

ENG504

→ Introduction to Second Language Acquisition

Second Language Acquisition (SLA) examines how individuals acquire a second language. SLA involves complex interactions between cognitive, emotional, and social factors.

→ Nature of Language, Modularity and SLA

Language modularity suggests that language consists of separate components (phonology, syntax, semantics). SLA research explores how these components interact.

→ Variability

Variability in SLA refers to individual differences in language learning. Factors influencing variability include age, motivation, instruction, and environment.

→ Creativity and Second Language Learning

Creativity in SLA enables learners to generate novel language forms. This capacity is essential for effective communication.

→ Second Language Use and Performance

Second language use involves applying language knowledge in real-life contexts. Performance refers to actual language use.

→ Perspective Difference Between Individual Learners

Individual learners bring unique perspectives, experiences, and learning styles to SLA.

→ Behaviourism and First Language Acquisition

Behaviourism views language acquisition as a result of external stimuli and reinforcement. However, this perspective oversimplifies complex cognitive processes.

→ Second Language Learning and Krashen's Monitor Model

Krashen's Monitor Model proposes that learners acquire language through natural communication, with optional monitoring for accuracy.

→ SLA Hypotheses

Key SLA hypotheses include:

- Input Hypothesis: comprehensible input facilitates acquisition
- Interaction Hypothesis: interaction enhances language learning
- Output Hypothesis: producing language promotes acquisition

→ Second Language and Universal Grammar

Universal Grammar (UG) proposes an innate language faculty. SLA research explores UG's role in second language learning.

→ Universal Grammar and First Language Acquisition

UG influences first language acquisition, providing an innate foundation for language development.

→ Universal Grammar and Second Language Learning

UG's role in SLA is debated. Some argue UG constrains second language learning.

→ Evaluation of Universal Grammar and Cognitive Approaches

Cognitive approaches emphasize learners' mental processes. Evaluating UG and cognitive approaches reveals complexities in SLA.

→ Models of Second Language Learning

Notable models include:

- Behavioural
- Cognitive
- Interactional
- Connectionist

→ Learning Strategies and Second Language Learning

Effective learning strategies enhance Second Language Acquisition (SLA). Common strategies include:

- Self-monitoring: tracking progress

- Peer interaction: collaborating with fellow learners
- Seeking feedback: requesting correction
- Self-directed learning: autonomous study
- Metacognitive strategies: planning, evaluating, and adjusting learning

→ Theories of Second Language Processing and Connectionism

Connectionism proposes that language processing involves neural networks. Key concepts:

- Distributed representation: language knowledge spread across networks
- Pattern recognition: learners recognize patterns in language
- Automaticity: language processing becomes automatic

→ Evaluation Of Cognitive Approaches and Functional Perspectives

Cognitive approaches focus on mental processes, while functional perspectives emphasize language use. Evaluation highlights:

- Cognitive strengths: understanding mental processes
- Cognitive limitations: neglecting social context
- Functional strengths: emphasizing language use and context
- Functional limitations: overlooking individual differences

→ Cognitive, Textual, Social, Orientations and Functionalism

Functionalism integrates cognitive, textual, and social aspects to understand language use. Orientations include:

- Cognitive orientation: focuses on mental processes
- Textual orientation: examines language structure
- Social orientation: considers social context
- Functional orientation: integrates cognitive, textual, and social aspects

→ Functionalism and Interaction in Second Language Learning

Functionalism highlights interaction's role in shaping language learning. Interaction facilitates:

- Language practice
- Feedback
- Negotiation of meaning
- Development of pragmatic competence

→ Input and Interaction in Second Language Acquisition

Comprehensible input and interaction facilitate language acquisition. Key factors:

- Input quality: relevance, complexity, and authenticity
- Interaction type: peer, teacher, or self-directed
- Interaction frequency: regular engagement

→ **Consciousness Raising, Negative Feedback and Negative Evidence**

Consciousness-raising techniques, negative feedback, and negative evidence aid language learning.

Consciousness-raising: increasing awareness of language features

- Negative feedback: correcting errors
- Negative evidence: providing examples of incorrect language use

BS English

<https://whatsapp.com/channel/0029VaazKAVBfxoDMH419U0u>

For Files

<https://drive.google.com/drive/folders/1m6HPIs6iAPIL6v3xf85y4fylxg6dwqne?usp>

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