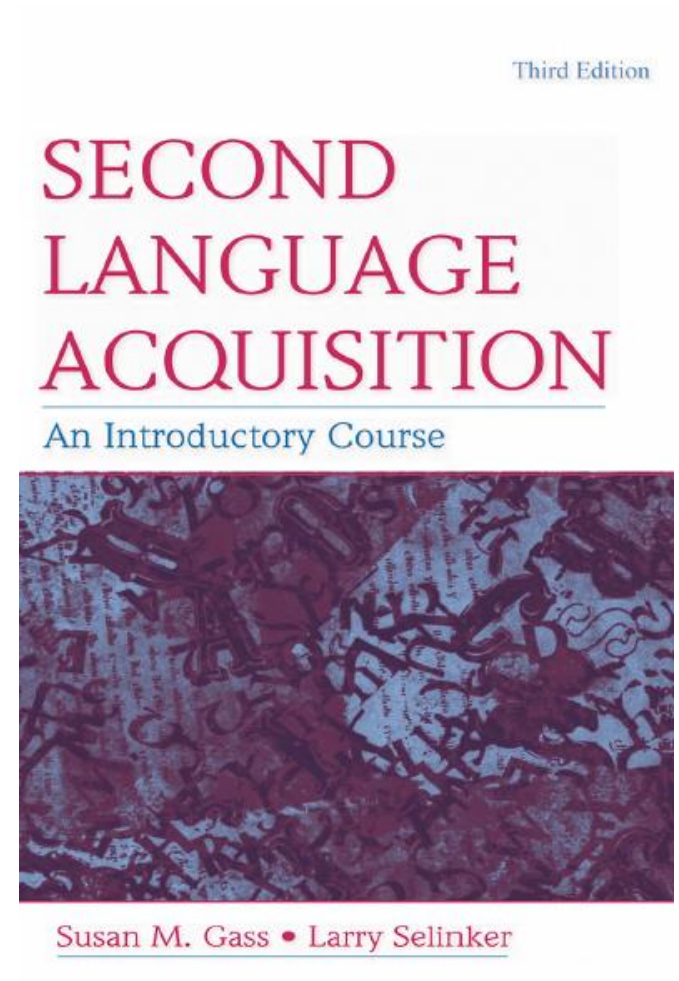


week 2 – chapter 2

organisation

1. Did the **download** work?

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



organisation

2. Did **self-enrollment** in Moodle work?












- <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

Moodle Server der Pädagogischen Hochschule OÖ

Thomas Wagner

- Organisation PH
 - Institut Sekundarstufenpädagogik
 - Bachelorstudium Sekundarstufe
 - Englisch
 - Spann Harald EN
 - Fagan Paul EN
 - Gierlinger Erwin Maria EN
 - Kennedy Melissa EN
 - Kerschner Melanie EN
 - Rheindorfer Markus EN
 - Wagner Thomas EN
 - Advanced Grammar
 - Applied Linguistics
 - Linguistics
 - Pragmatics
 - SLA
 - Participants**
 - Course blogs
 - Notes
 - Thomas Wagner
 - Badges
 - Competencies
 - Grades
 - General
 - Chapter_1_The

	First name	Surname	Select	Surname / First name	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>		Salzer Bettina	<input type="checkbox"/>		bettina.salzer@gmx.net	Teilnehmer/in	No groups	3 days	Active
<input type="checkbox"/>		Windhager Carolina	<input type="checkbox"/>		carolina.windhager@ph-ooe.at	Teilnehmer/in	No groups	2 days 12 hours	Active
<input type="checkbox"/>		Neudorfer Evelyn	<input type="checkbox"/>		evelyn.neudorfer@ph-ooe.at	Teilnehmer/in	No groups	2 days 23 hours	Active
<input type="checkbox"/>		Lindinger Florian	<input type="checkbox"/>		lindingerf@gmail.com	Teilnehmer/in	No groups	3 days	Active
<input type="checkbox"/>		Oberhofer Kerstin	<input type="checkbox"/>		oberhofer.kerstin@gmail.com	Teilnehmer/in	No groups	3 days	Active
<input type="checkbox"/>		Hörzi Matthias	<input type="checkbox"/>		matthias.hoerzi@gmx.at	Teilnehmer/in	No groups	2 days 21 hours	Active
<input type="checkbox"/>		Schinagl Nina	<input type="checkbox"/>		nina.schinagl99@gmail.com	Teilnehmer/in	No groups	2 days	Active
<input type="checkbox"/>		Schmid Nina	<input type="checkbox"/>		nina.schmid@ph-ooe.at	Teilnehmer/in	No groups	2 days 23 hours	Active
<input type="checkbox"/>		Casper Stefanie	<input type="checkbox"/>		stefanie.casper@ph-ooe.at	Teilnehmer/in	No groups	2 days 18 hours	Active
<input type="checkbox"/>		Thalguter Valentin	<input type="checkbox"/>		valentin.thalguter@ph-linz.at	Teilnehmer/in	No groups	1 day 14 hours	Active
<input type="checkbox"/>		Holzapfel Verena	<input type="checkbox"/>		verena.holzapfel@ph-ooe.at	Teilnehmer/in	No groups	2 days 22 hours	Active

