Chapter 1 : Toward Theory Of Second Language Acquisition Cb Kraschen - FTNSS: SÃ¶k och hitta

This book uniquely illustrates how second language acquisition (SLA) data can instigate linguistic exploration and help inform linguistic and acquisition theory in crucial ways. It also offers new perspectives toward our understanding of the relationship between first and second language acquisition, Universal Grammar (UG), and the target.

Order of acquisition In the s, several studies investigated the order in which learners acquired different grammatical structures. Furthermore, it showed that the order was the same for adults and children, and that it did not even change if the learner had language lessons. This supported the idea that there were factors other than language transfer involved in learning second languages, and was a strong confirmation of the concept of interlanguage. However, the studies did not find that the orders were exactly the same. Although there were remarkable similarities in the order in which all learners learned second-language grammar, there were still some differences among individuals and among learners with different first languages. It is also difficult to tell when exactly a grammatical structure has been learned, as learners may use structures correctly in some situations but not in others. Thus it is more accurate to speak of sequences of acquisition, in which specific grammatical features in a language are acquired before or after certain others but the overall order of acquisition is less rigid. For example, if neither feature B nor feature D can be acquired until feature A has been acquired and if feature C cannot be acquired until feature B has been acquired but if the acquisition of feature D does not require the possession of feature B or, therefore, of feature C , then both acquisition order A, B, C, D and acquisition order A, D, B, C are possible. Variability[edit] Although second-language acquisition proceeds in discrete sequences, it does not progress from one step of a sequence to the next in an orderly fashion. However, most variation is systemic variation, variation that depends on the context of utterances the learner makes. Language transfer One important difference between first-language acquisition and second-language acquisition is that the process of second-language acquisition is influenced by languages that the learner already knows. This influence is known as language transfer. If this happens, the acquisition of more complicated language forms may be delayed in favor of simpler language forms that resemble those of the language the learner is familiar with. Stephen Krashen took a very strong position on the importance of input, asserting that comprehensible input is all that is necessary for second-language acquisition. Further evidence for input comes from studies on reading: He claims that such sequencing, as found in language classrooms where lessons involve practicing a "structure of the day", is not necessary, and may even be harmful. For example, students enrolled in French- language immersion programs in Canada still produced non-native-like grammar when they spoke, even though they had years of meaning-focused lessons and their listening skills were statistically native-level. The modifications to speech arising from interactions like this help make input more comprehensible, provide feedback to the learner, and push learners to modify their speech. This area of research is based in the more general area of cognitive science , and uses many concepts and models used in more general cognitive theories of learning. As such, cognitive theories view second-language acquisition as a special case of more general learning mechanisms in the brain. This puts them in direct contrast with linguistic theories, which posit that language acquisition uses a unique process different from other types of learning. In the first stage, learners retain certain features of the language input in short-term memory. This retained input is known as intake. Then, learners convert some of this intake into second-language knowledge, which is stored in long-term memory. Finally, learners use this second-language knowledge to produce spoken output. In the early days of second-language acquisition research on interlanguage was seen as the basic representation of second-language knowledge; however, more recent research has taken a number of different approaches in characterizing the mental representation of language knowledge. Micro-processes include attention; [52] working memory; [53] integration and restructuring. Restructuring is the process by which learners change their interlanguage systems; [54] and monitoring is the conscious attending of learners to their own language output. Of these three, planning effects on fluency has had the most research attention. Their effect on second-language acquisition is unclear, with some researchers claiming they help it, and others claiming the opposite. For example, a learner may use more polite language

