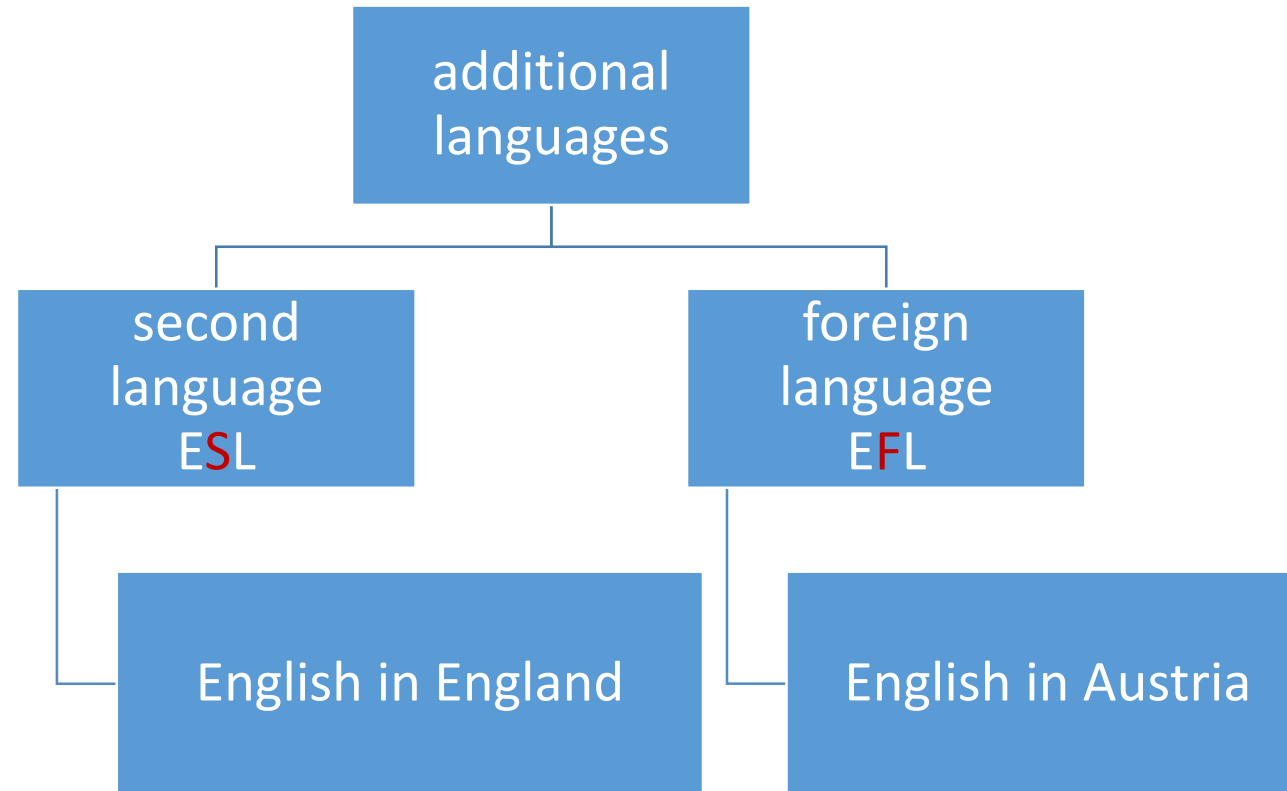
second (ESL) versus **foreign** (EFL) language

- a) Til studies English at Cambridge University
- b) Nora studies English at the PHOÖ



Introduction

- ESL / EFL?