organisation

4. save exam dates – new lecture halls

- 1st date: Thursday, July 4th 09:45 – 11:15 lecture hall **2**
- 2nd date: Friday, September 27th 09:45 – 11:15 lecture hall **2**
- 3rd date: Friday, December 20th 09:45 – 11:15 lecture hall **1**

repetition

repetition

Which of the following questions are **key questions** in SLA research?

- how are languages acquired?
- how should we teach a foreign language adequately?
- why do learners achieve different levels of proficiency?
- do learners follow universal paths of acquisition?
- why the heck am I sitting here in this lecture?

repetition

Which of the following questions are **key questions** in SLA research?

- how are languages acquired?
- how should we teach a foreign language adequately?
- why do learners achieve different levels of proficiency?
- do learners follow universal paths of acquisition?
- why the heck am I sitting here in this lecture? ?

repetition

Name **3 areas** of study related to SLA research

- psychology
- psycholinguistics
- sociology
- [...]

repetition

Cite the **5 aspects** of human language and give one example each:

- 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, ...

repetition

Explain the following **abbreviations**:

- NL
- L2
- TL
- FLL

repetition

Explain the following **abbreviations**:

- NL = native language \approx the first language that a child learns
- L2 \approx any language learned after the L1
- TL = target language \approx the language being learned
- FLL \approx learning of a non-native language in the environment of one's own language

repetition

- how could you characterise a child's language **performance** versus language **competence** (Chomsky) based on this utterance?

(1) *I want that toy that that boy is playing with.*

repetition

- how could you characterise a child's language **performance** versus language **competence** (Chomsky) based on this utterance?

(1) *I want that toy that that boy is playing with.*

performance and competence are distinct properties in our mind. Children are perfect L1 speakers (perfect **performance**) at some point in their maturation but usually are totally unaware of the mechanisms behind their performance (**competence**).

repetition

- In how far could the **distinction** between
second language acquisition
&
foreign language learning
be important for pronunciation?

repetition

- characterise and evaluate **fossilization** in interlanguage
- fossilization refers to a natural SLA process in which incorrect language use becomes a habit (conscious or unconscious) in the learner's interlanguage and cannot easily be corrected; an example would be the pronunciation of the English [θ] and [ð] in German learners. Fossilized errors will normally be overcome only once a learner notices and is aware of fossilisation and sees a reason to change this.
- since we all probably will never reach native-like performance in our L2s, we are all constantly subject to fossilisation processes.

Chapter 2

SLA and related disciplines

reading homework 1

- read chapter 2, pp. 20-38
 - bilingualism
 - multilingualism
 - heritage language
 - the bilingual continuum
 - the language mode continuum



Section 2.1-2.4 – Multilingualism

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

Section 2.1-2.4 – Multilingualism

- linguistics
- psychology
- psycholinguistics
- sociology
- sociolinguistics
- discourse analysis
- education
- multilingualism / plurilingualism

Section 2.1-2.4 – Multilingualism

- what some London primary kids think about language learning

<https://www.youtube.com/watch?v=BF83GIBo-d0>

Section 2.1-2.4 – Multilingualism

“ Why should multilingualism be a **problem**? We estimate that **most** of the human language users in the world speak more than one language, i.e. they are **at least bilingual**. In quantitative terms, then, monolingualism might be the **exception**, and multilingualism the **norm**. ”

Auer & Li, 2007:1

Section 2.1-2.4 – Multilingualism

- **multicompetence**

“ [...] knowledge of two or more languages in one mind. “

Cook 2003:2


about half of the world's population is bilingual⁺

Saville-Troike & Barto 2017:8

Section 2.1-2.4 – Multilingualism

- Estimated L1 / L2 distribution of the four most commonly used languages (2000)