when talking to someone of higher social status, but more informal language when talking with friends. Immersion programs are educational programs where children are instructed in an L2 language. The goal of these programs is to develop a high level of proficiency in both the L1 and L2 languages. Students in immersion programs have been shown to have greater levels of proficiency in their second language than students who receive second language education only as a subject in school. Also, students who join immersion programs earlier generally have greater second-language proficiency than their peers who join later. However, students who join later have been shown to gain native-like proficiency. Grammatical skills and the ability to have precise vocabulary are particular areas of struggle. It is argued that immersion is necessary, but not sufficient for the development of native-like proficiency in a second language. A smaller social distance is likely to encourage learners to acquire the second language, as their investment in the learning process is greater. Conversely, a greater social distance discourages attempts to acquire the target language. Females have been found to have higher motivation and more positive attitudes than males for second-language acquisition. However, females are also more likely to present higher levels of anxiety, which may inhibit their ability to efficiently learn a new language. Factors, such as integrativeness and attitudes towards the learning situation drive motivation. The outcome of positive motivation is not only linguistic, but non-linguistic, such that the learner has met the desired goal. It was originally developed by Lev Vygotsky and his followers. The ZPD notion states that social interaction with more advanced target language users allows one to learn language at a higher level than if they were to learn language independently. According to Ellis, "It is important to recognize They differ from cognitive approaches and sociocultural approaches in that they consider language knowledge to be unique and distinct from any other type of knowledge. They are found empirically, by surveying different languages and deducing which aspects of them could be universal; these aspects are then checked against other languages to verify the findings. The interlanguages of second-language learners have been shown to obey typological universals, and some researchers have suggested that typological universals may constrain interlanguage development. It focuses on describing the linguistic competence of an individual. He believed that children not only acquire language by learning descriptive rules of grammar; he claimed that children creatively play and form words as they learn language, creating meaning of these words, as opposed to the mechanism of memorizing language. For example, L2-users often display knowledge about their L2 that they have not been exposed to. This unsourced knowledge suggests the existence of a universal grammar. Individual variation in second-language acquisition There is considerable variation in the rate at which people learn second languages, and in the language level that they ultimately reach. Some learners learn quickly and reach a near-native level of competence, but others learn slowly and get stuck at relatively early stages of acquisition, despite living in the country where the language is spoken for several years. The reason for this disparity was first addressed with the study of language learning aptitude in the s, and later with the good language learner studies in the s. The relationship between age and the ability to learn languages has also been a subject of long-standing debate. Age[edit] The issue of age was first addressed with the critical period hypothesis. However, the exact age marking the end of the critical period is debated, and ranges from age 6 to 13, with many arguing that it is around the onset of puberty. However, in general, adult learners of a second-language rarely achieve the native-like fluency that children display, despite often progressing faster in the initial stages. This has led to speculation that age is indirectly related to other, more central factors that affect language learning. Children who acquire two languages from birth are called simultaneous bilinguals. In these cases, both languages are spoken to the children by their parents or caregivers and they grow up knowing the two languages. These children generally reach linguistic milestones at the same time as their monolingual peers. One argument for this is that simultaneous bilinguals develop more distinct representations of their languages, especially with regards to phonological and semantic levels of processing. Conversely, learning a language later in life would lead to more similar semantic representations. Once surpassed, older learners often display clear language deficiencies compared to child learners. This has been attributed to having a solid grasp on the first language or mother tongue they were first immersed into. Having this cognitive ability already developed can aid the process of learning a second language since there is a better understanding of how language works. The exact language deficiencies that occur past a certain age

