

Question 1: UG Scope and Achievement

- 1) UG theory aims to describe and explain human language.
- 2) It is nonetheless directly relevant to the study of SL.
- 3) It is a linguistic theory, not a learning theory.
- 4) It has been hugely influential in drawing up sophisticated hypotheses regarding SLA.
- 5) It helps exploring interplay between the first and second language learners and facilitates understanding of linguistic knowledge learners bring to the task of SLA.
- 6) It is primarily concerned with the description and explanation of formal system underlying language.
- 7) Its scope does not include a theory of processing or learning.
- 8) UG is more of a property theory and not a transition theory. Therefore, it must be evaluated as such.

Question 2: Note on UG

On the basis of messy input, children create mental representation of language which goes beyond the input they are exposed to and is very similar to that of other native speakers of the same language variety. Language is the most abstract piece of knowledge. Second language learners are cognitively mature and presumably much more resourceful in problem solving and dealing with abstract concepts. From a theoretical point of view, different possible scenarios are open to consideration; for example,

- SL grammars are constrained by universal grammar (UG)
- UG does not constrain SL grammar or UG is impaired

UG approach is concerned with knowledge of language called ‘competence.’ It is not about performance, about how language is used in real life. A complete theory of language also has to define how we access our knowledge base and how it relates to a number of sociolinguistic and psychological variables. Chomsky acknowledges this and has been concerned almost exclusively with addressing the first two issues. Notion of an innate language faculty in children argues that children go through developmental stages which are very similar across children of given language though progress rate varies.

Question 3: Why Noam Chomsky prefer competence over performance.

Noam Chomsky prefers competence over performance. By competence, he refers to the abstract and hidden representation of language knowledge held inside minds with its potential to create and understand original utterances in a given language. However, there are difficulties in studying

competence as language performance data are believed to be imperfect reflections of competence. The competence can only be assessed indirectly, under controlled conditions, through wide-ranging tests.

Question 4: Functional Research

Functionalist research with social orientation is interested in relationship between the development of child's formal language system and aspects of their social world. Some of this work examines children's speech acts and their relationship with lexical or grammatical choices. Other work looks more broadly at the social context in which children interact and types of speech events they are engaged in. It also seeks to link these influences to linguistic development.

The functional approaches pay attention respectively to the relations between grammatical development and prototype events, between grammar, pragmatics and text organization, and between grammar and the social world. The functional tradition is well established in SLL theory. It claims that language development is driven by pragmatic communicative needs and that the formal resources of language are elaborated to express more complex patterns of meaning. Functionalist research takes form of naturalistic case studies, mostly of adults in early stages of SLL. These studies have offered numerous rich accounts of both rate and route of naturalistic SLL. They vary in their scope of enquiries. Some adopted a 'patch' approach, studying evolution of forms or development of SL within 'time' or 'space' domain. Whereas others proposed SL 'basic variety' that represents a proto-grammar stage that all learners should pass through.

Question 5: Functionalist view of the transition theory

A transition theory describes the process of language learning. UG is also a transition theory as it is interested in describing the language transition process or learning process that occurs during the learning of the second language. In that sense, it does answer the two main questions that Chomsky said the learners must know or the language theory must answer: it describes the knowledge of the language (property theory) and also moves on to explain how that knowledge is acquired by the learners (transition theory).

Question 6: What are three fundamental issues carried forward from the 1970s in SSL?

From the brief and oversimplified account of 1970s first language acquisition research, following characteristics emerge:

- Children go through stages.
- These stages are very similar across children for a given language, although individual progress rate varies.
- These stages are similar across languages.

- Child language is rule-governed and systematic, and their rules do not necessarily correspond to adult ones.
- Children are resistant to correction.
- Their processing capacity limits the number of rules they can apply at any one time.

Question 7: Transition theory

- ‘Transition theory’ is more concerned with the developmental processes of language education.
- It is interested in finding out the different stages of learning in a second language learner.
- It can relate to the first language acquisition telling about the different learning stages in a child’s life and how that learning is different or similar to second language learning.
- They can describe what happens in some detail and in some cases make relationships between different things, but they may not be able to explain why something happens the way it does.

Question 8: Critic on input hypotheses

- Major criticism on this hypothesis claims it to be vague and a-theoretical.
- It is impossible to verify the theory as no independently testable definitions are given.
- The theory specifies the internal workings of the ‘Language Acquisition Device’ where acquisition actually takes place.
- Just comprehensible input is not enough; learners also need to ‘let that input in’ as it is.
- Affective Filter supposedly determines how receptive to the input a learner is going to be.
- This filter captures relationship between affective variables and acquisition process.

Question 9: Criticism on Krashen’s Theory

It was criticized for having methodological problems. Its main weakness was presenting hypotheses as empirically valid models when those have not been tested. (same answer as Question)

Question 10: What is Krashen’s Monitor Model based on?

It is based around five basic hypotheses:

1. The Acquisition-Learning hypothesis
2. The Monitor hypothesis
3. The Natural Order hypothesis
4. The Input hypothesis
5. The Affective Filter hypothesis

Question 11: What is Comprehensible input?

Comprehensible input is a critical concept for second-language development for students with and without learning difficulties. Comprehensible input means that students should be able to understand the essence of what is being said or presented to them. This does not mean, however, that teachers must use only words students understand. In fact, instruction can be incomprehensible even when students know all of the words. Students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. In other words, students may understand most, but not all, words the teacher is using.