	L1 speakers (in millions)	L2 speakers (in millions)
Chinese	1,200	15
English	427	950
Spanish	266	350
Hindi	182	350



some data, for instance from the **British Council**, suggest that the most frequent language around the world is already English

Section 2.1-2.4 – Multilingualism

- CEFR: **plurilingualism** = linguistic competence of an individual
 - CEFR: **multilingualism** = the linguistic diversity of geographical regions
 - EU / UN: multilingualism for **both**
- 80 figure!
- **plurilingualism** is the growth of an individual's experience of language in its cultural contexts, from the language of the home to that of society; competences are not strictly separated but merged into one communicative competence
 - **multilingualism** can be achieved by diversifying the languages on offer

Section 2.1-2.4 – Multilingualism

- **bilingualism**

“ Everyone is bilingual. That is, there is no one in the world (no adult, anyway) who does not know at least a few words in languages other than the maternal variety. “

Edwards 2006

- **SLA = becoming bilingual**

Bhatia 2006

- SLA: bilingual people = those who are truly, as shown through some linguistic measure, the equivalent of native speakers of two languages
- SLA: interest is in people who are in the middle of the process
- is bilingualism a **process** or an end **result**?

Section 2.1-2.4 – Multilingualism

- is a bilingual someone who can
 - “ do everything perfectly in two languages and who can pass undetected among monolingual speakers of each of these two languages. “

→ the mythical bilingual

Section 2.1-2.4 – Multilingualism

- who of the following is bilingual ?
 - a A native speaker of Vietnamese who has been living in the United States for 35 years; speaks English with his American family, friends, and colleagues; and has little or no opportunity to use Vietnamese.
 - b A four-year-old child who speaks English with his Canadian father and Japanese with his Japanese mother and lives in Canada.
 - c An Italian university student who speaks Sicilian at home and with friends, but watches television and films in Standard Italian and uses the standard at the university.
 - d A Ph.D. student who can read Latin texts for her research but doesn't actually speak Latin.
 - e You.

Section 2.1-2.4 – Multilingualism

are we all bilingual to some degree ?

Section 2.1-2.4 – Multilingualism

QUICKLINKS ▾ PRESSE VERANSTALTUNGSSUCHE PH-ONLINE INTRANET KONTAKT

die pädagogische hochschule oberösterreich

STUDIUM/ LEHRGÄNGE FORTBILDUNG/ SCHUL- ENTWICKLUNG INTERNATIONAL INKLUSIVE PÄDAGOGIK BERUFS- PÄDAGOGIK

AKTUELLES ÜBER UNS FORSCHUNG SERVICE FACHBEREICHE LERNWERKSTATT

Zentrum für Sprachliche Vielfalt und Transkulturalität

Home PHOÖ > Über uns > Zentren der PH > Sprachliche Vielfalt

Zentrum für Sprachliche Vielfalt und Transkulturalität

Seit Herbst 2013 besteht durch das Zentrum für Sprachliche Vielfalt und Transkulturalität (ZSVT) ein Zusammenschluss von Forschenden und Lehrenden unterschiedlichster fachlicher Zugehörigkeit, die an der PH OÖ über Migration und sprachliche Heterogenität in Bildungskontexten arbeiten. Zu den Mitgliedern zählen Erziehungs-, Sprach- und Sozialwissenschaftler/innen. Das ZSVT verfolgt das Ziel, die Expertise der PH OÖ in den Bereichen Migration, sprachliche Heterogenität und inklusive sprachliche Bildung und Förderung in Forschung und Lehre zu bündeln, zu dokumentieren und nach außen hin sichtbar zu machen. Es versteht sich dabei als Plattform zur Stärkung des interdisziplinären Austauschs sowohl der Dozentinnen bzw. Dozenten als auch der Studierenden untereinander über enge disziplinäre Grenzen hinweg.

Section 2.1-2.4 – Multilingualism

- CEFR
- 2001: levels, descriptors, learner as social agent, ...
- 2007: **Plurilingual** competence involves the ability to:
 - switch from one language or dialect to another
 - express oneself in one language and understand the other
 - call upon the knowledge of a number of languages to make sense of a text
 - recognise words from a common international store in a new guise
 - mediate between individuals with no common language by bringing the whole of their linguistic equipment into play
 - [...]

