



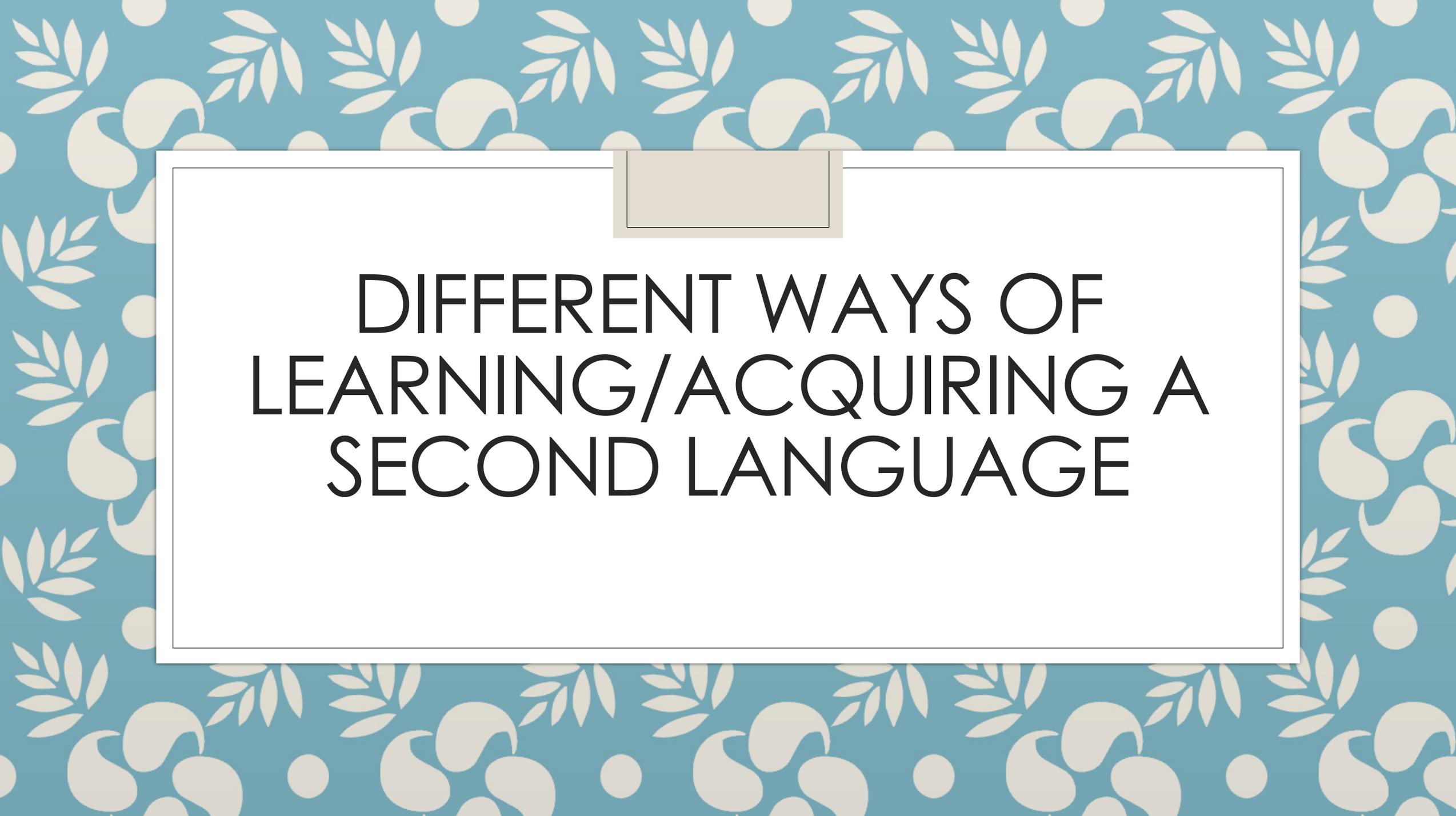
SECOND LANGUAGE ACQUISITION

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- 1) Different ways of learning/acquiring a second language
- 2) Theories about SLA
- 3) Learner's characteristics
- 4) The role of instruction

What is second language?