Question 12: What is Cross linguist variation

The term *linguistic variation* (or simply *variation*) refers to regional, social, or contextual differences in the ways that a particular language is used.

Variation between languages, dialects, and speakers is known as *interspeaker variation*. Variation within the language of a single speaker is called *intraspeaker variation*.

Question 13: Names of cognitive theorists

- a. McLaughlin
- b. Anderson
- c. O'Malley and Chamot

Question 14: What is Behaviorists Approach

View language learning (like any other kind of learning) as a formation of habits; that is creation of stimulus–response pairing which becomes stronger with reinforcement. In case of first language learning, the process is relatively simple as we have to learn a new set of habits. Second language learning involves replacing those habits by a set of new ones, which is complicated. If SL structures are similar to the learners' first language then learning will easily take place but in case they are different, learning will be difficult.

From a teacher's point of view, this approach had two-fold implications.

- 1) Learning takes place by imitating and repeating (practice makes perfect).
- 2) Teachers needed to focus their teaching on structures which were believed to be difficult, which would be, the areas of differences.

Question: Errors in behaviourism

When we talk about errors in SL utterances, Behaviorists view errors as a result of 'bad habits' which can be controlled through rote learning and pattern drilling using target language models. Recent

studies contradict this view by claiming that errors and mistakes are patterned although some of them are caused by first language influence, yet this is not true for all of them. Learner's language system is unstable and characterized by high degree of variability which is a central feature of learner inter-language.

Question 15: What is Chomsky's strong criticism on Skinner's behavior view.?

Chomsky strongly criticized Skinner's Behaviorist views on number of issues and rejected the idea that one can compare the behaviour of rats in a laboratory, learning to perform simple tasks, to the behaviour of children learning language without direct teaching. Chomsky claimed that children have an innate faculty that guides them in their learning of language.

Question 16: Progressive learning pedagogy

Progressive' language pedagogy (1950s) drew on a version of structuralism developed by British linguist Palmer. This approach is summed up as follows:

1. The conviction about finite set of 'patterns' or 'structures' in language systems
2. The belief that reception and practice result in accuracy and fluency in foreign language habits
3. Methodology to teach 'the basic' first before encouraging learners to communicate their own thoughts and ideas

Question 17: Role of intake.... Input processing theory

Input processing theory is primarily focused on explaining the shortcuts and restricted processing strategies which learners seem to use.

Intake in Light of Input Processing Theory by Bill Van Patten

1. Linguistic data is actually processed from the input.
2. It is held in working memory for further processing.
3. Input processing theory does not offer a complete model of successful processing input.
4. It offers a set of principles.
5. It explains the apparent failures of learners to process the input.

Question 18: Input, Output, and Interaction hypotheses

Input, Output, and Interaction hypotheses have led to very active strands of empirical research. The first phase of research was inclined toward documenting phenomenon of meaning negotiation. The second phase developed in the following ways:

- a) Relating environmental factors in language learning to linguistic theory, particularly to Universal Grammar

- b) Interest in the significance of negative evidence
- c) Increased attention to information processing theory and the complications involved in conversion of environmental language firstly into input and subsequently into intake

When we look at the achievements of this tradition, it has been shown that:

- Native speaker and non-native speaker interlocutors can and will work actively to achieve mutual understanding.
- Negotiations involve both linguistic and interactional modifications, which together offer opportunities to ‘notice’ aspects of target language form, whether from positive or negative evidence.
- Non-native speaker participants in ‘negotiations for meaning’ can’t attend to, take up, and use language items made available to them by native speaker interlocutors.
- Learners receiving negative feedback, relating to particular target language structures, can be significantly advantaged when later tested on those structures.

Question 19: What connectionist says about language?

According to them:

- It claims that learners are sensitive to regularities in the language input and extract probabilistic patterns on the basis of these regularities.
- Learning occurs as these patterns become strengthened or weakened through repeated activation or non-activation.
- Connectionism strikingly differs from other approaches as it does not believe that the learning of rules underlies the construction of linguistic knowledge rather it happens through associative process. According to them learning is not rule-governed.
- Connectionism is seen as an alternative to symbolic accounts of language acquisition. It is a transition theory that explains how associative patterns emerge in learners.

Question 20: Why Processing theorists do not say much about the language itself?

Processing theorists do not say much about language itself. They concentrate on study of processing constraints operating in SLA.

Question 21: Nature vs nurture

The best known controversy involves B. F. Skinner and Noam Chomsky. Skinner advocates behaviorist mechanisms; whereas, Chomsky emphasized the role of innate dispositions that expect natural languages to be organized in particular ways and support the role of Universal Grammar (UG).

The phrase nature and nurture relates to the relative importance of an individual's innate qualities as compared to an individual's personal experiences (nurture i.e behaviorism) in causing individual differences, especially in behavioral traits.

Question 22: Cognitive deficit impact on language learning

Many children with cognitive deficit develop language normally. As there are numerous examples of people with cognitive disabilities or difficulties who performed well in language(s), evidence of opposite is also found. There are many cognitively 'normal' children with impaired language condition known as 'specific language impairment.' A study suggests that some aspects of language at least might be genetically controlled. Damage to left hemisphere of the brain also results in language deficit. Language and cognition seem to be largely separate but they do interact.