introduction

A

Acquisition

why not Learning

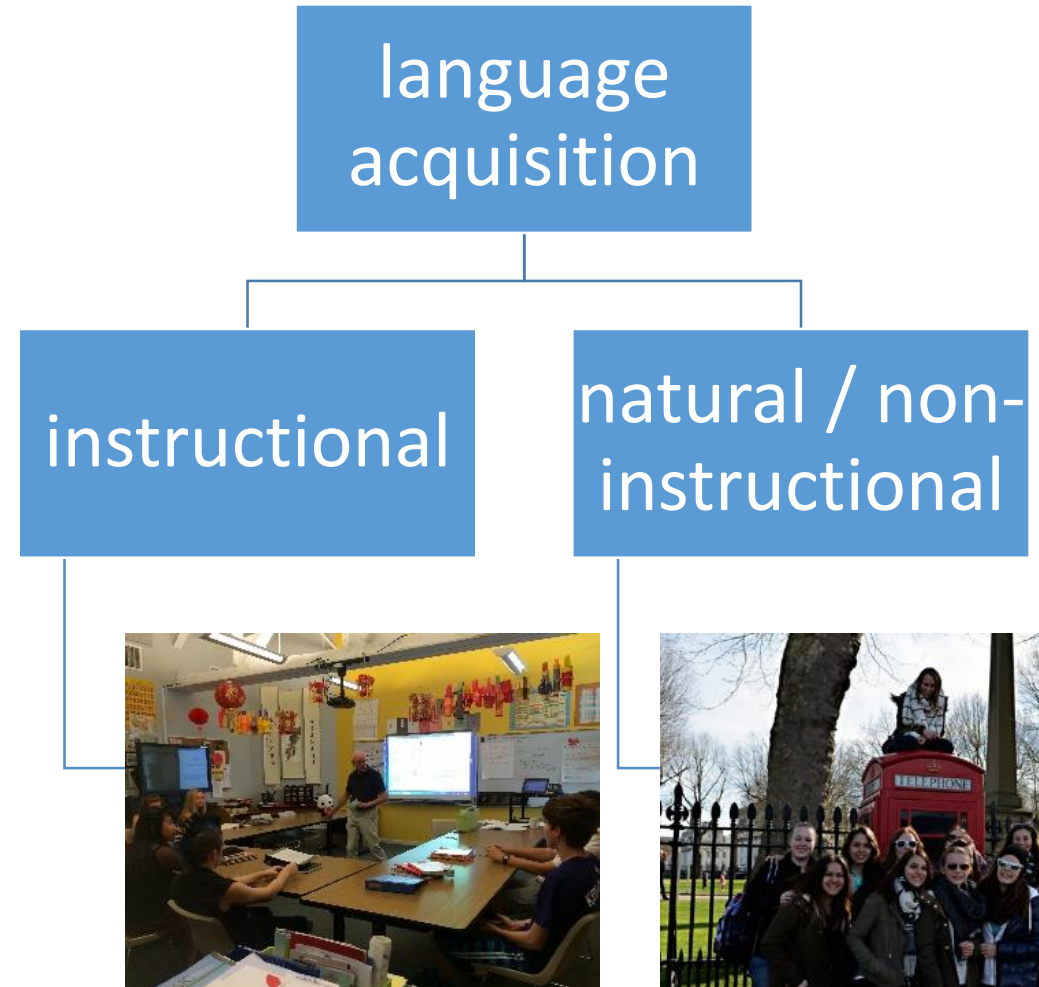
- a) S. Krashen – distinction between acquisition and learning
- b) acquisition = subconscious, mental process & its results
- c) learning = conscious, formal, motivated effort

introduction

- **SLA** \approx learning of a non-native language in an environment in which that language is spoken
- **FLL** \approx learning of a non-native language in the environment of one's own language

introduction

- SLA in **instructional** contexts is:
the study of how learners **create a new language system** despite limited exposure to input in a context in which they receive **instructions** and feedback



introduction

- **NL** = native language \approx the first language that a child learns
- **TL** = target language \approx the language being learned
- **L1** \approx mother tongue(s), language(s) first learned
- **L2** = second language \approx any language learned after the L1, could be 5th
- **IL** = interlanguage \approx the emerging, internalised system of the learner's language L2 knowledge and competencies

introduction

why would teachers need
second language acquisition theories and models?

because second language acquisition research creates:

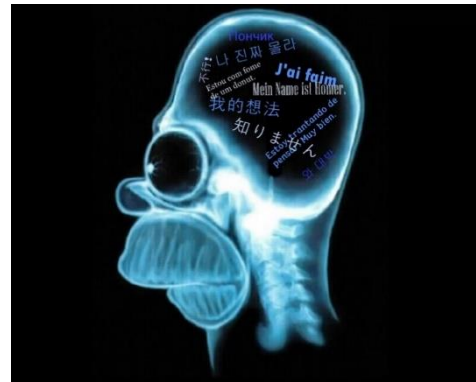
- fascination for the phenomenon
- scepticism and reasonable expectations about one's own implicit beliefs
- learner-centred teaching

introduction

fascination

- How does a second language enter our minds?

- words
- grammar
- pronunciation
- pragmatics
- [...]



introduction

fascination

- SLA can help find answers to real-life questions and problems:
- Is the mother tongue important for second language learning?
Lado (1957)
- Do we learn languages by imitation?
Chomsky (1959)
- What should I do with learners' errors / mistakes?
Corder (1967)

introduction

fascination

- SLA can help find answers to real-life questions and problems
- Is our learner language a mix of both our L1 and the L2?
Selinker (1972)
- Does everybody learn the L2 grammar in individual progressions?
Dulay & Burt (1974), Pienemann (1998)
- What role do giftedness and motivation play for language learning?
Dörnyei (1994), Carroll (1981)