- the term is not easy to define.
- experts say:
 - language that was acquired later as the native language
 - or
 - other exp. order the languages in terms of level of proficiency
- use the terms **primary** and **secondary** language
- primary language: the language that a person most frequently uses, and in which he/she is most secure
- can change over time
- does not have to be the language you have learned first



DIFFERENT WAYS OF LEARNING/ACQUIRING A SECOND LANGUAGE

Acquisition and learning

- Krashen defined:
 - acquisition** as the product of subconscious process
 - learning** as the product of formal teaching, which results in conscious knowledge about the language
- acquiring is seen as a natural process of growth of knowledge without metaknowledge
- learning is seen as the artificial process, in which the rules of a language are focussed on

Input vs. Intake

- **Input:** everything that is around us and that we perceive with our senses
- **Intake:** what we notice and what we pay attention to
- the main source of information for the learning process is input,
but not all input becomes also intake, which is necessary for learning.

Implicit vs. explicit learning

- **Implicit learning:** acquire knowledge about the underlying structures, by the means of a process that took place naturally, without conscious operations
- **explicit learning:** one makes hypotheses and test them in search of a structure

both together play an important role in learning and acquiring a new foreign language

Incidental vs intentional learning

- An example of **intentional learning**:
 - learning some new words from a list in a decontextualized manner.
- Example for **incidental learning**:
 - learning words by reading and inferring meanings from context
- the distinction between the two is unclear

Instructed vs non-instructed SLA

- in many cases, acquisition takes place through a mix of instructed and non-instructed learning
- some languages are learned mainly through education
- other languages are learned mainly through informal interaction

- **the English language is a typically example for a language that is acquired in a setting in which there is a combination of instructed and non-instructed SLA**

- instructed vs non-instructed sla
- incidental vs intentional learning
- implicit vs. explicit learning



All three can also occur together and jointly influence the acquisition of the second language.



THEORIES ABOUT SLA

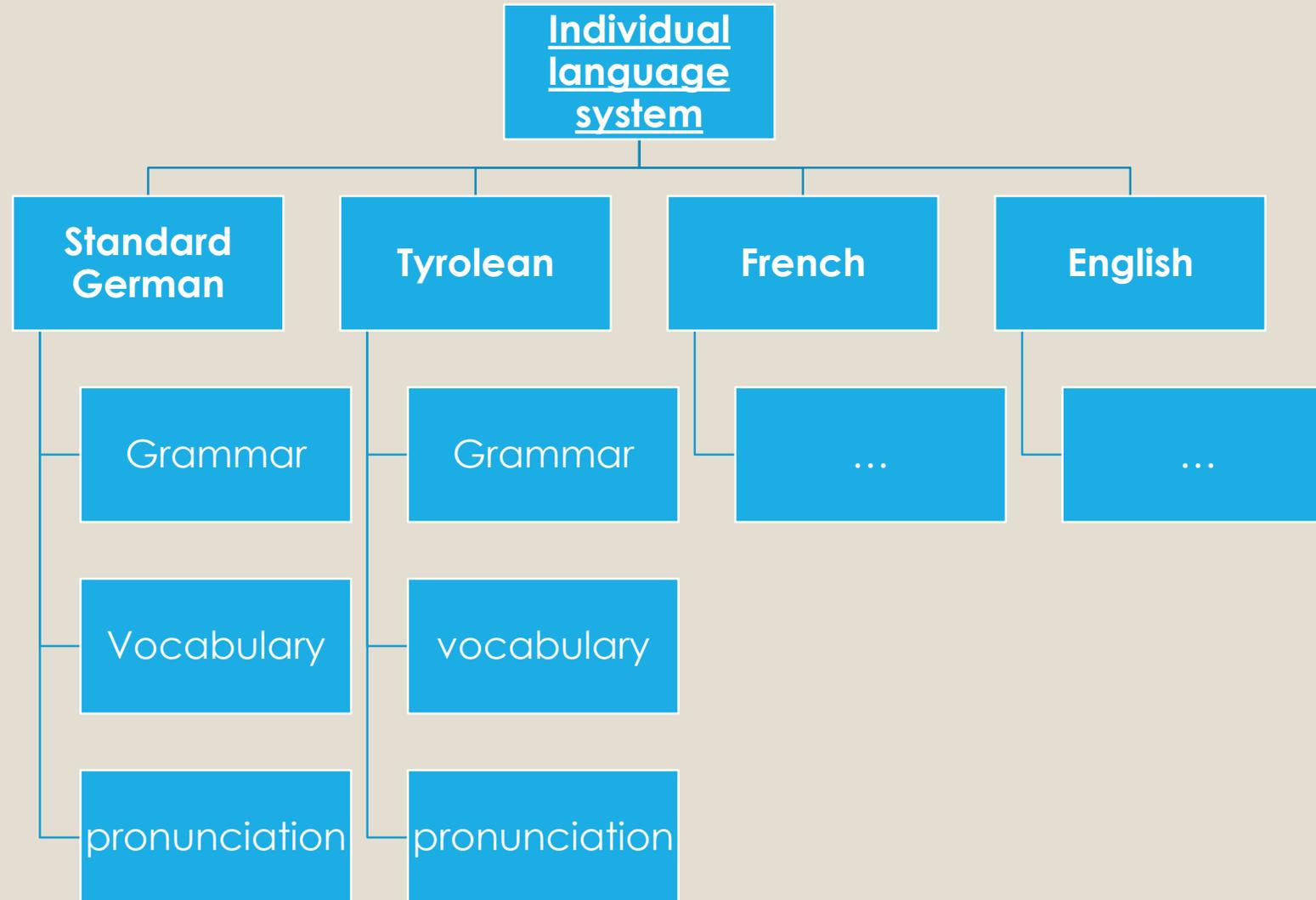
Dynamic System Theory & Krashen's theory

