

Second Language Acquisition (ENG504)

✚ **Second Language Acquisition (SLA)** refers to the process by which individuals acquire a new language in addition to their native language. This can occur through various means, such as formal instruction, self-study, or immersion in a language environment.

✚ **Key Concepts in SLA:**

- ✓ Acquisition vs. Learning: Acquisition refers to the subconscious process of acquiring language, while learning refers to the conscious process of learning language rules and structures.
- ✓ Interlanguage: The language system that learners develop during the acquisition process, which may differ from the target language.
- ✓ Fossilization: The process by which learners' language errors become permanent and resistant to change
- ✓ Language Transfer: The influence of the learner's native language on their acquisition of the target language.
- ✓ Input Hypothesis: The idea that comprehensible input is essential for language acquisition.
- ✓ Interaction Hypothesis: The idea that interaction and negotiation of meaning are crucial for language acquisition.
- ✓ Output Hypothesis: The idea that producing language (output) is essential for language acquisition.
- ✓ Universal Grammar: The innate language acquisition device that all humans possess.
- ✓ Monitor Model: Krashen's theory that learners have two systems: the "acquired" system (intuitive language use) and the "learned" system (conscious language knowledge).
- ✓ Individual Differences: Learners vary in their language learning abilities, styles, and strategies.

✚ **SLA Theories:**

- ✓ Behaviourist: Language acquisition is a result of external factors like environment and reinforcement.
- ✓ Cognitive: Language acquisition is a cognitive process, emphasizing the role of the mind.
- ✓ Sociocultural: Language acquisition is influenced by social and cultural contexts.

ENG504_Save Me Please

- ✓ Humanistic: Language acquisition is a holistic process, emphasizing the learner's emotional and social needs.

SLA Stages:


- ✓ Pre-production: Learners are silent and absorb language input
- ✓ Early production: Learners begin to produce language, often with errors.
- ✓ Speech emergence: Learners' language production becomes more fluent and accurate.
- ✓ Fluency: Learners achieve near-native fluency and comprehension.


Factors Affecting SLA:

- ✓ Age: Children acquire language more easily than adults.
- ✓ Motivation: Learners' motivation and attitude towards the language influence acquisition.
- ✓ Prior language knowledge: Learners' prior language knowledge can facilitate or hinder acquisition.
- ✓ Learning strategies: Effective learning strategies can enhance language acquisition.
- ✓ Instruction: Formal instruction can influence language acquisition.
- ✓ Social context: Social and cultural contexts can influence language acquisition.
- ✓ Assessment and Evaluation in SLA:
 - ✓ Language proficiency tests (e.g., TOEFL, IELTS)
 - ✓ Language placement tests
 - ✓ Progress assessments
 - ✓ Self-assessment and peer assessment
 - ✓ Authentic language use assessments (e.g., role-plays, presentations)

Teaching Implications:

- ✓ Provide comprehensible input
- ✓ Encourage interaction and negotiation of meaning
- ✓ Use authentic materials and tasks
- ✓ Foster a supportive learning environment
- ✓ Encourage self-directed learning
- ✓ Use technology and multimedia resources
- ✓ Emphasize language use over language form
- ✓ Provide opportunities for language production and feedback

-  **Nature of Language, Modularity and SLA Variability:** Language is a complex, dynamic system with various components (modularity) that interact to produce meaningful communication. SLA variability refers to the differences in how learners acquire language. Example: English has various modules like phonology, syntax, and lexicon, which interact to form meaningful sentences.

-  **Creativity and Second Language Learning:** Creativity in SLA refers to the ability to generate novel language forms and meanings. Learners use creativity to fill gaps in their language knowledge and communicate effectively. Example: A learner may use creativity to form a new sentence by combining known words and grammatical structures.