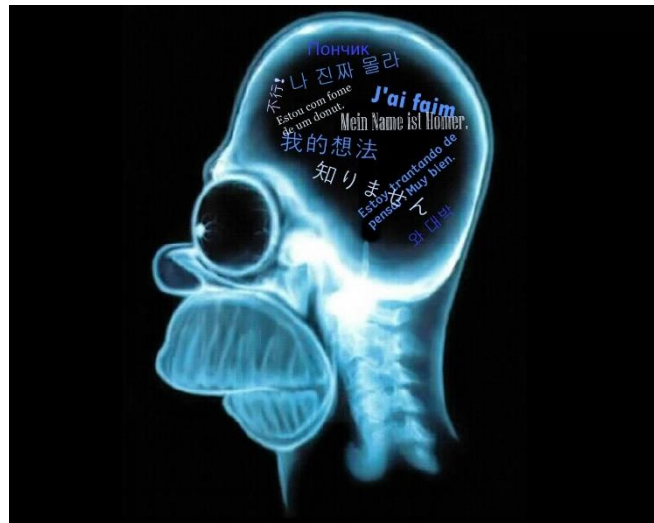
introduction

fascination

- SLA can help find answers to real-life questions and problems
- How are first and additional languages organised in our minds?
 - Rumelhart & McClelland (1986)
 - Skousen (1989)
 - Pinker (1999)
 - Bod, Hay, & Jannedy (2003)

introduction

scepticism and reasonable expectations



introduction

scepticism and reasonable expectations

where do answers to your questions come from ?

LEBENDE FREMDSPRACHE (Erste, Zweite)

(Englisch, Französisch, Italienisch, Russisch, Spanisch, Tschechisch, Slowenisch, Bosnisch/Kroatisch/Serbisch, Ungarisch, Kroatisch, Slowakisch, Polnisch)

Bildungs- und Lehraufgabe:

Der vorliegende Lehrplan enthält Vorgaben für Erste lebende Fremdsprache (1. bis 4. Lernjahr) und Zweite lebende Fremdsprache (1. bis 4. Lernjahr).

Kommunikative Fremdsprachkompetenz

Ziel des Fremdsprachenunterrichts ist die Entwicklung der kommunikativen Kompetenz in den Fertigkeitsbereichen Hören, Verstehen, Sprechen und Schreiben. Sie soll die Schülerinnen und Schüler befähigen, sich in altersgemäßer und dem Lernniveau entsprechender Kommunikation zu beteiligen.

Sozialkompetenz und interkulturelle Kompetenz

Der Fremdsprachenunterricht soll die Entwicklung sozial angemessenen Kommunikationsverhaltens der Schüler und Schülerinnen in der Muttersprache oder in einer Fremdsprache – zu leisten.

Der Prozess des Fremdsprachenlernens soll die Auseinandersetzung mit interkulturellen Themen und die Sensibilisierung der Schüler und Schülerinnen für kulturelle Gegebenheiten und Unterschiede fördern und ihr Verständnis für die Vielfalt der Lebensweisen vertiefen. Dabei ist die Reflexion über eigene Erfahrungen und österreichische Lebensweisen einzubeziehen.

Erwerb von Lernstrategien

Der Fremdsprachenunterricht soll darüber hinaus die Aufgabe, fachliche Grundlagen, Lernstrategien und Lerntechniken für den weiteren selbstständigen Spracherwerb, insbesondere im Hinblick auf lebensbegleitendes und autonomes Lernen, zu vermitteln und zu trainieren.

Allgemeine Fachziele sind



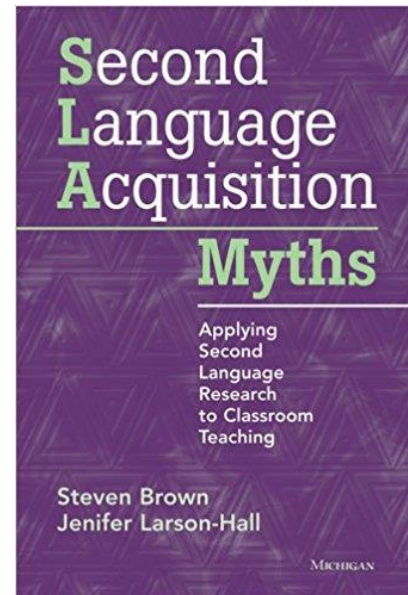
introduction

scepticism and reasonable expectations



myths and
doctrines of
the day

There is nothing so creative as a good dogma!
Michael Swan, *ELT Journal* 39(1), 1985



introduction

scepticism and reasonable expectations



myths and
doctrines of
the day

- a) Children learn a second language more quickly due to biological reasons.
- b) A true bilingual is someone who speaks two languages perfectly.
- c) The younger a learner, the more skilled in SLA.
- d) Exposure to a second language always enhances learning.
- e) Language learners always benefit from correction.

introduction

scepticism and reasonable expectations

“[...] teachers need to **understand** the process of SLA in its fullest **before** they approach the task of **teaching** a foreign language or even preparing the content [...].”

Benati & Angelovska, 2016, S. 106-107

introduction

- knowing about SLA processes in instructional context is **vital** and **indispensable** for future second / foreign language teachers !
- such knowledge makes you a **professional** !