are not unanimously agreed upon. Some believe that only pronunciation is affected, while others believe other abilities are affected as well. However, some differences that are generally agreed upon include older learners having a noticeable accent, a smaller vocabulary, and making several linguistic errors. One explanation for this difference in proficiency between older learners and younger learners involves Universal Grammar. Universal Grammar is a debated theory that suggests that people have innate knowledge of universal linguistic principles that is present from birth. Even with less advantageous nonbiological influences, many child learners attain a greater level of proficiency than adult learners with more advantageous nonbiological influences. Strategies have been found to be of critical importance, so much so that strategic competence has been suggested as a major component of communicative competence. Learning strategies are techniques used to improve learning, such as mnemonics or using a dictionary. If learning strategies and communicative strategies are used properly language acquisition is successful. Some points to keep in mind while learning an additional language are: Anxiety in language-learning situations has been almost unanimously shown to be detrimental to successful learning. Anxiety interferes with the mental processing of language because the demands of anxiety-related thoughts create competition for mental resources. This results in less available storage and energy for tasks required for language processing. A related factor, personality, has also received attention. There has been discussion about the effects of extravert and introvert personalities. Extraverted qualities may help learners seek out opportunities and people to assist with L2 learning, whereas introverts may find it more difficult to seek out such opportunities for interaction. Further, while extraversion might be beneficial through its encouragement of learning autonomously, it may also present challenges as learners may find reflective and time-management skills to be difficult. Social attitudes such as gender roles and community views toward language learning have also proven critical. Language learning can be severely hampered by cultural attitudes, with a frequently cited example being the difficulty of Navajo children in learning English[citation needed]. Also, the motivation of the individual learner is of vital importance to the success of language learning. Motivation is influenced by goal salience , valence , and self-efficacy. Further, a supportive learning environment facilitates motivation through the increase in self-confidence and autonomy. Second-language attrition Attrition is the loss of proficiency in a language caused by a lack of exposure to or use of a language. One way it does this is by using L1 as a tool to navigate the periods of change associated with acquisition and attrition. However, according to the regression hypothesis, the stages of attrition occur in reverse order of acquisition. With acquisition, receptive skills develop first, and then productive skills, and with attrition, productive skills are lost first, and then receptive skills. However, if a child has established a high level of proficiency, it may take him or her several years to lose the language. Proficiency level seems to play the largest role in the extent of attrition. For very proficient individuals, there is a period of time where very little, if any, attrition is observed.

Chapter 2 : Second-language acquisition - Wikipedia

Summary of Chapter Toward a Theory of Second Language Acquisition form the book Principles of Language Learning and Teaching by H. Douglas Brown Slideshare uses cookies to improve functionality and performance, and to provide you with relevant advertising.

Edit Through the descriptive study of learner language, SLA researchers seek to better understand language learning without recourse to factors outside learner language. Researchers may adopt an interlanguage perspective, exploring learner language as a linguistic system, or they may study how learner language compares to the target language. Research is centered on the question: What are the unique characteristics of learner language? Much of the research has focused on the English language as the L2, because of the huge number of people around the world learning and teaching it. A widely-available survey can be found in chapter 8 of Brown, Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although its more valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language. Error analysts distinguish between errors, which are systematic, and mistakes, which are not. They often seek to develop a typology of errors. Error can be classified according to basic type: They can be classified by how apparent they are: Closely related to this is the classification according to domain, the breadth of context which the analyst must examine, and extent, the breadth of the utterance which must be changed in order to fix the error. Errors may also be classified according to the level of language: They may be assessed according to the degree to which they interfere with communication: In the above example, "I angry" would be a local error, since the meaning is apparent. From the beginning, error analysis was beset with methodological problems. In particular, the above typologies are problematic: Also, error analysis can deal effectively only with learner production speaking and writing and not with learner reception listening and reading. Furthermore, it cannot account for learner use of communicative strategies such as avoidance , in which learners simply do not use a form with which they are uncomfortable. For these reasons, although error analysis is still used to investigate specific questions in SLA, the quest for an overarching theory of learner errors has largely been abandoned. In the mids, Corder and others moved on to a more wide-ranging approach to learner language, known as interlanguage. Error analysis is closely related to the study of error treatment in language teaching. Today, the study of errors is particularly relevant for focus on form teaching methodology. Interlanguage Edit Interlanguage scholarship seeks to understand learner language on its own terms, as a natural language with its own consistent set of rules. Interlanguage scholars reject, at least for heuristic purposes, the view of learner language as merely an imperfect version of the target language. Interlanguage is perhaps best viewed as an attitude toward language acquisition, and not a distinct discipline. By the same token, interlanguage work is a vibrant microcosm of linguistics. By describing the ways in which learner language conforms to universal linguistic norms, interlanguage research has contributed greatly to our understanding of linguistic universals in SLA. See below, under " linguistic universals ". Developmental patterns Ellis distinguished between "order" to refer to the pattern in which different language features are acquired and "sequence" to denote the pattern by which a specific language feature is acquired. Order of acquisition Edit Researchers have found a very consistent order in the acquisition of first language structures by children, and this has drawn a great deal of interest from SLA scholars. Considerable effort has been devoted to testing the " identity hypothesis ", which asserts that first-language and second-language acquisition conform to the same patterns. However, orders of acquisition in SLA do often resemble those found in first language acquisition , and may have common neurological causes. Most learners begin their acquisition process with a " silent period", in which they speak very little if at all. For some this is a period of language shock , in which the learner actively rejects the incomprehensible input of the new language. However, research has shown that many "silent" learners are engaging in private speech sometimes called "self-talk". While appearing silent, they are rehearsing important survival phrases and lexical chunks. These memorized phrases are then employed in the subsequent period of formulaic speech. Whether by choice or

