Gass, S. M., & Selinker, L. (2008). *Second language acquisition. An introductory course.*
Third edition. New York & London: Routledge, pp. 479-493.

# Chapter 14
An integrated view of SLA

1. Put about 5 keywords in the following table for each of the chapters we read in the course book:

title of chapter	keywords
2 related disciplines	
3 SLA data	
4 L1 – historical overview	
5 L1 – recent perspectives	
6 formal approaches to SLA	
8 interlanguage processing	
9 interlanguage in context	
10 input, interaction, output	
11 instructed SLA	
12 beyond the language domain	
13 the mental lexicon	

2. What does a learner have to do to convert input to output? List the 5 stages according to chapter 14.
    a. *a*_____ *i*_____
    b. *c*_____ *i*_____
    c. *i*_____
    d. *i*_____
    e. *o*_____

3. Summarise the different approaches to child language acquisition with regard to UG and social interaction.

4. Discuss the model (figure below, split into two parts) as presented in chapter 14 in small groups.

AN INTEGRATED VIEW OF SLA
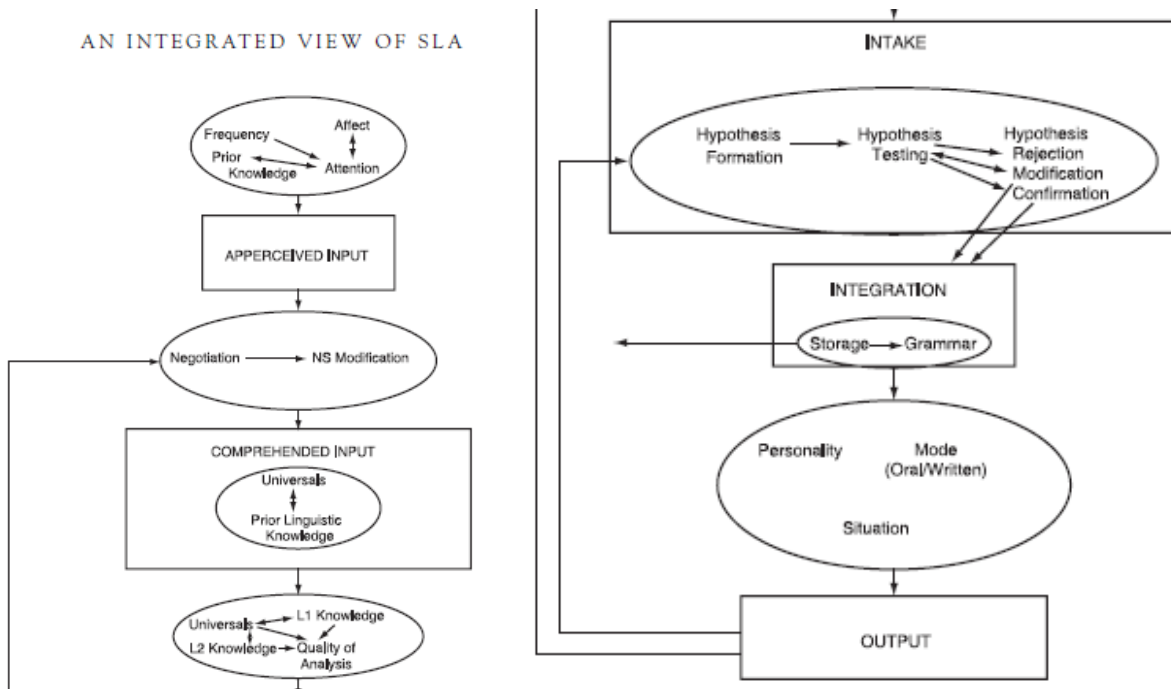
5. What is the difference between perception and apperception?

6. Complete the following sentence:
    Apperceived input is that bit of language that _____.

7. Which factors determine what becomes apperceived input?
    a. *f*_____   however, _____.

    b. *a*_____   such as _____.

    c. *p*_____ *kn*_____   such as _____.

    d. *a*_____   in order to recognise a _____.

8. What does comprehension mean in the context of SLA? Think of linguistic areas, skills, proficiencies etc..

9. What are the two main differences between comprehensible input and comprehended input?

10. What is the difference between apperceived and comprehended input? Demonstrate it with reference to German-speaking learners of English and words such as /dɔg/ and /dɔk/ or /pɪg/ and /pɪk/.

11. What is the difference between comprehended input and intake?

12. What makes comprehended input become intake?
    a. *l*_____ *o*__ *a*_____

    b. *t*_____

13. What does intake make possible in contrast to apperception and comprehension and what kind of *gap* does intake illustrate?

14. What happens, if comprehensible and accurate input is not apperceived or comprehended?

15. Take an example of your own English learning and illustrate how you have been forming, testing, and revising hypotheses about the English language.

16. What can intake become? Complete the following graph.

17. Describe the four possible ways input can be handled.
    a.   hypothesis confirmation   _____

    b.   apparent non-use   _____

    c.   storage   _____

    d.   non-use   _____

18. Explain in how far intake and integration are important steps for the improvement of one's own pronunciation of the foreign language.

19. What kind of opportunities does output provide from a learner's point of view?

20. What factors can co-determine a learner's output?
    a.   _____

    b.   _____

    c.   _____

    d.   _____

    e.   ….

21. What is synchronic and diachronic variation in a learner's interlanguage?

22. Consider standard Spanish, where one has double negatives:

    No sabe   nada.
    not know nothing
    "S/he doesn't know anything."

    No tiene nada   de dinero
    not have nothing of money
    "S/he doesn't have any money."

    And standard English, where one does not:

    He knows nothing.
    She doesn't know anything.
    He has no money.
    She doesn't have any money.

    What would you predict would be the forms a native speaker of Spanish at a certain stage of proficiency development would use?