Section 2.1-2.4 – Multilingualism

“ I speak Spanish to God, Italian to women, French to men, and German to my horse. ”

A witticism sometimes attributed to **Charles V., King of Spain** (1500-1558)

Section 2.1-2.4 – Multilingualism

- heritage languages Polinsky & Kagan 2007

Section 2.1-2.4 – Multilingualism

- heritage language is a language
 - “ which was first for an individual with respect to the order of acquisition but has **not been completely acquired** because of the switch to another dominant language. An individual may use the heritage language under certain conditions and understand it, but his/her **primary language is a different one.** ”

Polinsky 2008:1

- heritage language learners \neq non-heritage language learning

Campbell & Rosenthal, 2000

Section 2.1-2.4 – Multilingualism

- superdiversity Vertovec 2007
- translanguaging Garcia 2009
- metrolingualism Pennycook 2010
- code meshing Canagarajah 2011
- The **Multilingual Turn** May 2014

- multilingualism as a Lingua Franca ?

Section 2.1-2.4 – Multilingualism

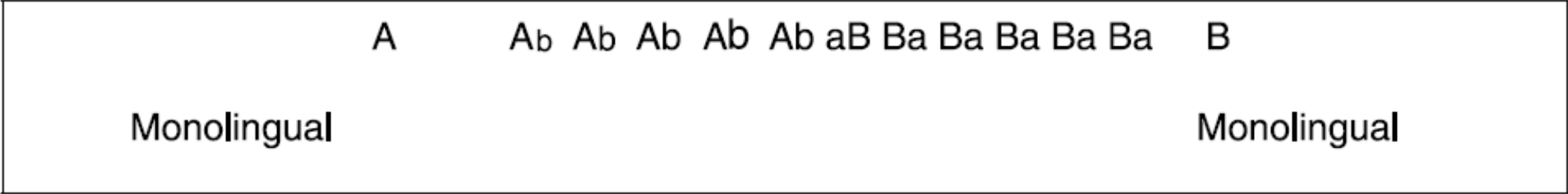
are interlanguage speakers
failed monolinguals
or successful bilinguals ?

Section 2.1-2.4 – Multilingualism

Table 2.1 Definitions of bilingualism

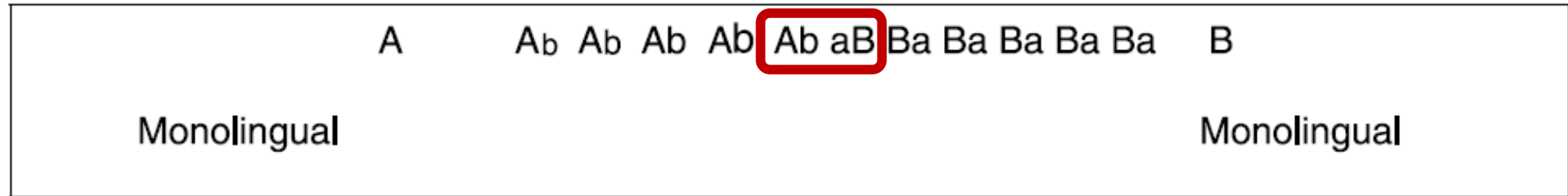
achieved bilingual	same as <i>late bilingual</i>
additive bilingual	someone whose two languages combine in a complementary and enriching fashion
ambilingual	same as <i>balanced bilingual</i>
ascendant bilingual	someone whose ability to function in a second language is developing due to increased use
ascribed bilingual	same as <i>early bilingual</i>
asymmetrical bilingual	see <i>receptive bilingual</i>
balanced bilingual	someone whose mastery of two languages is roughly equivalent
compound bilingual	someone whose two languages are learned at the same time, often in the same context
consecutive bilingual	same as <i>successive bilingual</i>
coordinate bilingual	someone whose two languages are learned in distinctively separate contexts
covert bilingual	someone who conceals his or her knowledge of a given language due to an attitudinal disposition
diagonal bilingual	someone who is bilingual in a nonstandard language or a dialect and an unrelated standard language

Section 2.1-2.4 – Multilingualism



Valdes 2001

Section 2.1-2.4 – Multilingualism



Valdes 2001

Section 2.1-2.4 – Multilingualism

- SLA covers anything after L1
- SLA acknowledges **additional** influences
 - AoA (age of arrival)
 - AoO (age of onset)
 - context
 - individual differences
 - typology
 - [...]

