

Second Language Acquisition / Learning

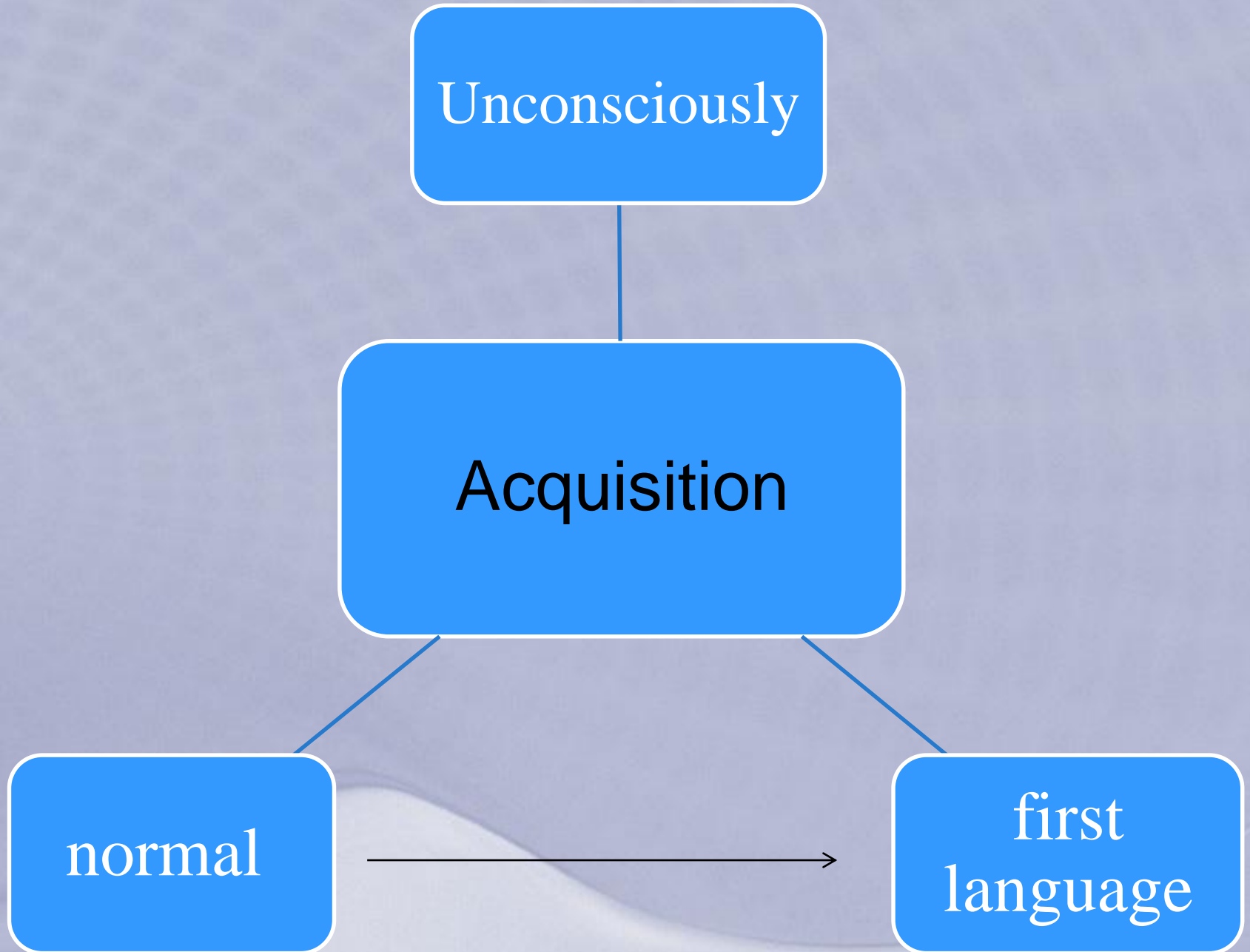
Acquisition and Learning

Unconsciously

Acquisition

normal

first
language

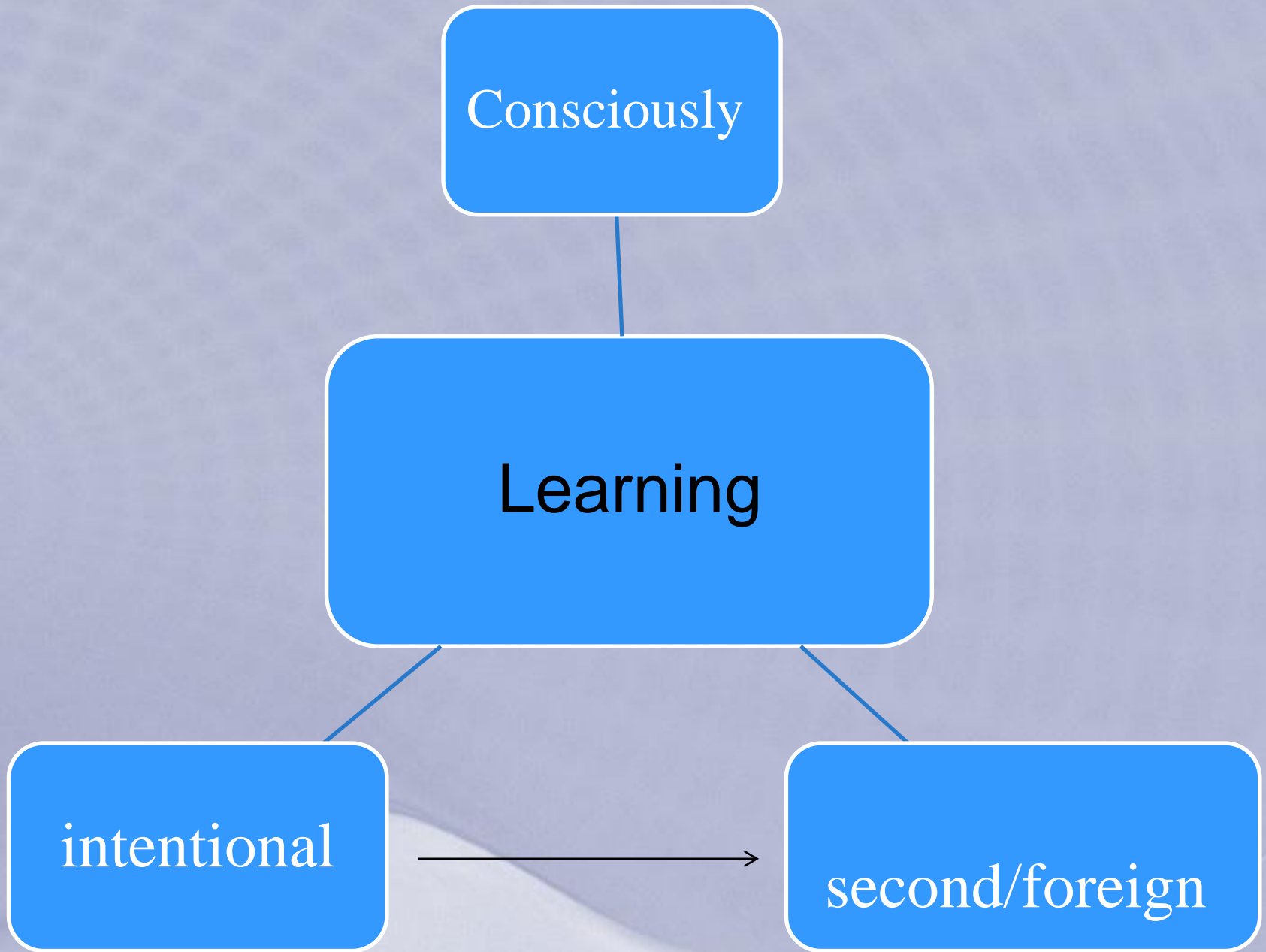


Consciously

Learning

intentional

second/foreign



Acquisition Barriers

Even in ideal acquisition situations, very few adults seem to reach native-like proficiency in using second language.

There are individuals who can achieve great expertise in the written language , but not the spoken language .

- **Early experience in using the sounds and intonation of the second language,**
- **Inherent capacity for language strongly taken over by being features of first language with loss of flexibility to receive the features of another language.**

Students in their early teens are quicker second language learners (7 years).

The optimum age for learning may be during 10 – 16 years (inherent capacity , maturation of cognitive skills)

Affective Factors

Teenagers are more self-conscious than younger children.

Embarrassment in attempting to produce the different sounds of another language and lack of empathy can be other barriers for learning .

Affective factors may also include :
dull textbooks , unpleasant classroom surroundings , exhausting schedule of study .

If we are stressed , uncomfortable , self-conscious or unmotivated , we are unlikely to learn anything .

Grammar-Translation Method

- lists of vocabulary**
- sets of grammar- memorization is encouraged**
- written rather than spoken is emphasized**
- learning about the language is emphasized and not how to use it**

The Audiolingual Method

- spoken language is emphasized
- drills that student had to repeat
- habits that could be developed by a lot of practice

Communicative Approaches

functions of language should be emphasized rather than the forms of language.

- ex:
- asking for things
 - telling the way
 - apologizing

Focus on the learner

- **Shift from concern with teacher , textbook and the method to an interest in the learner and the acquisition process.**
- **Toleration of errors produced by learners**

Transfer

refers to speakers or writers applying knowledge from their native language to a second language. It can occur in any situation when someone does not have a native-level command of a language, as when translating into a second language.

Ex:

In Arabic, noun + adjective

in English , adjective + noun

*book good

good book

Interlanguage

It is the term for a dynamic linguistic system that has been developed by a learner of a second language who has not become fully proficient yet but is approximating the target language: preserving some features of their first language or overgeneralizing target language rules in speaking or writing the target language and creating innovations.

The type of language (or linguistic system) used by second- and foreign- language learners who are in the process of learning a target language.