Question 23: Types of theories using in SLA**Processability Theory:** by Pienemann

- It claims that we need both theory of grammar and a processing component to understand SLA.
- It focuses on the acquisition of the procedural skills required for processing the formal properties of second languages.
- Pienemann believes that language learning is gradual acquisition of computational mechanisms.
- Limitations in processing skills in early stage of learning prevent them from attending to some aspects of SL.
- The processing challenge within this framework is that learners must learn to exchange grammatical information across elements of a sentence.

Question 24: Fossilization

Fossilization refers to the situation when a learner's SL system seems to 'freeze' or become stuck at some more or less deviant stage.

When second language learner seems unable to get rid of non-native-like structure despite abundant linguistic input over many years, it is called fossilization. Fossilization in this model would arise as a result of a controlled process becoming automatic prematurely.

Question 25: Negative feedback and recast in SL classrooms

Observational studies examined the occurrence, and apparent effects of negative feedback in SL classroom. For instance, Lyster and colleagues (1997) noted that recasts were the most common type of feedback. However, recasts were much less likely to lead to immediate self-correction by the students.

A further analysis reported that feedback provided by the teachers varied according to the type of error that had been made. Teachers were more likely to respond to lexical errors with negotiation (e.g. clarification requests), whereas they respond to grammatical and phonological errors with recasts. Recasts were seen as an effective strategy in case of phonological error. However, recasting was much less effective for repair of grammatical mistakes. The study suggested that more interactive feedback modes would be more effective in pushing learners to amend their hypotheses about SL grammar as well as vocabulary.

Question 26: What is Negative evidence?

Negative evidence means any kind of input that informs about unacceptable forms in the target language. It includes formal correction by teacher and informal paraphrasing by a native-speaking conversational partner. However, corrections often seem ineffective; therefore, recent theorist put more emphasis on the provision of positive evidence.

Question 27: There are three methods in children in second language acquisition Please explain third.

The third method is the autonomous stage: the skill becomes more and more rapid and automatic.

When the learner actions become increasingly automatic after practicing any rule for some time and become their second nature. (related to Anderson's Model)

Question: What leads to next phases of research apart from input, output and interaction?????**Question: Example of krashen nature hypothesis??****Question: Language Acquisition Hypothesis???****Question: 7. Factors of cognitive group NO IDEA****Other Important Topics****Question 1. What is a theory?**

A 'theory' is a more or less abstract set of claims about the significant units within phenomenon under study. It aims at explanation as well as description. Theories are produced collaboratively and evolve through a systematic enquiry. These are assessed through hypothesis testing and involve a reflexive process. A good theory is supposed to give clear and explicit statements about its claims. It must be testable or falsifiable in some way. The linguists view language as a complex communication which must be analyzed on different levels.

Question 2. What is Property Theory?

The linguists are more interested in 'property theory.' They are concerned with the structure of the language and how a language changes; how certain words become obsolete; how certain factors

lead to the addition of new words and merge them in a language system. In property theory, the language system is important.

Question 3: The two approaches of Cognitive theorists of SLA are:

a. Processing Theorists

Those who believe that language knowledge might be ‘special’ in some way, but they are concerned to develop transition or processing theories to complement property theories.

Processing approaches investigate

- how second language learner process linguistic information,
- how this ability develops over time?

b. Perceptual Saliency Approach:

The Perceptual Saliency approach argues that human beings perceive and organize information in certain ways, and it is perceptual saliency of linguistic information that drives the learning process forward; rather, than an innate language-specific module. We find similarity in linguistic development across children and across languages because human beings are programmed to perceive and organize information in certain way. Slobin (1979) has devised operating principles which guide children in their processing of the linguistic strings which they encounter. These principles are based on the claim that certain linguistic forms are more ‘accessible’ or more ‘salient’ to the children than others. These principles are as follows:

1. Pay attention to the end of words.
2. Linguistic elements encode relation between words.
3. Avoid exceptions.
4. Underlying semantic relations should be marked overtly and clearly.
5. Use of grammatical markers should make semantic sense.

Question 4: Emergentist / Constructionist

Emergentist or Constructionist does not consider separation between property and transition theories as legitimate. They believe that you can explain both the nature of knowledge and how it is processed through general cognition principles.

Constructivists consider that the complexity of language emerges from associative learning processes being exposed to a massive and complex environment. Many of them believe that the language develops as learners move from the learning of exemplars that are committed to memory. They claim that children pick up frequent patterns they hear around them and slowly make more abstract generalization as the database of related utterances grow.

Question 5: Hypothesis which took inspiration from Krashen's proposals

1. The Interaction hypothesis
2. The Output hypothesis

Question 6: Who were connectionists?

Connectionists are primarily concerned with individual; they do not see learner as a social being. They are interested in mind as a processor of information rather than in specificity of the linguistic information it contains. The link they build up with neurology and neurobiology is also important. The advantages of these models over traditional symbolic models are:

- a. They are neurally inspired.
- b. They incorporate distributed representation and control of information.
- c. They are data-driven with prototypical representations.
- d. They show graceful degradation as do humans with language disorders.
- e. They are models of learning and acquisition rather than static description.