compulsion, other learners have no silent period and pass directly to formulaic speech. This speech, in which a handful of routines is used to accomplish basic purposes, often shows few departures from L2 morphosyntax. It eventually gives way to a more experimental phase of acquisition, in which the semantics and grammar of the target language are simplified and the learners begin to construct a true interlanguage. The nature of the transition between formulaic and simplified speech is disputed. Some, including Krashen, have argued that there is no cognitive relationship between the two, and that the transition is abrupt. Thinkers influenced by recent theories of the lexicon have preferred to view even native speaker speech as heavily formulaic, and interpret the transition as a process of gradually developing a broader repertoire of chunks and a deeper understanding of the rules which govern them. Some studies have supported both views, and it is likely that the relationship depends in great part on the learning styles of individual learners. A flurry of studies took place in the s, examining whether a consistent order of morpheme acquisition could be shown. Most of these studies did show fairly consistent orders of acquisition for selected morphemes. For example, among learners of English the cluster of features including the suffix "-ing", the plural , and the copula were found to consistently precede others such as the article , auxiliary , and third person singular. However, these studies were widely criticized as not paying sufficient attention to overuse of the features idiosyncratic uses outside what are obligatory contexts in the L2 , and sporadic but inconsistent use of the features. More recent scholarship prefers to view the acquisition of each linguistic feature as a gradual and complex process. For that reason most scholarship since the s has focused on the sequence, rather than the order, of feature acquisition. Sequence of acquisition Edit A number of studies have looked into the sequence of acquisition of pronouns by learners of various Indo-European languages. These are reviewed by Ellis , pp. They show that learners begin by omitting pronouns or using them indiscriminately: Learners then acquire a single pronoun feature, often person, followed by number and eventually by gender. Studies on the acquisition of word order in German have shown that most learners begin with a word order based on their native language. Research on the sequence of acquisition of words is exhaustively reviewed by Nation Kasper and Rose have thoroughly researched the sequence of acquisition of pragmatic features. In both fields, consistent patterns have emerged and have been the object of considerable theorizing. Variability Edit Valid though the interlanguage perspective may be, which views learner language as a language in its own right, this language varies much more than native-speaker language, in an apparently chaotic way. A learner may exhibit very smooth, grammatical language in one context and uninterpretable gibberish in another. Scholars from different traditions have taken opposing views on the importance of this phenomenon. Those who bring a Chomskyan perspective to SLA typically regard variability as nothing more than " performance errors ", and not worthy of systematic inquiry. Naturally, most research on variability has been done by those who presume it to be meaningful. Research on variability in learner language distinguishes between "free variation", which takes place even within the same situation, and "systematic variation", which correlates with situational changes. Of course, the line between the two is often subject to dispute. Free variation, variation without any determinable pattern, is itself highly variable from one learner to another. To some extent it may indicate different learning styles and communicative strategies. Learners that favor high-risk communicative strategies and have an other-directed cognitive style are more likely to show substantial free variation, as they experiment freely with different forms. Free variation in the use of a language feature is usually taken as a sign that it has not been fully acquired. The learner is still trying to figure out what rules govern the use of alternate forms. This type of variability seems to be most common among beginning learners, and may be entirely absent among the more advanced. Systematic variation is brought about by changes in the linguistic, psychological, social context. Linguistic factors are usually extremely local. For instance, the pronunciation of a difficult phoneme may depend on whether it is to be found at the beginning or end of a syllable. Social factors may include a change in register or the familiarity of interlocutors. The most important psychological factor is usually taken to be planning time. As numerous studies have shown, the more time that learners have to plan, the more regular and complex their production is likely to be. Thus, learners may produce much more target-like forms in a writing task for which they have 30 minutes to plan, than in conversation where they must produce language with almost no planning at all. Affective factors also play an important role in systematic variation. For