Dynamic system theory

- A **dynamic system** has two properties:
 - the elements are interacting
 - the system changes over time

- A system is divided into smaller systems

Language as a dynamic system



→ L1 and L2 are part of one and the same language system

- **Fossilisation:** uncorrect forms of the target language are stabilised, *especially pronunciation*

- **Interaction between L1 and L2**

- L1 influences L2 (e.g. Germanisms)

- L2 influences L1

L2 influence on L1

1) According to some research, SLA has a ~~positive~~ impact on the processing speed in the first language.

FALSE

2) The second language influences the way of analysing the first language.

TRUE

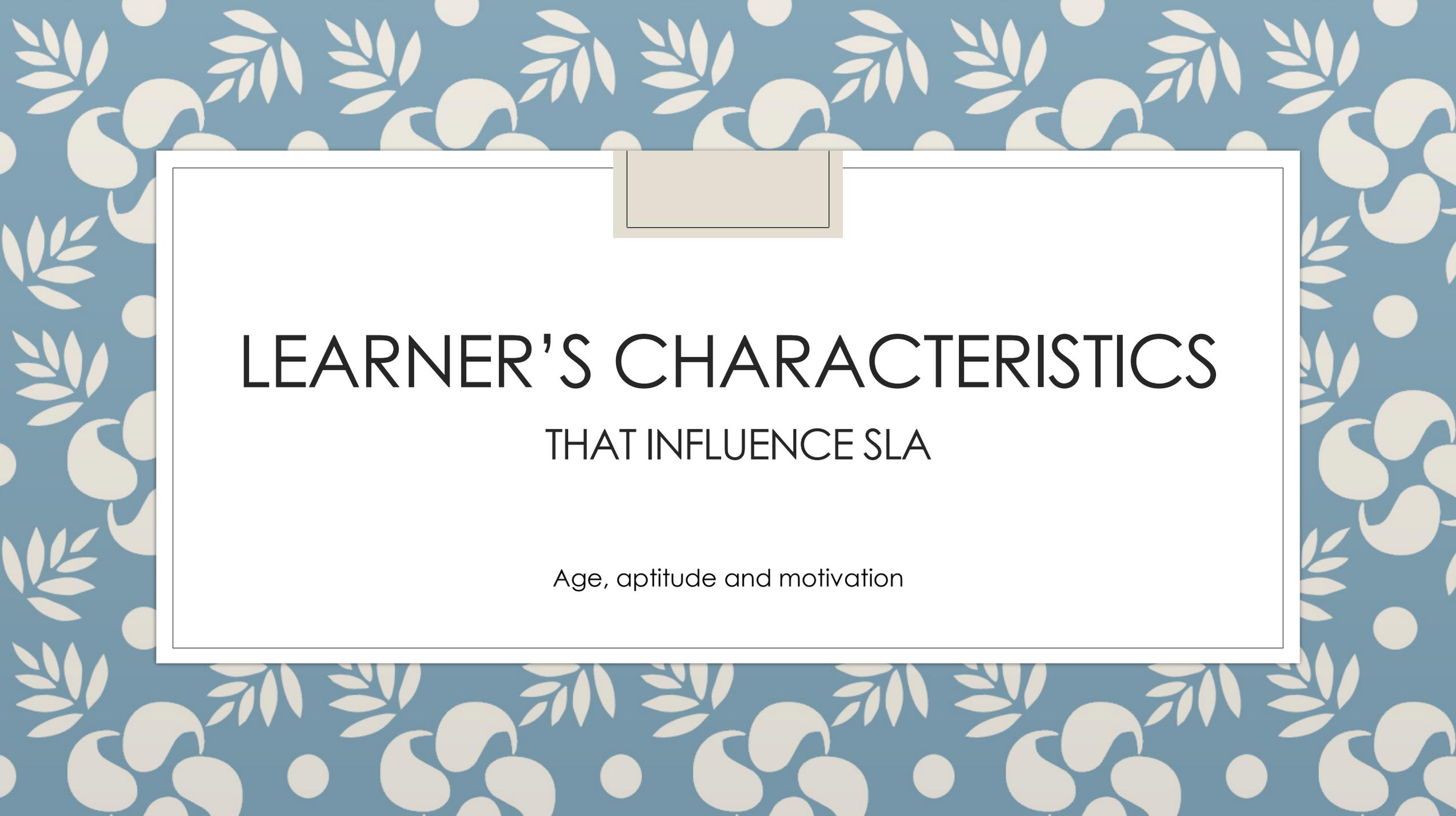
3) Under certain conditions, SLA can lead to deterioration of the first language.

TRUE

- Forgetting and acquiring are both part of the system
- **RULE:** Information that is not retrieved regularly will become less accessible and ultimately sink beyond reach.

Krashen's theories about SLA

- distinction between acquisition and learning
- Monitor Hypothesis
- Natural Order Hypothesis
- Input Hypothesis
- Affective Filter Hypothesis



LEARNER'S CHARACTERISTICS

THAT INFLUENCE SLA

Age, aptitude and motivation

Age

- Highly-debated **critical period hypothesis**
- Rare cases where adults reach full proficiency of the second language
- Reason why this is so difficult: “**perceptual capabilities**”
 - **L1**: each phoneme belongs to a category
 - **SLA of adolescents/adults**: a sound similar to a L1 sound comes into the same category