Question 7: Theories of Second Language

Processing; Processability Theory; Teachability Hypothesis;

Perceptual Saliency; Connectionism; Connectionist Approach

Question 8: Teachability Hypothesis

Pienemann's Processability theory explains that SL learners follow a fairly rigid route while acquiring certain grammatical structures. It implies that structures only become 'learnable' when previous steps on this acquisitional path have been acquired. According to Pienemann, learners can only operate within their Hypothesis space, constrained by available processing resources. It led him to develop "teachability hypothesis" in which he considers the pedagogical implications of the learnability or processability model. It predicts:

- Stages of acquisition cannot be skipped through formal instructions
- Instruction will be beneficial if it focuses on structures from 'the next stage'

Question 9: Schumann's Acculturation Model

It was related to pidginization or Acculturation. Pidgin is a language that is formulated when two individuals belonging to two different language backgrounds come into contact with each other and they have the need to communicate. They try to pick words from both the languages and try to communicate by using a language which is reductionist that is reduced to the very basic things and it also simplifies the grammar and it borrows the words or the content words from both the languages.

Therefore we can say According to Schumann:

- Acquiring a new language is part of a general process of Acculturation.
- Success is determined by the extent to which they can orient to the target language culture.

In this acculturation model, two important factors play a role on acquisition:

a. Social distance

Means the learner's interact with the SL native group (in term of time as well as how often), the degree of their interaction, closeness and openness to each other.

b. Psychological Distance

It means that SLL is related to motivation and attitude of a person towards learning the SL and the beliefs he has for that language and the culture. Language learning is also related to an individual's Language anxiety. The less it is the better learning will take place.

Question 10: General benefits of applying cognitive theory to SLA are as follows:

- Learning is an active and dynamic process in which individuals make use of a variety of information and strategic modes of processing.
- Language is a complex cognitive skill in terms of how information is stored and learnt.
- Learning a language entails a stage wise progression from initial awareness, active manipulation of information and learning processes to full automaticity in language use.
- Learning strategies parallel theoretically derived cognitive processes and have the potential to influence learning outcomes in a positive manner.

Question 11: Note on Anderson's active Control of Thought (ACT) Model

Anderson's Active Control of Thought (ACT*) model is more wide-ranging, and the terminology is different but practice leading to automatization also plays central role. It enables declarative knowledge. Anderson suggests three kinds of memory:

- a working memory
- a declarative long-term memory
- a procedural long-term memory.

This model has been criticized for insisting that all knowledge starts out in declarative form, which is clearly problematic in case of first language learner as Anderson has accepted in answering to the criticism. Anderson's model is a general cognitive model of skill acquisition. It can be applied to those aspects of SLL that require proceduralization and automatization. According to Anderson, the move from declarative to procedural knowledge takes place in three stages.

1. The cognitive stage: a description of the procedure is learnt.
2. The associative stage: a method for performing the skill is worked out.

3. The autonomous stage: the skill becomes more and more rapid and automatic.

Short Notes

Lesson: 02

Four Logical possibilities for with innate mechanisms for SLL:

1. Innate mechanisms operate during SLL the same way that they do in first language learning.
2. These mechanisms cease to be operable after first language acquisition; SL is learnt by other means.
3. These mechanisms provide a model of natural language which can be copied in SLL.
4. These mechanisms remain partly available but must be supplemented by other means.

Lesson: 03

Language Changes at Various Levels:

1. Lexical Change
2. Morphological Change
3. Syntactic Change
4. Phonological Change

Major Factors Behind the Spread of English:

- The power of the British Empire/Colonialism
- Industrial revolution taking place in England for the first time
- The rise of America as a world power
- Prestigious status of English in various nation states

Lesson: 04

Three main points of view of SLL Learner

The linguistic perspective

Concerned with modelling language structures and processes within mind

Social psychological perspective

Concerned with modelling individual differences among learners and their implications for eventual learning success

Sociocultural perspective

Concerned with considering learner as social being and member of social group and network

Lesson: 05

Gardner and Macintyre divide the learner traits into two groups:

Cognitive

- Intelligence
- Language aptitude
- Language learning strategies

Affective (emotional)

- Language attitude
- Motivation
- Language anxiety
- Willingness

Lesson: 07**Krashen's Monitor Model**

The theory evolved in late 1970s; it was refined and expanded in early 1980s. It is based around five basic hypotheses:

1. The Acquisition-Learning hypothesis
2. The Monitor hypothesis
3. The Natural Order hypothesis
4. The Input hypothesis
5. The Affective Filter hypothesis

Lesson: 09

Main goals of SLA are to answer three basic questions about human language:

1. What constitutes knowledge of language?
2. How is knowledge of language acquired?
3. How is knowledge of language put to use?

Linguistic theory aims to:

- Describe the mental representations of language that are stored in the human mind.
- Define what all languages have in common as well as their distinctive characteristics.

Lesson: 11

Aitchison presents Lenneberg’s criteria as a list of six features (UG)

1. The behavior emerges before it is necessary
2. Its appearance is not a result of a conscious decision.
3. There is a regular sequence of ‘milestones’ as the behavior develops
4. Direct teaching and intensive practice have relatively little effect.
5. Its emergence is not triggered by external events.
6. There may be ‘critical period’ for the acquisition of the behavior

There are three potential sources of cross-linguistic variation relating to functional categories:

1. Languages can differ in terms of functional categories
2. The features of a particular functional category can vary
3. Features vary in strength

Scope and Achievements of UG

- Aims to describe human language
- Directly relevant to the study of SL
- Linguistic theory not a learning theory
- Doesn’t include theory of processing or learning

Lesson: 12

Difference between Universal Grammar UG approach and Cognitive Approaches

Universal Grammar	Cognitive Approaches
Property theory	Transition theory
Properties of First language (FL)	Properties of learning process
Similarities and differences of learnt languages	Similarities and differences of learning
Difference between competence and performance	No differentiation

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According to Anderson, the move from declarative to procedural knowledge takes place in three stages.