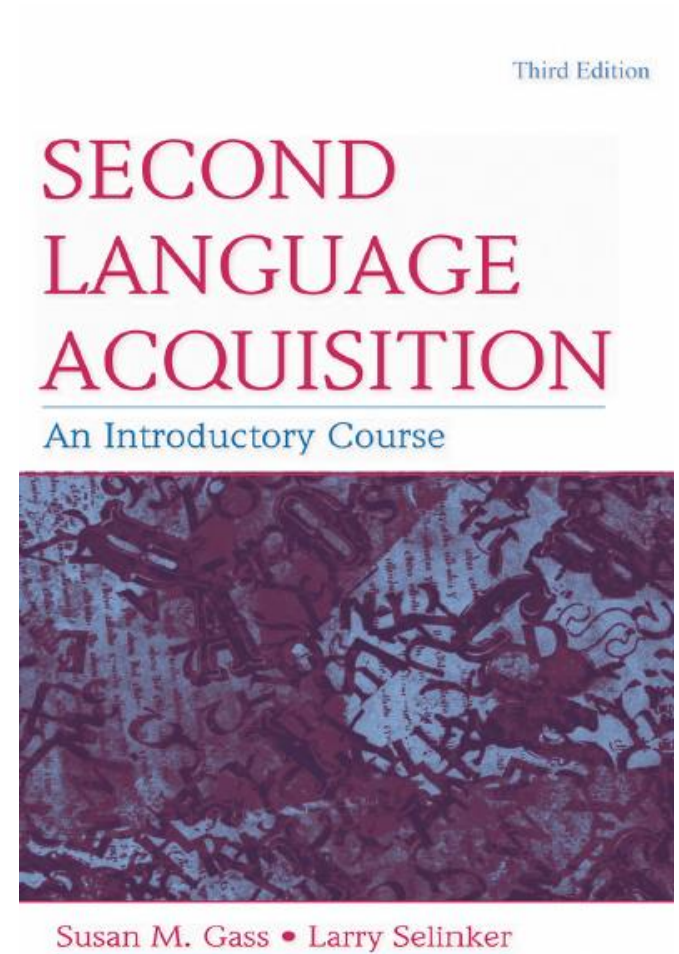
Questions ?

Chapter 1

pp. 1-19

chapter 1

- a classic (1994)
- 3rd edition
- for undergraduate & graduate students
- Susan M. Gass
- Larry Selinker
- Michigan State University