Section 2.1-2.4 – Multilingualism

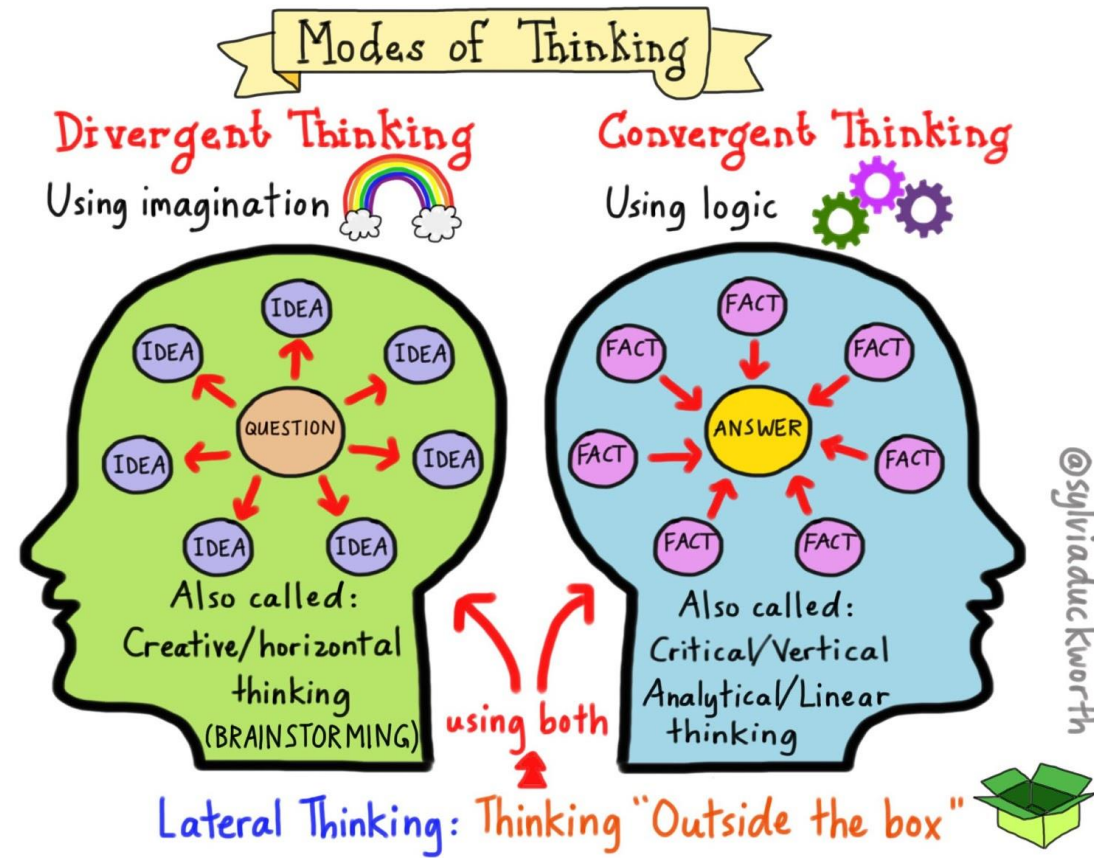
- possible advantages
 - communication
 - economic
 - cognitive (**divergent thinking, metalinguistic awareness**)

- divergent thinking ?

- metalinguistic awareness ?

Section 2.1-2.4 – Multilingualism

- divergent thinking ?



