

## Second Language Acquisition





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#### Second language learning

\*The distinction between

Foreign Language Learning

"language is not generally spoken in the surrounding community."

E.g. a Japanese student learning English in Japan.

- 'Second Language Learning':

"learning a language that is spoken in the outside community."

E.g. a Japanese student leaning English in USA





## **Acquisition & Learning**

Acquisition: gradual development of a language + occurs in a naturally communicative situations with others.

- Results in better fluency in social interaction Learning: conscious process of accumulating knowledge of vocabulary and grammar + in institutional setting.
- Results in more knowledge about the language than fluency.
- E.g. Mathematics is learned, not acquired

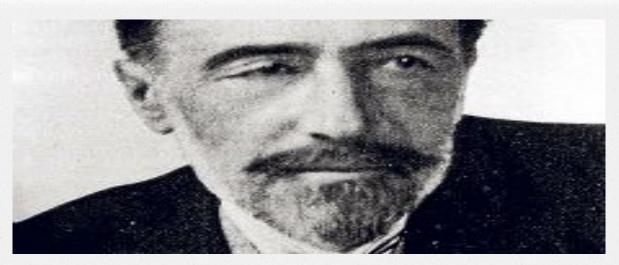




#### Acquisition barriers

Learning L2 is fundamentally different than L1... why??

- 1- Already have a language for daily communication.
- 2- Interaction Is not constant .. A few hours each week ..



Many adult learners manage to learn L2 effectively (written language) - they do not sound like native speakers..

E.g. Joseph Conrad wrote many English novels that became classic of English literature.

- This provide that <u>some features of language are easier to acquire</u> (vocabulary and grammar) than others (pronunciation)
- This also provides <u>evidence for Critical Period Hypothesis</u>:

( Around the time of puberty , it becomes very difficult to acquire another language fully





#### Affective factors

#### Different kinds of acquisition barriers:

- 1- Embarrassment- e.g. being ashamed of producing g different sounds of another language or his/her accent
- 2- Lack of empathy with the other culture.
- 3- Dull textbooks, classrooms, schedule, etc.





#### Focus on method

## Educational approaches to L2 learning- how L2 might best be learned

- 1- The grammar-translation method.
- 2- The audio-lingual method.
- 3- Communicative approaches.





# 1- The grammar-translation method.

The belief: Treating L2 as an academic subject.

Vocabulary lists, grammar rules, memorization is encouraged, written language rather than spoken language is empathized.

<u>Criticism</u>: does not focus on how the language might be used in everyday conversations.





#### 2- The audio-lingual method

Emphasizes spoken language.

The belief: The fluent use of language was essentially a set of habits that could be developed with a lot of practice.

Dialogue form, mimicry, set phrases, drills, memorization, tapes, language labs, pronunciation important, little use of mother tongue.

Criticism: boring + not natural (actual) setting





#### 3- Communicative approaches

- Against "pattern practice" and grammar rules.

The belief: The functions of language( its use) should be emphasized rather than the forms of the language( grammar).

Classroom lessons are organized around the concepts such as "asking for things" in different social settings, rather than "the forms of he past tense "in different sentences.

E.g. "Japanese for business people"





#### Focus on the learner

A shift has been made in recent years from concern with the teacher, the textbook and the method to <a href="the-learner">the learner</a> and <a href="the-learner">the acquisition</a> <a href="process">process</a>.



- Using L1 sounds, expressions, or structure when speaking L2.

E.g. an Arab may say open the lights?

There are two types of transfer:

- 1- Positive: L1 & L2 have similar features (marking of plural).
- 2- Negative "interference": transferring a L1 feature that is really different from the L2.





## Interlanguage

- Errors that have no connection to the forms of either L1 or L2.
- Interlanguage: an in-between system of L2 learners that contains aspects of L1 and L2 and an independent system with rules of its own.

E.g. Spanish learner= She name is Maria.

- <u>Fossilization:</u> Fixed expressions of L2... when interlanguage stops developing to a more accurate L2 features, it is said 'fossilized'.

'fossilization' = foreign accent.





#### Motivation

- Very important in language learning.
- Instrumental motivation = to achieve some goal
- E.g. Join a graduate school, Find a better job
- Integrative motivation= social purposes
- E.g. Become an accepted member in a community





### Input

**Input:** the language the learner is exposed to.

1- Input must be <u>comprehensible</u> ( simpler in structure and vocabulary.

E.g. English class, you like it? Instead of How are getting on in your studies?

Negotiated input: L2 materials that the learner can acquire in interaction while attention is given to what is said

Example .. P.193





#### Output

Output: the language the learner produces.

Comprehensible output in meaningful interactions seems to be another important element in the learner's development of L2 ability.

interaction= comprehensive output





#### Communicative competence

- Competence = underlying knowledge of a language
- Communicative competence: The general ability to use language accurately, appropriately, and flexibly.
- 1- Grammatical competence.
- 2- sociolinguistic competence.
- 3- strategic competence.





#### 1- Grammatical Competence

- The accurate use of words and structures.
- Will not provide the learner with the ability to interpret or produce L2 expressions appropriately.





#### 2- Sociolinguistic Competence

- the learner's ability to use appropriate language.

E.g. Give me some water!

Can I have some water?





## 3- Strategic Competence

- The ability to organize messages effectively and compensate any difficulties.
- how to recognize and repair communication breakdowns





#### **Applied Linguistics**

Investigating L2 learning by appealing to other fields such as communication studies, psychology, education and sociology.

http://aaalmohammadi.kau.edu.sa/Files/ 0006268/files/16241\_14Second %20Language%20Acquisition.pdf