ENG504_Save Me Please

- ✚ **Second Language Use and Performance Perspective:** This perspective views language as a tool for communication and focuses on how learners use language in real-life situations. It emphasizes the importance of authentic language use and performance in SLA. Example: A learner may use English to communicate with a friend, using language to achieve a social goal.
- ✚ **Difference Between Individual Learners:** Learners vary in their language learning abilities, styles, and strategies. Factors like motivation, age, and prior language experience influence individual differences. Example: Two learners may have different learning styles, with one preferring grammar rules and the other preferring communicative practice.
- ✚ **Behaviourism and First Language Acquisition:** Behaviourism views language acquisition as a result of external factors like environment and reinforcement. In first language acquisition, children learn language through imitation and reinforcement. Example: A child may learn the word "mama" by imitating their caregiver and receiving reinforcement.
- ✚ **Second Language Learning and Krashen's Monitor Model:** Krashen's Monitor Model proposes that learners have two systems: the "acquired" system (intuitive language use) and the "learned" system (conscious language knowledge). The model suggests that learners use the "monitor" to edit their language output and correct errors. Example: A learner may use the monitor to correct their grammar mistakes in English.
- ✚ **SLA Hypotheses:** Various hypotheses have been proposed to explain SLA, such as the Input Hypothesis, the Interaction Hypothesis, and the Output Hypothesis. These hypotheses suggest that language acquisition is influenced by factors like input, interaction, and output. Example: The Input Hypothesis proposes that comprehensible input is essential for language acquisition.
- ✚ **Second Language and Universal Grammar:** Universal Grammar (UG) refers to the innate language acquisition device that all humans possess. UG provides the foundation for language acquisition, and learners use it to generate language rules and structures. Example: English and other languages share universal grammar rules, such as the use of subjects and verbs.
- ✚ **Universal Grammar and First Language Acquisition:** UG plays a crucial role in first language acquisition, as children use it to generate language rules and structures. Children's language acquisition is rapid and effortless due to the influence of UG. Example: Children as young as two years old can generate complex sentences using universal grammar rules.
- ✚ **Universal Grammar and Second Language Learning:** UG also influences second language learning, as learners use it to generate language rules and structures. However, SLA is more complex and influenced by various factors like prior language knowledge and motivation. Example: Adult learners may use UG to generate language rules, but their prior language knowledge and motivation also play a role.
- ✚ **Evaluation of Universal Grammar and Cognitive Approaches:** Cognitive approaches view language acquisition as a cognitive process, emphasizing the role of the mind in

ENG504_Save Me Please

language learning. UG and cognitive approaches have been evaluated and criticized for their limitations and oversimplifications. Example: Some researchers argue that UG oversimplifies the complexity of language acquisition.

- ✚ **Models of Second Language Learning:** Various models have been proposed to explain SLA, such as the Behaviourist, Cognitive, and Sociocultural models. Each model emphasizes different factors like environment, cognition, and social context. Example: The Cognitive model emphasizes the role of the mind in language learning.
- ✚ **Learning Strategies and Second Language Learning:** Learners use various strategies to acquire language, such as memorization, practice, and self-correction. Effective learning strategies can enhance language acquisition and improve communication. Example: A learner may use flashcards to memorize new vocabulary in English.
- ✚ **Theories of Second Language Processing and Connectionism:** Connectionism proposes that language is processed through a network of interconnected nodes, and that learning occurs through the strengthening of connections. Example: A connectionist model of language processing might suggest that the word "dog" is connected to the concept of a furry, four-legged animal.
- ✚ **Evaluation of Cognitive Approaches and Functional Perspectives:** Cognitive approaches focus on the mental processes involved in language learning, while functional perspectives emphasize the social and communicative functions of language. Example: A cognitive approach might focus on how learners process grammar rules, while a functional perspective might examine how learners use language to achieve social goals.
- ✚ **Cognitive, Textual, Social, Orientations and Functionalism:** These orientations refer to different approaches to understanding language and language learning, with cognitive focusing on mental processes, textual on language structure, social on language use, and functionalism on language function. Example: A functionalist approach might examine how language is used to establish social relationships, while a textual approach might analyze the grammar and vocabulary of a text.
- ✚ **Functionalism and Interaction in Second Language Learning:** Functionalism emphasizes the importance of language use and interaction in language learning, suggesting that learners acquire language through authentic communication. Example: A functionalist approach might involve learners engaging in role-plays or discussions to practice language use.
- ✚ **Input and Interaction in Second Language Acquisition:** Input refers to the language data learners receive, while interaction involves the negotiation of meaning between learners and native speakers. Example: A teacher may provide input through a lecture, while learners may engage in interaction through group discussions.
- ✚ **Consciousness Raising, Negative Feedback and Negative Evidence:** Consciousness raising involves making learners aware of language rules and structures, while negative feedback and evidence involve correcting errors and providing evidence of incorrect

ENG504_Save Me Please

language use. Example: A teacher may provide negative feedback by correcting a learner's grammar mistake, while also providing evidence of the correct language use.

- ✚ **Input Processing and Autonomous Induction Theory:** Input processing refers to the cognitive processes involved in language learning, while autonomous induction theory proposes that learners induce language rules from input. Example: A learner may process input from a teacher and induce the rule for forming the present perfect tense.
- ✚ **Interactionist Approach and Sociocultural Theory:** The interactionist approach emphasizes the role of interaction and negotiation in language learning, while sociocultural theory proposes that language learning is shaped by social and cultural contexts. Example: A sociocultural approach might examine how learners' cultural backgrounds influence their language learning experiences.

Groups by Maha Malik

<https://chat.whatsapp.com/DxMf8E7A78d6EVdqjbOzI>