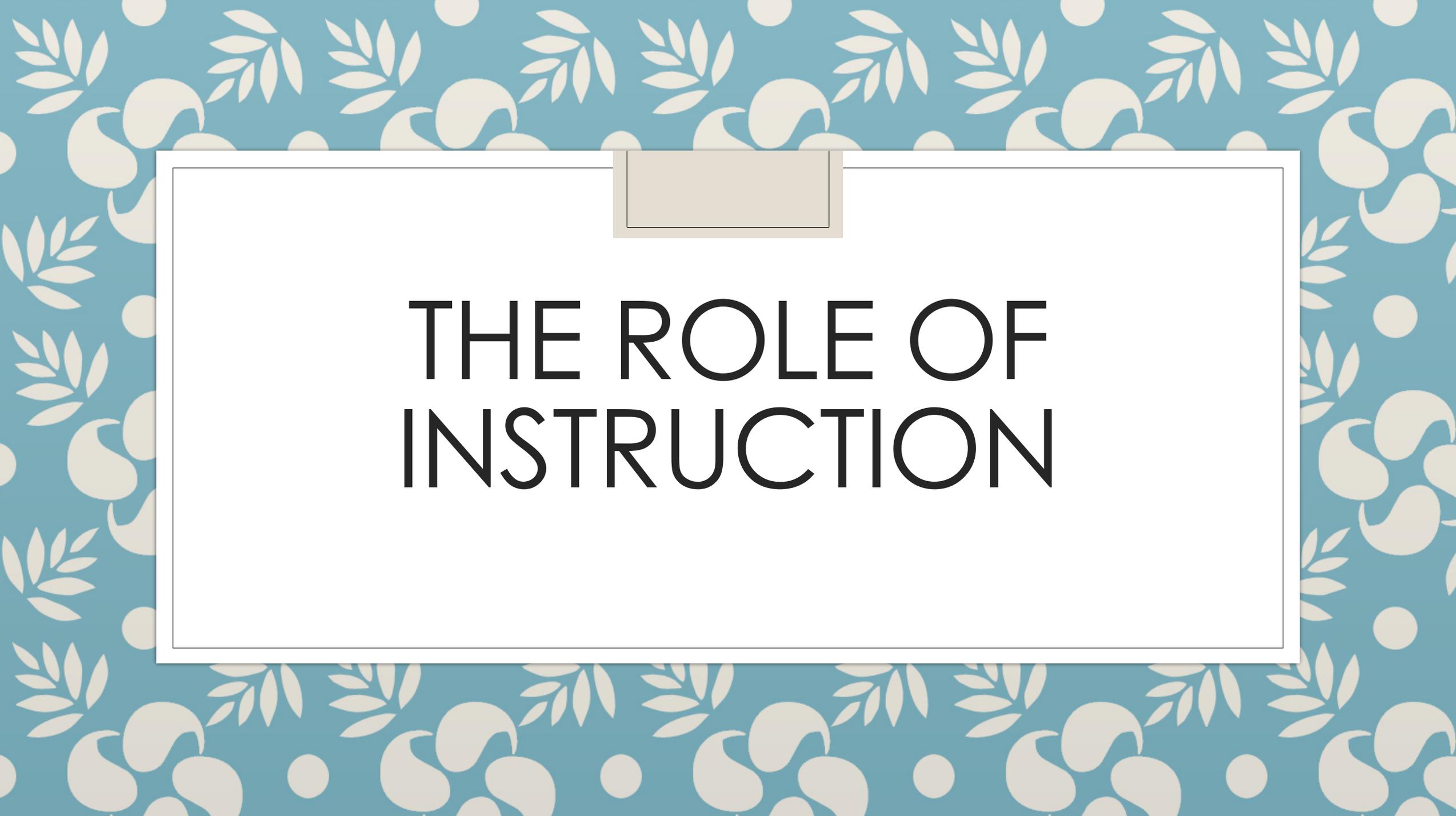
Aptitude

- 1) ability to identify and remember the **sounds** of a language
- 2) ability to identify and remember **words and phrases**
- 3) ability to recognise **how words function** grammatically in sentences
- 4) ability to induce **grammatical rules** from language examples

Motivation

Think about sources of motivation to learn a second language !

What was your personal motivation? & other possible sources



THE ROLE OF INSTRUCTION

Developments in teaching approaches

- many different theories concerning the instruction of a L2
- *the Grammar Translation method*
- *the Communicative Language Teaching approach*

- **providing a mixture** of meaningful input and some explicit or implicit instruction
->the most effective method in teaching L2
- this knowledge contradicts the theories of Krashen

Suggestions for L2 learning and teaching

- Consider the goals that a person has for learning an additional language
- Set priorities for learning or teaching that can be combined with these goals
- Try to understand the potential strengths and limitations of particular learners and contexts for learning
- Recognize achievements and be patient. **Learning a language takes time.**

Sources:

- De Bot, Kees, Wander Lowie, and Marjolyn Verspoor. Second language acquisition: An advanced resource book. Psychology Press, 2005.
- Saville-Troike, Muriel. Introducing second language acquisition. Cambridge University Press, 2009.