Section 2.1-2.4 – Multilingualism

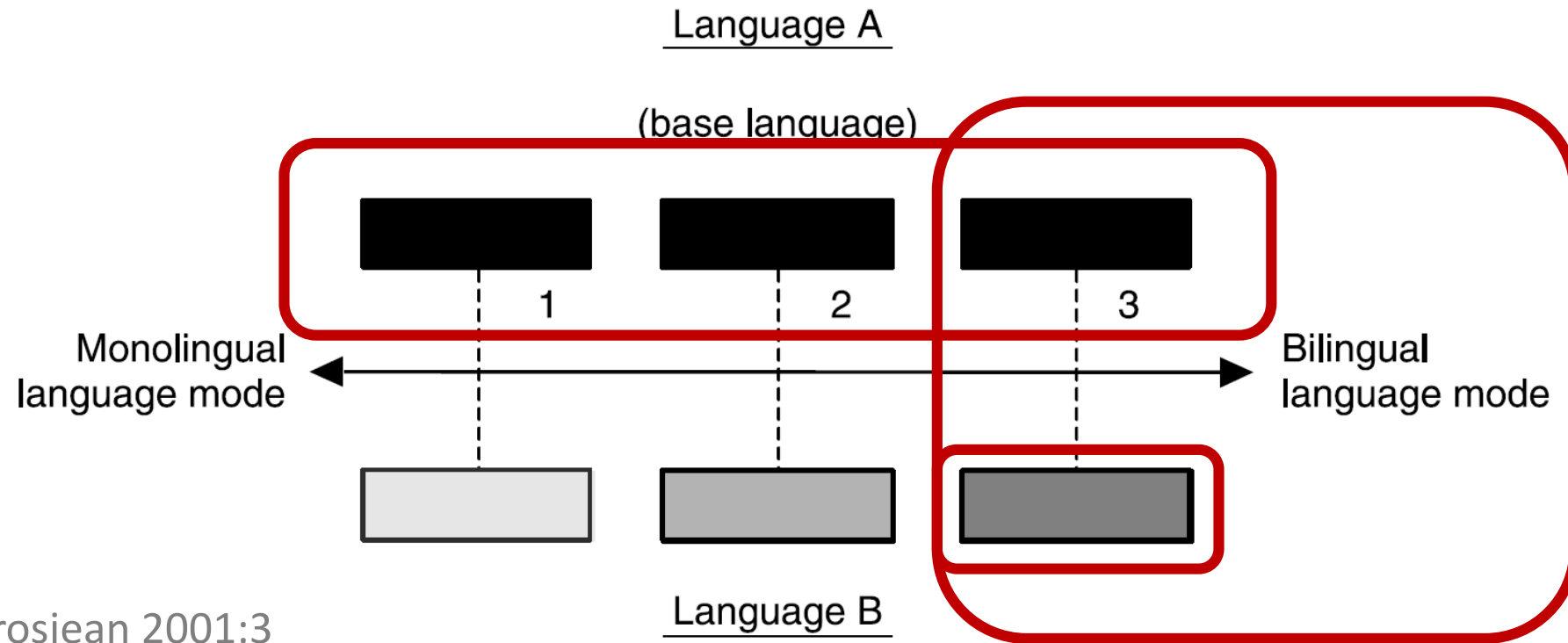
- metalinguistic awareness ?

“ think about language as an object of inquiry rather than as something we use to speak and understand language. “

→ PS Applied Linguistics **Lexicogrammar** (Larsen-Freeman)

Section 2.1-2.4 – Multilingualism

- a bilingual's language mode



Section 2.1-2.4 – Multilingualism

(1) Data

a)	<i>Tu</i>	<i>as</i>	<i>mein Fax</i>	<i>bekommen</i>
	French	French	German	German
	you	have	my Fax	gotten

English speaker who has come back from France trying to speak German
Baumgartner-Cohen (1995)

Section 2.1-2.4 – Multilingualism

(2) Data

a)	<i>Ils</i>	<i>veulent</i>	<i>gagner</i>	<i>more – euh - plus</i>
	French	French	French	English
	They	want to	earn	more

Durch speaker with English as an L2 producing French L3 utterances
Dewaele (1998)

Section 2.1-2.4 – Multilingualism


(3) Data

- a) Another example (personal communication) comes from a native speaker of English who had been in Turkey for quite some time. He was traveling in Germany, where he had been before, when he reported on his attempt to speak German:
“To my horror, out came Turkish”.

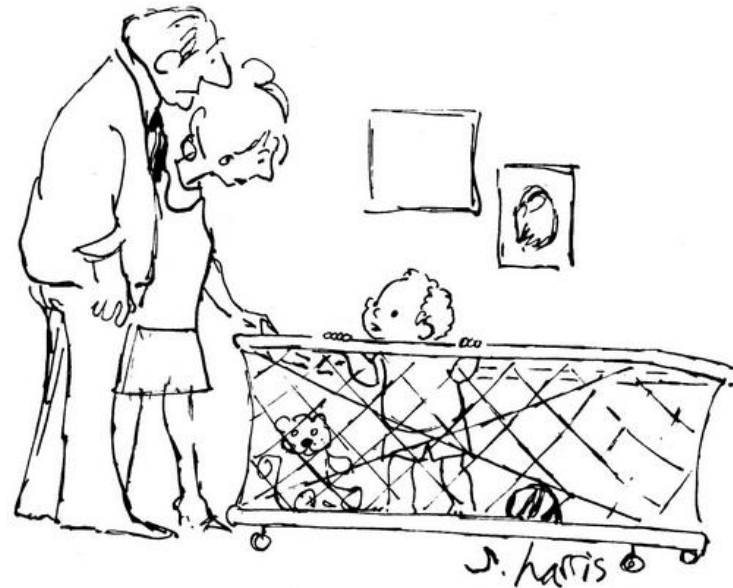
Gass & Selinker, 1998:41

Questions ?