4. The cognitive stage: a description of the procedure is learnt.
5. The associative stage: a method for performing the skill is worked out.
6. The autonomous stage: the skill becomes more and more rapid and automatic.

Lesson: 14

Learning strategies can be classified into three categories:

1. **Metacognition strategies:** selective attention, planning, monitoring, evaluation.
2. **Cognitive strategies:** rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer, elaboration.
3. **Social or affective strategies:** co-operation, questioning for clarification, and self-talk.

General benefits of applying cognitive theory to SLA:

1. Dynamic Process
2. A complex cognitive skill
3. Stage wise progression
4. Positive influence on learning

Lesson: 15

Slobin (1979) has devised operating principles which guide children in their processing of the linguistic strings. These principles are based on the claim that certain linguistic forms are more 'accessible' or more 'salient' to the children than others. These principles are as follows:

1. Pay attention to the end of words.
2. Focus on Linguistic elements encode relation between words.
3. Avoid exceptions.
4. Underlying semantic relations should be marked.
5. Use of grammatical markers should make semantic sense.

Lesson: 16

Cognitivists primarily investigate development of processing in SL learners.

Psychologists use laboratory techniques to measure accurately performance indicator.

Linguists apply linguistic analysis techniques to study SL learners' productions or intuitions. Both methodologies have their advantages and disadvantages.

Connectionists are primarily concerned with individual; they do not see learner as a social being. They are interested in mind as a processor of information

The **ultimate goal** of any SLA model is better understanding of SLA process overall.

The advantages of these models over traditional symbolic models are that:

- They are neurally inspired.

- They integrate distributed representation and control of information.
- They are data-driven with prototypical representations.
- They show graceful degradation.
- They are models of learning and acquisition rather than static description

Functional/Pragmatic Perspectives Functionalists are centrally concerned with the ways in which SL learners set about making meaning and achieving their personal communicative goals.

Lesson: 18

‘**Interactionist**’ perspective mostly does not challenge the concepts of autonomous language module or cognitive mechanisms at work within the individual learner.

Input hypothesis claims that comprehensive input is the only necessary condition for language learning to take place

Output Hypothesis. Swain argued that students often succeed in comprehending SL text while only partly processing them. SL production (output) really forces learners to undertake complete grammatical processing

Adults commonly use ‘special’ speech styles when talking with young children. This is called ‘**baby talk**’

Functionalist research has mostly concerned itself with naturalistic adult learners acquiring a socially dominant TL in the workplace and other non-domestic settings.

Lesson: 20

Swain (1985, 1995) goes beyond this ‘practice’ function and proposes three further functions for learner output:

- The noticing/ triggering function (conscious-rising role)
- The hypothesis-testing function
- The metalinguistic function (reflective role)

Lesson: 21

Kinds of Attention

- Noticing
- Understanding

Accuracy of Recast Reproduction (Philip, 2003)

The accuracy of recast reproduction depends on the following factors:

1. Learners’ language level

2. Length of the recast
3. Number of corrections

Input Processing Theory Principles

Principle No.1 Learners have preferences for semantic processing over morphological processing.

Principle No. 2 The learners have a preference for beginning and ending words.

Autonomous Induction theory tells that understanding of SLA processes requires an adequate theory of the following phenomena:

1. Representation of language in the mind.
2. How language is processed, both receptively and productively?
3. How our mental representations of language can be changed to process the environmental language we encounter?

Lesson: 22

The **first phase** of research was inclined toward documenting phenomenon of meaning negotiation.

The **second phase** developed in the following ways:

- d) Relating environmental factors in language learning to linguistic theory, particularly to Universal Grammar.
- e) Interest in the significance of negative evidence.
- f) Increased attention to information processing theory.

Limitations of Interactionist Approach

- Work on interaction has been carried out within a Western or Anglophone educational setting. More cross-cultural studies are still required
- There are still not many studies that focus on particular language structures
- There is lack of studies that document learners' use and control of these items.

Following were the leading supporters of the Soviet theorist *Vygotsky*:

1. Jerome Bruner
2. James Wertsch
3. Barbara Rogoff

4. James Lantolf

5. Mercer

6. Wells

Socio-cultural Perspectives (*Vygotsky*) on Second Language Learning:

This theory proposes that;

- Language learning in social context
- Interaction is central to learning
- It itself constitutes the learning process
- Learning is also a **mediated process**

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Q) The Affective factors include : language attitudes, language anxiety, and willingness.

Q) The Cognitive factors include: Intelligence motivation, language aptitude and LL strategies.

Property Theory : The linguists are more interested in 'property theory.' They are concerned with the structure of the language and how a language changes; how certain words become obsolete; how certain factors lead to the addition of new words and merge them in a language system. In property theory, the language system is important.

Transition Theory : 'Transition theory' is more concerned with the developmental processes of language education. It is interested in finding out the different stages of learning in a second language learner. It can relate to the first language acquisition telling about the different learning stages in a child's life and how that learning is different or similar to second language learning.

