

Gass, S. M., & Selinker, L. (2008). *Second language acquisition. An introductory course*.
 Third edition. New York & London: Routledge, pp. 368-394.

Chapter 11

1. Relate the following terminology to each other
acquisition, instruction, classroom learning, input, naturalistic learning, interaction, comprehension,
2. Discuss some insights relating to L2 input based on the table below.

Table 11.1 Complexity of teacher speech directed at different proficiency levels

Level	Words per T-unit	Ratio of clauses to T-units	Words per clause
Beginner	4.30	1.02	4.20
Upper beginner	5.75	1.14	5.04
Intermediate	6.45	1.24	5.18
Advanced	8.26	1.38	5.98
Baseline	10.97	1.60	6.84

T-Units are defined as “one main clause plus any subordinate clause or nonclausal structure that is attached to or embedded in it” (Hunt, 1970, p. 4).

Source: From “Linguistic input in first and second language learning” by S. Gaies, 1979. In F. Eckman and A. Hastings (Eds.), *Studies in First and Second Language Acquisition* (p. 190). Reprinted by permission.

3. Discuss the merits and limits of the three prime sources of input: teachers, materials, and other learners
4. Describe the concept of Processing Instruction (PI) and the role of comprehension.
5. Quickly decide, which of the picture sets matches the sentences given below. Tick the boxes?



1. *il gatto dormiva.*
2. *il cane sta dormendo.*
3. *il cane ha dormito.*
4. *none of the above.*



1. *il gatto dorme.*
2. *il cane dorme.*
3. *il cane sta dormendo.*
4. *il gatto sta dormendo.*

6. Which of the following sentences is about the here and now?
 (a) *El gato esta durmiendo.*
 (b) *El gato duerme todos los días.*

7. Comment on the two graphs on the next page with reference to Processing Instruction (PI).



Figure 11.1 Traditional instruction in foreign language learning.
Source: From "Explicit instruction and input processing" by B. VanPatten and T. Cadierno, 1993, *Studies in Second Language Acquisition*, 15, 227. Copyright 1993 by Studies in Second Language Acquisition. Reprinted with the permission of Cambridge University Press.

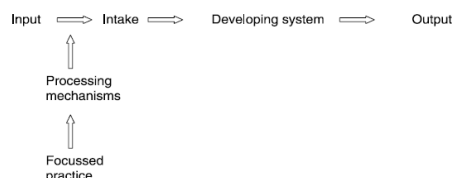


Figure 11.2 Processing instruction in foreign language teaching.
Source: From "Explicit instruction and input processing" by B. VanPatten and T. Cadierno, 1993, *Studies in Second Language Acquisition*, 15, 227. Copyright 1993 by Studies in Second Language Acquisition. Reprinted with the permission of Cambridge University Press.

8. Discuss the following claims that Processing Instruction makes about good instruction practice.

- we must understand how language learners process their input.
- only if they process input adequately will learning happen.
- input – comprehension – intake – output
- teachers must modify learners' processing strategies so that comprehension can happen.
- it is not the linguistic difficulty that is at the centre of the teachers' focus but the learners' adequate processing strategies.

9. Discuss the following problems Processing Instruction might face when using the concept of comprehension. Also consider the claim below by Cook, 1996, p. 76

- comprehension ≠ acquisition
- comprehending meaning | comprehending grammar | deductive vs inductive comprehension

decoding meaning is not the same as code breaking

comprehension of the nature of the linguistic system = processing language to get the rules

10. Discuss Pienemann's claims in his Teachability – Learnability Hypothesis with reference to school textbooks you know and with reference to the claim below.

Learners' generalisations can go from more difficult structures to less marked ones.

11. In how far do "Focus on Form" and "Focus on Forms" enrich a teacher's repertoire of input manipulation?

12. Complete the gaps in the following figure. Add as many issues as you can think of.

input → _____ → *output*

13. Find examples from your own teaching / learning where good input enhancement made noticing and hence learning possible.

14. What do you see as the relationship between second language acquisition and second language pedagogy?

15. Complete the following sentence:

If you are a language teacher, you had better know _____, because you

_____.

16. In chapter 8 the book described Krashen's view on the function of the Monitor and how it can "get in your way" with its focus on form. Does this mean that in language classes there should never be a focus on form and that, as a result, teachers should only provide wellorganized input? When might grammar instruction (i.e., form-focused instruction) be appropriate or necessary?

17. To English teachers' dismay, students often omit the third person singular -s even at fairly advanced proficiency levels. Given what you know about natural orders in L2 acquisition, how do you explain this phenomenon?