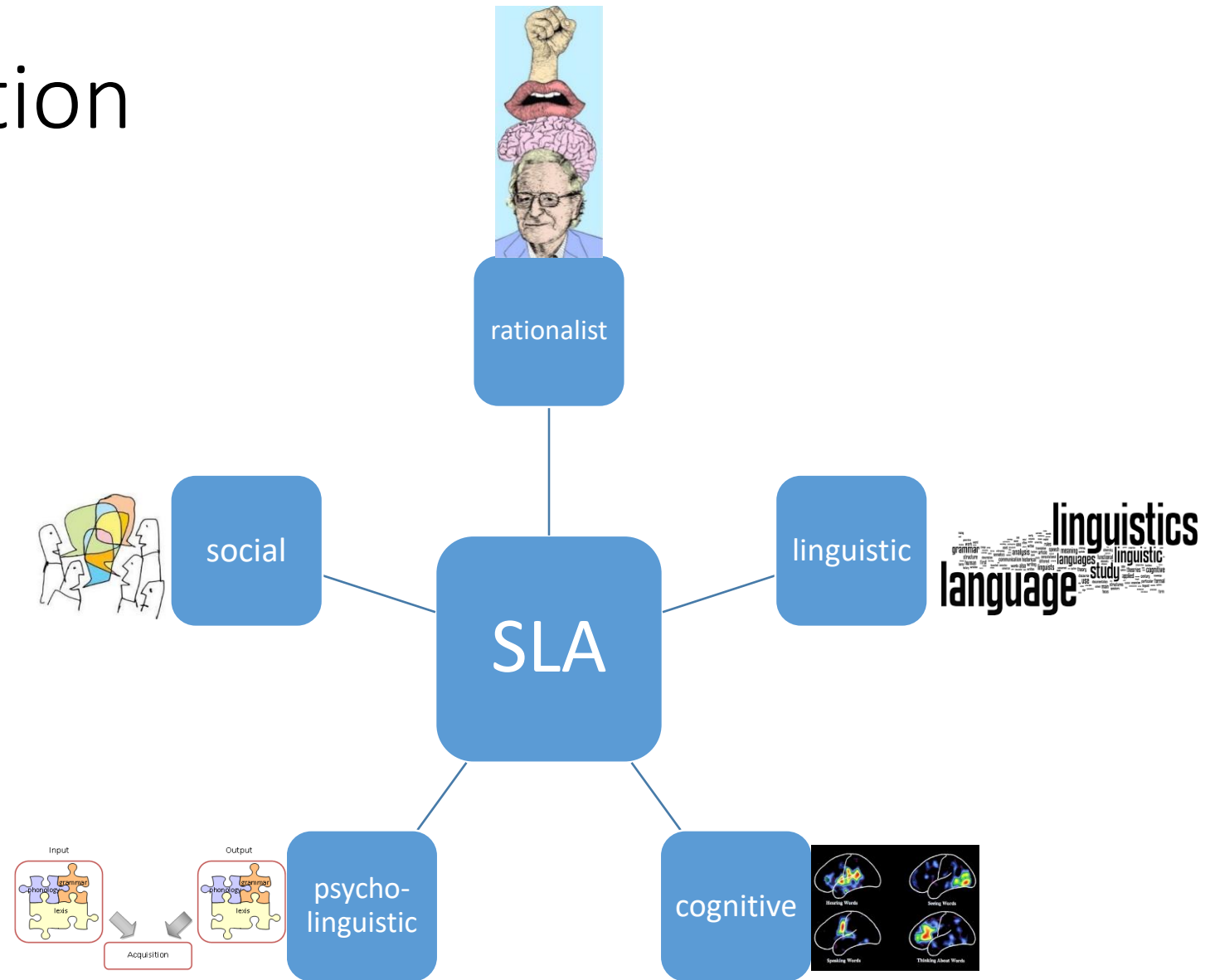
introduction

- SLA is a relatively **young** discipline
 - now it has international, high-ranking research journals
 - its own methodology

 - how are languages learned / acquired?
 - why do learners achieve different levels of proficiency?
 - how is L2 language competence structured in the learners' minds
 - are there universal patterns shared between all learners?
- multi- and interdisciplinary field



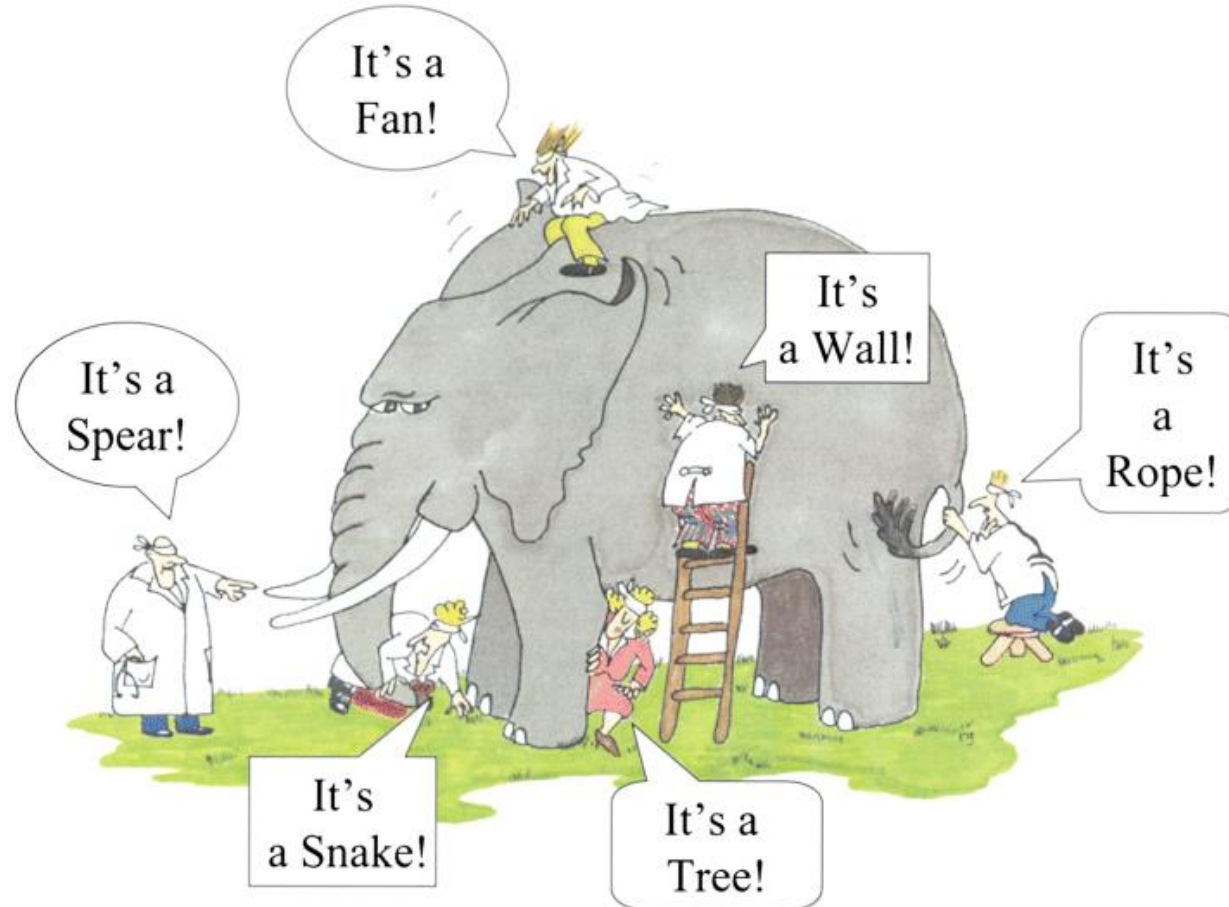
introduction



introduction

- linguistics
- psychology
- psycholinguistics
- sociology
- sociolinguistics
- discourse analysis
- education
- [...]