Q) Nature vs nurture: **Nature** emphasizes to innateness in SLA and **Nurture** advocate to it is process to learning language through outside... Skinner thinks we need to nurture the learning habits, he advocates behaviorist mechanisms. Where as Chomsky thinks that its inbuilt, he emphasized the role of innate dispositions. (Whatsoever we possess by birth is nature and whatsoever we get with our experiences is nurture)

Note on input hypothesis? Input hypothesis is linked to the natural order hypothesis. It depends on the comprehensible input for SLL to take place. Language is only acquired by understanding the input that us $i+1$. It claims speaking a language is a result of acquisition not its cause. If input is understood, the necessary grammar is automatically provided

Claims of input hypothesis? (A) If child speaks it is a result of acquisition and not its cause. (B) Speech cannot be taught directly; it emerges from the acquisition itself. (C) It has to emerge from the comprehensible input. (D) If input is understood, the necessary grammar is automatically provided.

Criticize input hypothesis? (A) It's vague and imprecise (B) It does not give any detail of process that goes on during or in between the stages. (C) It is impossible to verify the theory as no independently testable definitions are given. (D) The theory does not specify the internal workings of the 'Language Acquisition Device' where acquisition actually takes place.(Does not tell how do we determine level I and level 1.) (E) The level at which the comprehensible input has to be given or what the components of the comprehensible input would be.

Diff btw critique and criticism ? Criticism > is noun identifying and referring to the statement of negative things

Critique > referring to evaluating 7 ; negative and positive both points .

Fossilization: At times certain errors seem to reoccur in Students of second language, no matter what amount of feed back you give them This is called fossilization. It refers to the situation when a learner's SL systems seems to freeze or have become stuck at some more or less deviant stage.

Schumann theory: According to Schumann theory when language is learned it should be seem as process of complexity of pidgin. Means when learner learn language or second language it is similar to the pidgins but as they progress in that language they gradually add complexity to it by using grammar structure and more vocabulary.

Information processing approach: Investigates how different memory stores deal with SL information. How this information is automatized and restructured with repeated use. It differentiate between Long term memory and short term memory. Declarative knowledge and procedural knowledge.

Processibility theory: It looked at processing demands made by formal aspects of 2nd lang, which structure will be easy to learn. Implications for learnability & teachability of 2nd lang structure. It directly relates to teaching learning environment in classroom.

Fundamental approach problems after 1970: Internal mechanisms, 1st language, psychological variables, social & environmental variables, input

Universal grammar points about SLL: * It enables all people and researchers to come up with detailed description of the language itself or what type of differences and similarities are there . * It enables the researchers to formulate a hypothesis related to nature of the language or the knowledge in the mind of the learner. * universal grammar facilitates more focused analysis of SLL so it enables to see what is the nature of learner in detail.

McLaughlin model: (1987-1990) Its information processing model . Humans are viewed as autonomous & active beings. They voluntarily learns a lang. Lang is not just assimilated in their mind when they are exposed to it.

Name 3 stages in which declarative knowledge passes on to procedural ?

The Cognitive Stage, The associative stage, The autonomous stage.

Learning strategies (O'Malley & Chamot 1990) Metacognitive strategies, Cognitive strategies, Social or affective Strategies

Connectionism theory: Connectionism or parallel distributed processing likens the brain to a computer that would consist of neural networks, complex clusters of links between information nodes. These links or connections become strengthened or weakened through activation or non-activation. Learning in this occurs on the basis of associative process rather than construction of abstract rules. Connectionism rejects that learning of rules underlies construction of linguistic knowledge, this goes against the concept that language is learned in stages.

Interaction importance in SLA(topic 107): When the learner have SL input, they actually process the language by interacting with each other. This qualitatively changes the input in nature. Proficiency can be achieved only by interaction.Through interaction input is questioned, recycled & becomes useful.

Output hypothesis: means that SL production is very imp for full processing of SL, it is when the learner are actually using the SL and choosing btw words, syntax etc. It is Output more than input which actually allows to learn the SL.

CDS: Interest triggered since 1960 . CDS might facilitate lang acquisition in various ways. It enables child to manage attention on some specific piece of linguistic items. It facilitates segmentation. Provides feedback, correct models and reduces child processing load. It encourages the child into interaction and be part of conversation.

Functional perspectives on SLL (In notes related to 1st lang. Only) topic 97

Socio-cultural Perspectives on SLL

The theorists who advocate this perspective view language learning in essentially social terms. They claim that target language interaction cannot be viewed simply as a source of 'input' for autonomous and internal learning mechanisms; rather, it plays more central role in learning. This theory was originally presented by Soviet developmental psychologist Vygotsky who argued that humans do not act directly on physical world but rely on tools and labour activity, use symbolic tools or signs to mediate, and regulate their relationships with others.

What is functionalist approach in regard to social factor?

Functional/Pragmatic Perspectives on Second Language Learning

The researchers who adopt this approach are centrally concerned with the ways in which SL learners set about making meaning and achieving their personal communicative goals. They emphasize the importance of learners' speech acts and how they exploit immediate social, physical and discourse context to make meaning. They argue that the meaning-making efforts are a driving force in ongoing second language development that interacts with the development of formal grammatical systems. Functionalism in linguistics is the explication and explanation of grammatical structure in which semantic and pragmatic constructs are integral.

What is interaction and information processing theory?