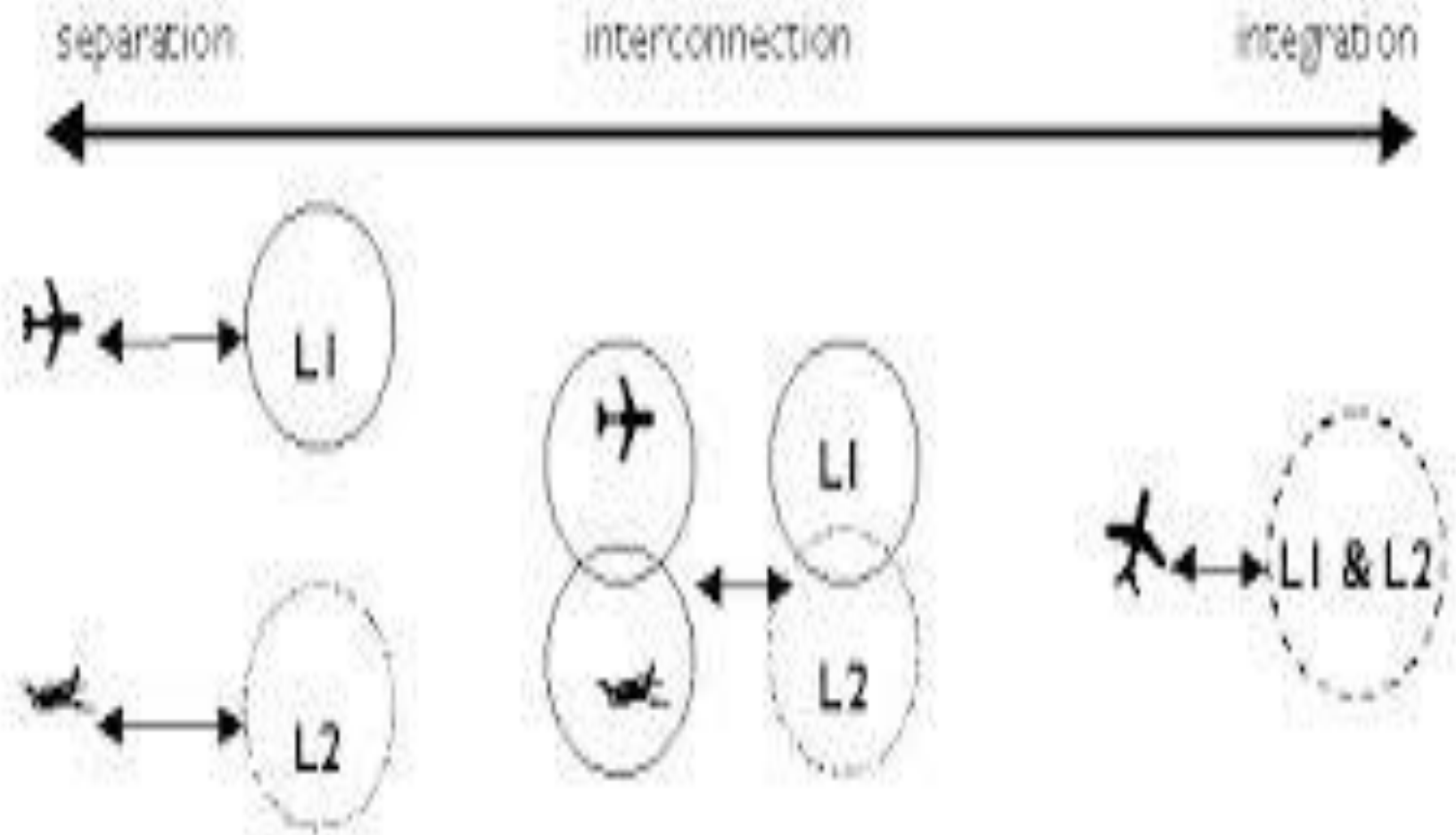


Figure 1.5 Sample points on the integration continuum of possible relationships

Motivation

It is the psychological quality that leads people to achieve a goal. For language learners, mastery of a language may be a goal. It can be instrumental and/or integrative.

Input and Output

input refers to the language that the learner is exposed to .

It has to be comprehensible by being simpler in structure and vocabulary.

Negotiated input refers to second language material that the learner can acquire in interaction through request for clarification while active attention is being focused on what is said .

Comprehensible output could be an important element in the learner's development of second language ability.

Task-based learning refers to different types of tasks and activities in which learners have to interact with each other.

Communicative Competence

It is the general ability to use language accurately, appropriately and flexibly.

Grammatical competence involves the accurate use of words and structures

Sociolinguistic competence is the ability to use appropriate language. It enables the learner to know what is suitable to say according to the social context.

Strategic competence

It is the ability to organize a message effectively and to compensate for any difficulties.

Communication strategy happens when the second language learner tries to refer to the object(which the learner doesn't know in the target language) by using vocabulary already known