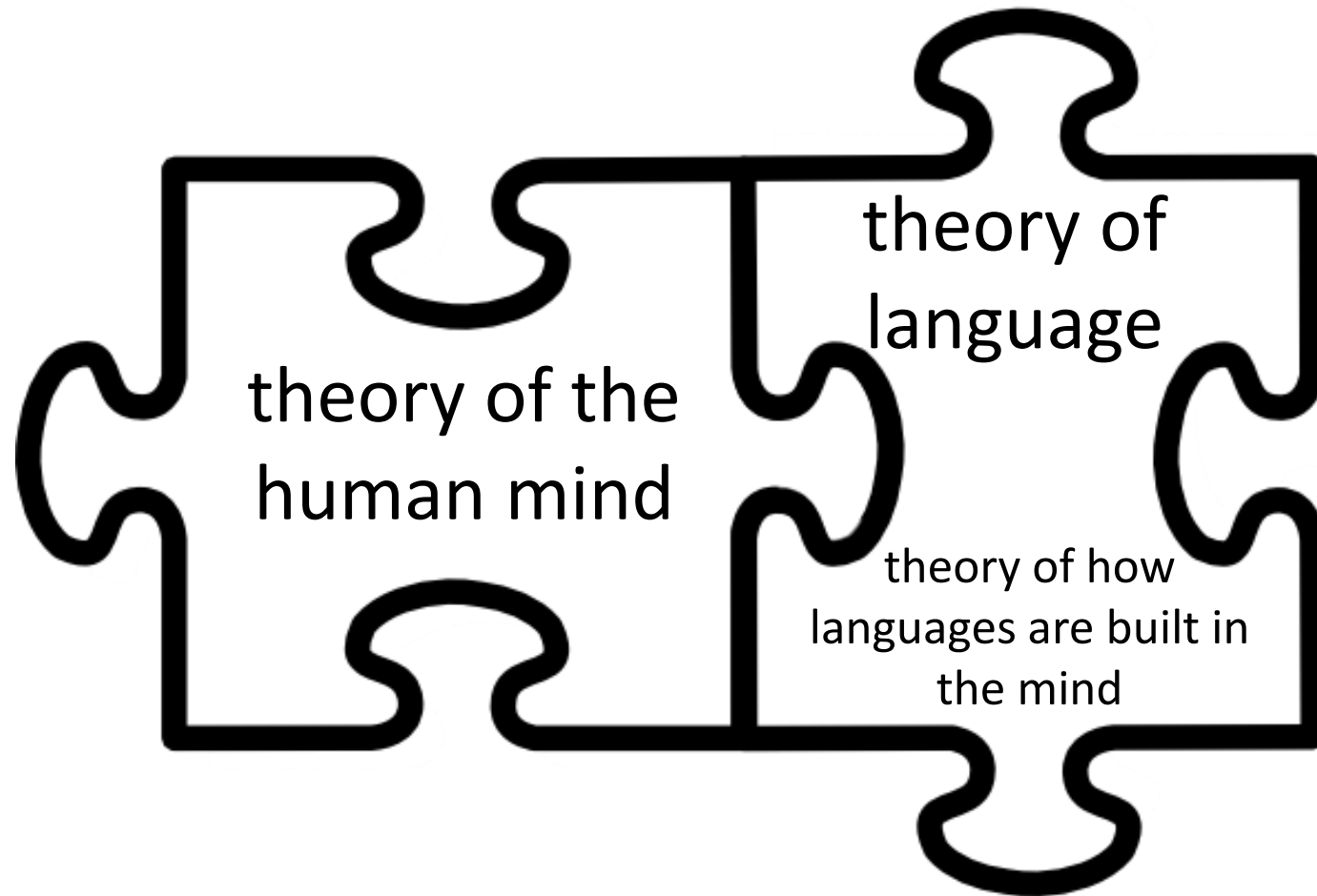
introduction



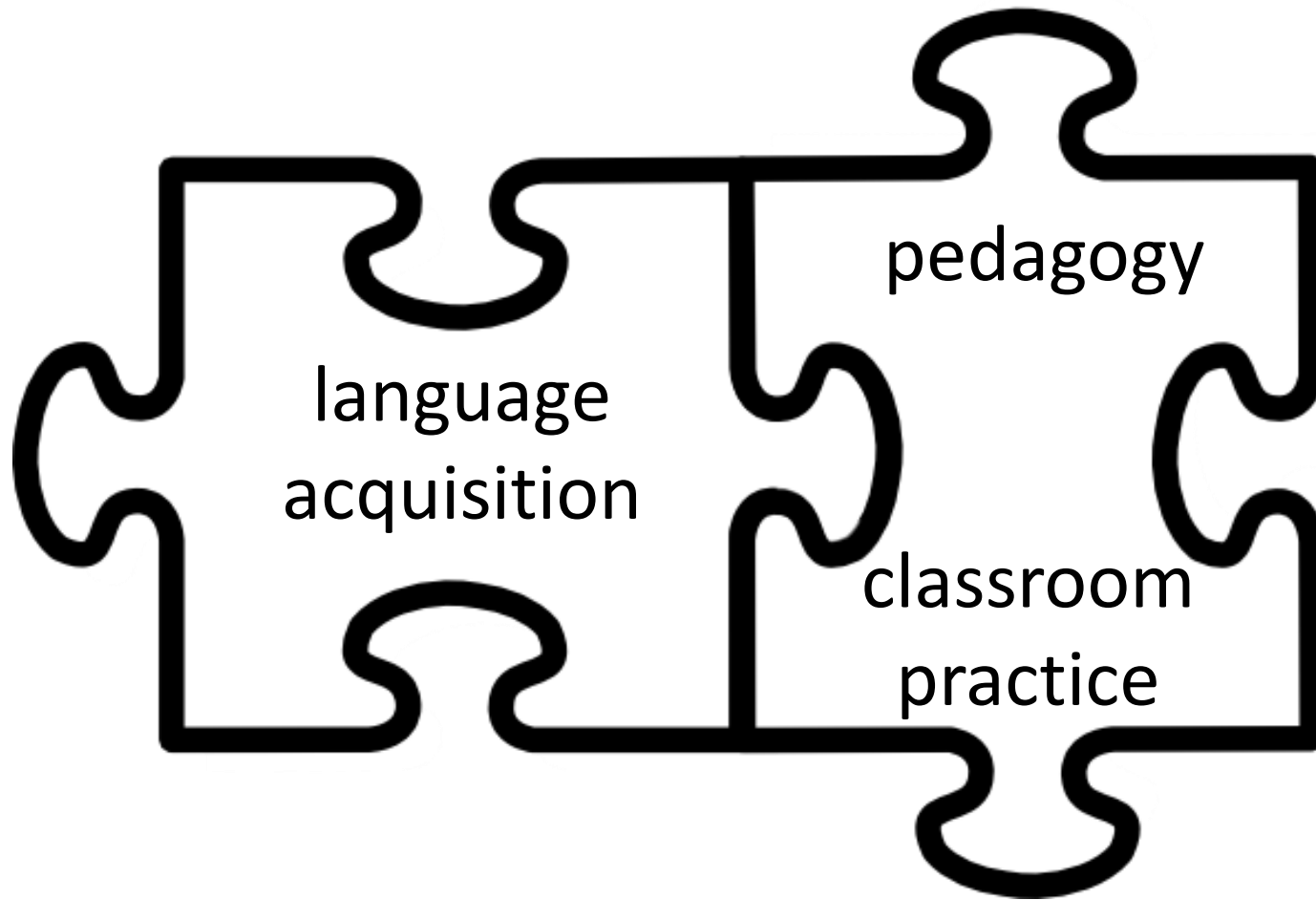
introduction

why is it important to understand
how second languages are learned?

introduction



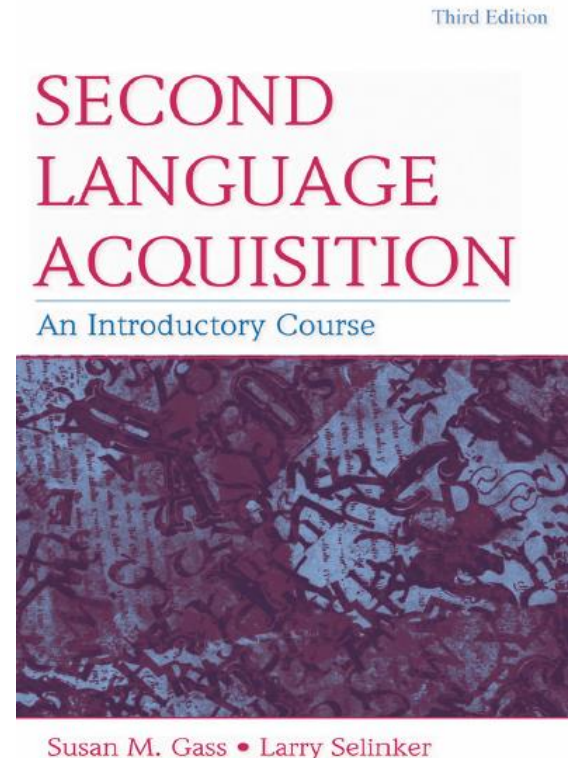
introduction



introduction

“It would be counterproductive to base language teaching methodologies on something other than an understanding of how language learning does and does not take place.”