Interaction in Second Language Acquisition

Various studies during 1970s and 1980s demonstrated that the talk addressed to learners was typically grammatically regular but somewhat simplified linguistically. The degree of simplification reported in many descriptive studies was puzzlingly variable. Also, these studies stopped short at description of distinctive features of 'Foreigner Talk Discourse.' Long proposed a more systematic approach to linking features of 'environmental' language, and learners' second language. Long proposed his Interaction hypothesis as an extension of Krashen's original Input hypothesis. Following on Long's original studies, many others used a similar taxonomy and taught us a good deal about the types of task that are likely to promote extensive negotiation of meaning, inside and outside the classroom. They also demonstrated that negotiation of meaning occurs between non-native speaker peers as well as between more fluent and less fluent speakers, given the right task conditions.

1. Information processing approach investigates how different memory stores (short-term memory, long-term memory) deal with SL information and how this information is automatized and restructured.
2. Processability theory looks more specifically at processing demands made by various formal aspects of second language, and implications for learnability and teachability of second language structure.

Here, we will discuss two information processing models:

- McLaughlin's Information processing model (1987, 1990)
- Anderson's Active Control of Thought (ACT*) model (1983, 1985)

cognitive and affective approach

The Cognitive Approaches to Second Language Learning (SLL)

The Second Language Acquisition (SLA) researcher under these approaches put more emphasis on the learning component of SLL; they are interested in transition theories. Their focus is still very much on the learner as an individual. They are more interested in understanding how the human brain processes and learns new information. UG theorists were interested primarily in competence; they were not centrally concerned with how learners access linguistic knowledge in real time or what strategies are employed when an incomplete linguistic system lets the learner down? On the other hand, these are the central issues for cognitive theorists.

The two approaches of Cognitive theorists of SLA are:

1. Processing Theorists

Those who believe that language knowledge might be 'special' in some way, but they are concerned to develop transition or processing theories to complement property theories. Processing approaches investigate how second language learner process linguistic information, and how this ability develops over time?

2. Emergentist / Constructionist

Emergentist or Constructionist does not consider separation between property and transition theories as legitimate. They believe that you can explain both the nature of knowledge and how it is processed through general cognition principles. Constructivists consider that the complexity of language emerges from associative learning processes being exposed to a massive and complex environment. Many of them believe that the language develops as learners move from the learning of exemplars that are committed to memory. They claim that children pick up frequent patterns they hear around them and slowly make more abstract generalization as the database of related utterances grow.

3 factors of cognitive

The Cognitive factors include intelligence, language aptitude, and language learning strategies.

Elaborate the term noticing in attention theory

Researchers have developed the idea that the amount of attention may influence the extent to which SL input and interaction actually produce SL intake. Schmidt (1990, 1994, 2001) has been most influential in promoting this view. He is careful to distinguish among different types of attention. He uses the term 'noticing' to refer to the process of bringing some stimulus into focal attention and registering its simple occurrence, whether voluntarily or involuntarily. He reserves the terms 'understanding' and 'awareness' for explicit knowledge: 'awareness of a rule or generalization.' Schmidt is optimistic about the contribution of both kinds of attention. His main evidence supports the significance of noticing. He argued that noticing is the necessary and sufficient condition for conversion of input to intake for learning; later, he modified this view to the claim that: more noticing leads to more learning.

can children with cognitive deficit develop language or not give Ur opinion ?

Many children with cognitive deficit develop language normally. As there are numerous examples of people with cognitive disabilities or difficulties who performed well in language(s), evidence of opposite is also found. There are many cognitively 'normal' children with impaired language condition known as 'specific language impairment.' A study suggests that some

aspects of language at least might be genetically controlled. Damage to left hemisphere of the brain also results in language deficit. Language and cognition seem to be largely separate but they do interact.

Characteristics of SLL

From the brief and oversimplified account of 1970s first language acquisition research, following characteristics emerge:

- Children go through stages.
- These stages are very similar across children for a given language, although individual progress rate varies.
- These stages are similar across languages.
- Child language is rule-governed and systematic, and their rules do not necessarily correspond to adult ones.
- Children are resistant to correction.
- Their processing capacity limits the number of rules they can apply at any one time.

How children and adults learn the additional language.

The second language learners may be children or the adults who embark on learning of an additional language, at least some years after they have started to acquire their first language. They may be learning the target language formally in school or college, or may be learning it through informal social interaction. They may be learning a highly localized language to become an insider in local speech community; or may be learning a language of wider communication relevant to their region in order to get access to economic development and public life. There are three main points of view among SLL researchers as far as learner is concerned. The linguistic perspective is concerned with modelling language structures and processes within mind. Social psychological perspective is concerned with modelling individual differences among learners and their implications for eventual learning success. Socio-cultural perspective views the learner as social beings and members of social groups and networks. The first two are primarily concerned with analyzing and modeling the inner mental mechanisms available to the individual learner. They aim to document and explain the developmental routes, but are less concerned with the speed or rate of development. They minimize or disregard social and contextual differences.

Short note on interaction in second language. TWICE

When we examine the role of input and interaction in first language acquisition, we come to know that adults commonly use 'special' speech styles when talking with young children. This is called 'baby talk' which might be helpful to language acquisition. But such child-directed speech (CDS) has undergone criticism from UG theorists. For instance, Noam Chomsky described the notion that aspects of first language acquisition could be related to the input as 'absurd.' In turn, some child language specialists criticized parameter-setting models of acquisition as overly deterministic and ignoring substantial evidence of probabilistic learning from 'noisy' input. Interactionists such as Gallaway and Richard (1994) have pointed out the ways in which CDS might facilitate language acquisition. These include: managing attention, promoting positive affect facilitating segmentation, feedback, correction models, reducing processing load, encouraging conversational participation, and explicit teaching of social routines. However, interactionists are cautious about any possible contribution of CDS to language acquisition.