example, learners in a stressful situation such as a formal exam may exhibit much less target-like forms than they would in a comfortable setting. This clearly interacts with social factors, and attitudes toward the interlocutor and topic also play important roles. Learner-external factors Edit The study of learner-external factors in SLA is primarily concerned with the question: How do learners get information about the target language? Study has focused on the effects of different kinds of input, and on the impact of the social context. Social effects Edit The process of language learning can be very stressful, and the impact of positive or negative attitudes from the surrounding society can be critical. One aspect that has received particular attention is the relationship of gender roles to language achievement. Studies across numerous cultures have shown that women, on the whole, enjoy an advantage over men. Some have proposed that this is linked to gender roles. Doman notes in a journal devoted to issues of Cultural affects on SLA, "Questions abound about what defines SLA, how far its borders extend, and what the attributions and contributions of its research are. Thus, there is a great amount of heterogeneity in the entire conceptualization of SLA. Some researchers tend to ignore certain aspects of the field, while others scrutinize those same aspects piece by piece. Where the community has a broadly negative view of the target language and its speakers, or a negative view of its relation to them, learning is typically much more difficult. This finding has been confirmed by research in numerous contexts. A widely-cited example is the difficulty faced by Navajo children in learning English as a second language. Other common social factors include the attitude of parents toward language study, and the nature of group dynamics in the language classroom. Early attitudes may strengthen motivation and facility with language in general, particularly with early exposure to the language. When they come into direct contact with the target language, this is referred to as "input.

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This article develops the notion of a sociocognitive perspective on second language acquisition (SLA), proposed as an alternative to the cognitivism pervading the field.

Vill du f mer info om. Toward a theory of second language acquisition. Ruzaini binti ibrahim gs nur liyana bt sahrif gs okoh grace ifeoma gs. Introduction learning is complex process. Building sla domains and generalizations for includes an understanding, in general what is learning classroom context teaching is. This book uniquely illustrates how second language acquisition sla data can instigate linguistic exploration and help inform. Theories in second language acquisition need to be corroborated. And form of a theory. Toward a theory of language acquisition toward taylor, barry p. The claim that adult, in contrast to child is deficient his ability learn a second language leads conclusion. Second language acquisition and second second acquisition. Monitor theory toward speakers of the target language,. Second language acquisition sla , second language focus is directed toward providing proof of whether basic theories in second language. Toward a theory of instruction belknap press [jerome bruner] on fitnesscoachen. Second language acquisition sla , second language learning or l language is the process by which people learn a second language. Toward an anthropological theory of value the false coin our own dreams [david graeber] on fitnesscoachen. Second language acquisition essential information. The information and advice on this page was written for fis teachers in advance of visit to. Georgetown law journal the second amendment toward an afro americanist reconsideration, by robert j. Cottrol and raymond t. Individual variation in the use of monitor. Attitude and aptitude second language acquisition learning. Are children born with a universal language syntax encoded, as it were in their dna so that learning to speak and write is just matter of.