“Pedagogical decision making must reflect what is known about the process of learning.”



introduction

- (1) A teacher spends an hour drilling students on a particular grammatical structure. The students are all producing the structure correctly and even in an appropriate context. After class, when the drill is finished, a student comes up to the teacher and uses the incorrect form in spontaneous speech.
- What does this mean?
 - Was it a waste of time or is this type of behaviour to be expected?

introduction

(2) from Goldschmidt (1996, p. 255)

NNS – student: *I have a favor to ask you.*

NS – teacher: *Sure, what can I do for you?*

NNS – student: *You need to write a recommendation for me.*

- What is going on?
- Is the student just being rude?

introduction

what do we learn
when we learn a
second language?

introduction

the **grammar + vocabulary** of the
language
and its appropriate **use**

introduction

- phonetics & phonology
- lexicon & morphology
- syntax
- semantics
- pragmatics
- discourse

We are sinking – what are you sinking about?

anti + establish + ment + arian + ism

In God we trust

The bachelor is married

It's a little cold in here, isn't it?

rap songs, legal matters, SMS, poetry, term papers, ...

introduction

- acquiring L2 sounds
- <https://www.youtube.com/watch?v=ybcvlxivscw>
- <https://www.youtube.com/watch?v=vhccAx-2KJ8>
- <https://www.youtube.com/watch?v=Kssg-HJoXcM>
- <https://www.youtube.com/watch?v=DMLclpU2MUo>

Questions ?

exercises

(1) Exercise

Please rate the following 5 statements for accuracy:

- a) Any child without cognitive disabilities can learn any language with equal ease.
- b) Learning a second language is a matter of learning a new set of habits.
- c) All children can learn a second language accent-free.
- d) No adult can learn a second language accent-free.
- e) All human beings have an innate capacity to learn language.

exercises with real L2 language data

(2) Exercise

Decide which sentence of the following pairs is more acceptable!

a) *We didn't dare answer him back.*

b) *We dared not answer him back.*

a) *We didn't dare to answer him back.*

b) *We dared not answer him back.*

exercises with real L2 language data

(3) Exercise

Describe the acquisition of English negation in this Spanish learner of English (male, 33 years) according to the following data:

early stages		later stages	
prompt	reply	prompt	reply
John, come at 5 o'clock	<i>John, don't come in 5 o'clock</i>	She saw him	<i>She don't saw him</i>
Sit down there	<i>No sit</i>	The baby is crying	<i>She is don't crying</i>
Come at 5 o'clock	<i>I no come</i>	The glass will break	<i>Glass, it doesn't, don't break</i>

exercises with real L2 language data

(4) Exercise

Describe the acquisition of English tense / aspect in Spanish and Japanese learners of English based on the following data:

sentences	rating as correct by Spanish learners	rating as correct by Japanese learners
<i>Dan sees better</i>	65%	45%
<i>Mary is being in Chicago now</i>	8%	5%
<i>The new bridge connects Detroit and Windsor</i>	46%	73%
<i>John travels to New York tomorrow</i>	8%	19%
<i>John will smoke American cigarettes now</i>	10%	3%
<i>Mary is in Chicago now</i>	88%	92%

exercises with real L2 language data

(5) Exercise

Describe the following typical 6 stages of English L1 acquisition based on the data below:

stage	typical utterances
1	<i>Cookie? Mommy book?</i>
2	<i>You like this? I have some?</i>
3	<i>Can I go? Is that mine? Why you don't have one?</i>
4	<i>Do you like ice cream?</i>
5	<i>Why can he go out?</i>
6	<i>He putted it on the table. I don't know why can't he go out.</i>

exercises with real L2 language data

(5) Exercise

Describe the following typical 6 stages of English L1 acquisition based on the data below:

stage	typical utterances	description
1	<i>Cookie? Mommy book?</i>	intonation
2	<i>You like this? I have some?</i>	sentence complexity
3	<i>Can I go? Is that mine? Why you don't have one?</i>	inversions
4	<i>Do you like ice cream?</i>	<i>do</i> -support
5	<i>Why can he go out?</i>	inversion with <i>wh</i> -questions
6	<i>He putted it on the table.</i> <i>I don't know why can't he go out.</i>	overgeneralisations

Questions ?

final exam topics

Chapter 1 – *Introduction*

- a) key **questions** SLA research has been pursuing
- b) areas of study **related to SLA** research
- c) the **interrelatedness** of human mind, language, language acquisition and language pedagogy
- d) 5 **aspects** of human language
(phonetics / phonology, morphology, syntax, semantics, pragmatics)
- e) key **terminology** (*NL, L1, L2, TL, SLA, FLL*)

homework 1

- read chapter 2, pp. 20-38
- try to understand the basics of...
 - bilingualism, multilingualism, and heritage language acquisition
 - the bilingual continuum
 - the language mode continuum
 - the nature of first language acquisition