Section 2.2 – First language acquisition

- learning a **first** language is a **miracle**
 - how do kids know about **words** ?
 - [heɪswɪːθɑːrtwɒdjɔləɪksʌmkɹɪps]
 - how do they get the **discrete infinity** of language ? 
 - how come they can imitate every possible human **sound** ?
 - Is / in how far is L1 learned through **imitation** ?
 - is there a **limit** to L1 acquisition (CPH) ?

Section 2.2 – First language acquisition



"WHAT'S THE BIG SURPRISE? ALL THE LATEST THEORIES OF LINGUISTICS SAY WE'RE BORN WITH THE INNATE CAPACITY FOR GENERATING SENTENCES."

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3130606/>

Section 2.2 – First language acquisition

- children learn their L1 because they simply cannot help it
- children's **errors** tell us a lot about their acquisitional processes
- *kids say the darndest things*
- <https://www.youtube.com/watch?v=VLQ2dm-Hhug>

Section 2.2 – First language acquisition

- Why do children **overgeneralise** regular forms....
 - because of the need to improve communication?
 - **No** *bleeded, singed, putted*
 - because they are used to corrective feedback
 - **No** adults say funny things, too *diss, mung, mosh*
 - Universal Grammar – *Language Instinct*

Section 2.2 – First language acquisition

Noam Chomsky

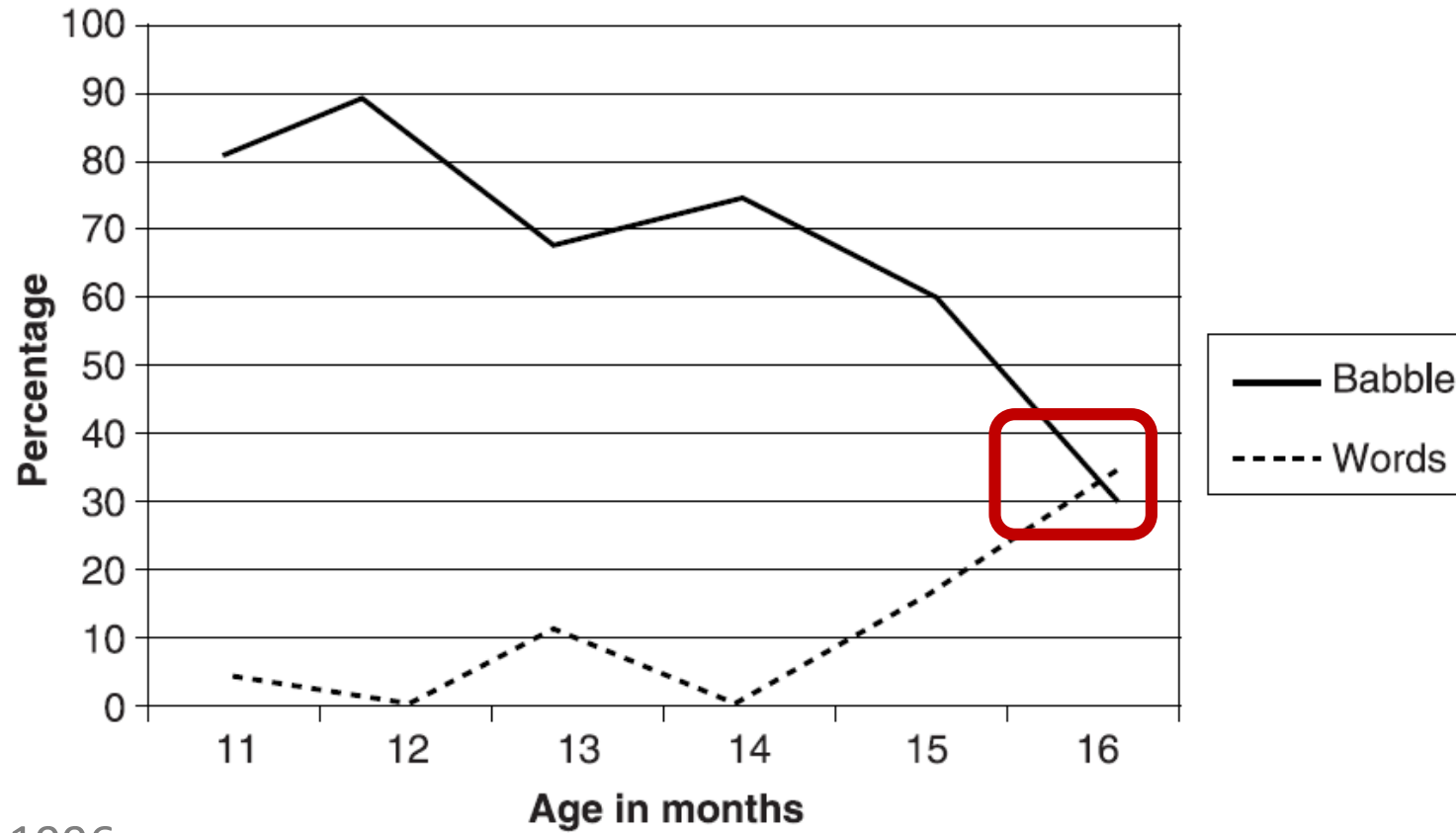


- Innatist Theory
- The **L**anguage **A**cquisition **D**evice (**LAD**)
- Children have an innate knowledge of the basic grammatical structure that is the basis to all languages
- The **U**niversal **G**rammar (**UG**)
- The Critical Period – essential for first language acquisition

Section 2.2 – First language acquisition

- cooing & universal phoneticians
- babbling
- intonation, stress *baba ?*
- words as units reference (over- and underextension)
- perception – production *I want ice cream*
- one word – two words – telegraph style – syntax (MLU)
- morpheme order sequence (?)

Section 2.2 – First language acquisition



Vihman 1996

Section 2.2 – First language acquisition



Section 2.2 – First language acquisition



6-2

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“Mommy, Dolly hit me.”
“Dolly HIT me.”
“You too?! Boy, she’s in trouble!”

Section 2.2 – First language acquisition

- *Santa Claw*
- *mik*
- *bok*
- *len*
- *clo*

- acquisition of the plural –s and its **overgeneralisation** in a child

Pinker 2000:13

Section 2.2 – First language acquisition

- *Santa Claw* ← *Santa Claus*
 - *mik* ← *mix*
 - *bok* ← *box*
 - *len* ← *lens*
 - *clo* ← *clothes*