Psycholinguistics and sociolinguistics in SLL

From a psycholinguistic view, interaction offers opportunities to fine-tune the language input they are receiving which ensures that the input is well adapted to their internal needs. Interaction is also interesting to linguistic theorists because of the controversies over usefulness of negative evidence's provision for second language development. Negative evidence means any kind of input that informs about unacceptable forms in the target language. It includes formal correction by teacher and informal paraphrasing by a native-speaking conversational partner. However, corrections often seem ineffective; therefore, recent theorists put more emphasis on the provision of positive evidence.

Elaborate the term understanding & awareness in attention theory.

How things happen and how things work (explicit knowledge). This understanding leads to reconfirmation of the hypothesis that might be in the mind of the learner (learner readjust the structure of mind)

Individual psychological variables that affect learning

psychological variables affecting learning a. motivation b. personality c. language aptitude

How behaviorist view errors and how they can be controlled

When we talk about errors in SL utterances, Behaviorists view errors as a result of 'bad habits' which can be controlled through rote learning and pattern drilling using target language models. Recent studies contradict this view by claiming that errors and mistakes are patterned although some of them are caused by first language influence, yet this is not true for all of them. Learner's language system is unstable and characterized by high degree of variability which is a central feature of learner inter-language.

Krashen hypothesis

The Input Hypothesis is only concerned with acquisition and not learning.

According to Krashen::

"Human acquires languages in an only way- by understanding messages, or by receiving comprehensible input" and learners improve and progress along 'the natural order' when they receive L2 comprehensible input"

(Krashen, 1985)

It focuses on receptive skills and not on productive skills.

It's not acquired by repeating the words, but with interactions or receiving meaningful comprehensible input.

Comprehensible input has a structure that is "a little beyond" the current understanding (of meaning not understanding of form) of the language learner.

For Example: If a learner has a prior knowledge of go, book and table then he could have been given an instruction "Go, and fetch the book from the table."

Here go, book and table can be represented by i , means current level of acquired understanding and fetch will be represented by 1 being equal to the next level of input that is just above the learners' level. According to Krashen, this can be represented as $i+1$.

it was criticized by few linguists. Who stated that:

- The hypothesis is untestable and lacks clear definition hence it's found vague.
- The input hypothesis focuses only on comprehensible input as important, but not sufficient, for second language acquisition to the neglect of any possible importance of output.

For Example: If a person is a beginner of Chinese language, how is this input Hypothesis going to let him, acquire Chinese language keeping in the mind for him, there can't be any comprehensible input he has zero knowledge of the target language.

universal grammar approach

On the basis of messy input, children create mental representation of language which goes beyond the input they are exposed to and is very similar to that of other native speakers of the same language variety. Language is the most abstract piece of knowledge. Second language learners are cognitively mature and presumably much more resourceful in problem solving and dealing with abstract concepts. From a theoretical point of view, different possible scenarios are open to consideration; for example,

- SL grammars are constrained by universal grammar (UG)
- UG does not constrain SL grammar or UG is impaired

UG approach is concerned with knowledge of language called 'competence.' It is not about performance, about how language is used in real life. A complete theory of language also has to define how we access our knowledge base and how it relates to a number of sociolinguistic and psychological variables. Chomsky acknowledges this and has been concerned almost exclusively with addressing the first two issues. Notion of an innate language faculty in children argues that children go through developmental stages which are very similar across children of given language though progress rate varies.

O'Malley And chamot Three categories.

O'Malley and Chamot (1990) suggest that the learning strategies are procedures undertaken by the learners to make their language learning as effective as possible. Learning strategies must not be confused with communication strategies; they do overlap but there is difference in focus. Learning strategies facilitate learning whereas communication strategies help overcoming a specific communicative problem. Learning strategies can be classified into three categories:

1. Metacognition strategies: selective attention, planning, monitoring, evaluation.
2. Cognitive strategies: rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer, elaboration.
3. Social or affective strategies: co-operation, questioning for clarification, and self-talk.

Input Processing Principles

Principle No.1: Learners have preferences for semantic processing over morphological processing.

Example: 'We travelled by train yesterday.'

Principle No. 2: The learners have a preference for beginning and ending words.

Example: Learners give importance to the beginning and ending words of recast/feedback.

This approach has led to a series of pedagogical experiments. Input processing theory is primarily focused on explaining the shortcuts and restricted processing strategies which learners seem to use.

Schumann theory

It was related to pidginization or Acculturation. Pidgin is a language that is formulated when two individuals belonging to two different language backgrounds come into contact with each other and they have the need to communicate. They try to pick words from both the languages and try to communicate by using a language which is reductionist that is reduced to the very basic things and it also simplifies the grammar and it borrows the words or the content words from both the languages.

Schumann said that when a language is learnt (L1) it is a process of complexification of pidgins. So when the learners learn a language or SL their language is similar to a pidgin. Once they progress learning the SL They gradually add complexity to it by using more developed and mature grammatical structures and vocabulary.

Schumann says the process by which the language and its progress of learning moves on from a pidgin like state to a more fluent and accurate state or native like speech is through a process which he has named as acculturation..

dcp in children???

acquisition learning hypothesis criticism???