-
- backformations according to the acquisitional stage's rules

Section 2.2 – First language acquisition



This is a Wug.



Now there is another one.

There are two of them.

There are two ____.[©]

Photo courtesy of Jean Berko Gleason

Section 2.2 – First language acquisition

Table 2.3 Mean order of acquisition of morphemes

1. Present progressive (-ing)
 - 2/3. *in, on*
 4. plural (-s)
 5. Past irregular
 6. Possessive (-'s)
 7. Uncontractible copula (*is, am, are*)
 8. Articles (*a, the*)
 9. Past regular (-ed)
 10. Third person regular (-s)
 11. Third person irregular
-

Section 2.2 – First language acquisition

- children show **universal** developmental stages
- children progress at different **rates**
- children develop the language's grammar from the **input** (and possibly guided by the LAD)
- there are processing **constraints** governing acquisition
- L1 acquisition is not determined by **IQ**
- correction and feedback does **not always** work

Section 2.2 – First language acquisition

Table 2.2 First vs. second language development

L1		L2
	INITIAL STATE	
Innate capacity		Innate capacity? L1 knowledge World knowledge Interaction skills
	INTERMEDIATE STATES	
Child grammar		Learner language
	<i>Basic processes</i>	
Maturation		Transfer
	<i>Necessary conditions</i>	
Input Reciprocal interaction		Input
	<i>Facilitating conditions</i>	
		Feedback Aptitude Motivation Instruction
	FINAL STATE	
Native competence		Multilingual competence

Section 2.2 – First language acquisition

- Examples from the Linguistics Society of America (LSA) and Stanford
- https://www.youtube.com/watch?v=YuY_Up6rZ_A question formation
- <https://www.youtube.com/watch?v=I7HN5LJOc-w> explicit & implicit

Section 2.2 – First language acquisition

- what can you hypothesise about a child's morphological acquisition based on the following data?

(4) Data

- a) *Grandma, I seed a lion at the zoo!*
- b) *Gigi run fast*
- c) *Two cookies*

Questions ?

final exam topics

Chapter 2 – *Related disciplines*

- a) definitions of plurilingualism, multilingualism, and heritage language
- b) the bilingual continuum Valdes 2001
- c) a bilingual's language mode Grosjean 2001
- d) overgeneralisation in the L1
- e) Differences between L1 and L2 Saville-Troike & Barto 2018

homework 2

- read chapter 3, pp. 41-82
- try to understand the basics of...
 - the importance and limits of SLA data sets
 - types of data as well as data collection methods
 - try to understand all tables and graphs in this chapter