UNIVERSITY OF GLOBAL VILLAGE,BARISHAL
Department of English

Course Code: ENG 0231-3222

Course Title: Second Language Acquisition

Course Type: Core Course

Course Teacher: Sunanda Mondal

Credit Value: 3

Contact Hours: 51 Hours

Total Marks: 150

Semester : 6th

Upon successful completion of this course, students will be able to:

- **CLO 1:** Analyze foundational theories and key concepts of Second Language Acquisition (SLA), distinguishing between various theoretical perspectives (e.g., Behaviorism, Innatism, Interactionism, Sociocultural Theory).

- **CLO 2:** Evaluate the impact of individual differences (e.g., motivation, anxiety, learning styles), socio-cultural factors, and age on second language learning processes.

- **CLO 3:** Apply cognitive principles, interlanguage theories, and research methods to understand and address common challenges in SLA, such as fossilization.

- **CLO 4:** Design and evaluate instructional activities and teaching methodologies based on prominent SLA theories for effective language teaching and learning.

- **CLO 5:** Explore the role of technology and diverse global contexts in shaping second language acquisition and pedagogical practices.

Program Learning Outcomes (PLOs)

This course contributes to the following Program Learning Outcomes:

- **PLO 1: Foundational Knowledge:** Demonstrate a comprehensive understanding of core linguistic theories, concepts, and research methodologies in language studies.

- **PLO 2: Critical Thinking and Problem Solving:** Critically analyze complex issues related to language acquisition and use, and propose evidence-based solutions.

- **PLO 3: Application and Design:** Apply theoretical knowledge to design, implement, and evaluate practical solutions in language education and related fields.

- **PLO 4: Global and Cultural Awareness:** Engage with diverse linguistic and cultural perspectives, recognizing the socio-political implications of language in a globalized world.

CLO–PLO Mapping (Based on Bloom's Taxonomy)

CLOs	Bloom's Level	PLO 1Foundational Knowledge	PLO 2Critical Thinking & Problem Solving	PLO 3Application & Design	PLO 4Global & Cultural Awareness
CLO 1: Analyze foundational theories and key concepts of SLA, distinguishing theoretical	Analyze (Level 4)	☑	☑		
CLO 2: Evaluate impact of individual differences, socio-cultural factors, and	Evaluate (Level 5)	☑	☑		☑
CLO 3: Apply cognitive principles and interlanguage theories to SLA challenges	Apply (Level 3)	☑	☑	☑	
CLO 4: Design and evaluate instructional activities based on SLA theories	Create, Evaluate (L6, L5)		☑	☑	
CLO 5: Explore technology and global contexts in SLA	Understand, Analyze (L2–L4)			☑	☑

ASSESSMENT PATTERN
CIE- Continuous Internal Evaluation (90 Marks-60%)
SEE- Semester End Examination (60 Marks-40%)

Bloom's Category	Tests
Remember	3
Understand	7
Apply	10
Analyze	10
Evaluate	15
Create	15

Total Marks Per Credit 50 Marks	
3 Credits Course	150 Marks
2 Credits Course	100 Marks
CIE	60%
SEE	40%

Bloom's Category Marks (out of 45)	Tests (45)	Assignments (15)	Quizzes (10)	External Participation in Curricular/Co-Curricular Activities (20)
Remember	3		05	
Understand	7	05	05	Attendance : 10
Apply	10	10		Viva-Voce : 10
Analyze	10			
Evaluate	10			
Create	05			

Week	Topic	Key Concepts/Theories	Classroom Activity	CLO	PLO
1	Introduction to SLA	Overview of SLA, SLA vs. FLA, Key terms	Group discussion: Compare SLA and FLA; create a concept map of key terms.	CLO 1	PLO 1
2	Behaviorism and SLA	Stimulus-Response Theory, Key Theorist: B.F. Skinner	Role-play: Teacher and learner applying stimulus-response in a mock lesson.	CLO 1	PLO 1
3	Innatism and Universal Grammar	Noam Chomsky, LAD, Universal Grammar	Debate: Universal Grammar vs. Behaviorism in explaining SLA.	CLO 1	PLO 1
4	Krashen's Input Hypothesis	Five Hypotheses (Input, Affective Filter, Monitor)	Case study: Analyze a language learners experience using Krashen's hypotheses.	CLO 1, CLO 4	PLO 1, PLO 3

5 AND 6	Affective Factors in SLA	Motivation, Anxiety, Attitudes, Gardner's Socio-educational Model	personal affective factors and reflect on their impact on SLA.	CLO 2	PLO 3
7 AND 8	Age and SLA	Critical Period Hypothesis, Age-related constraints	Panel discussion: Younger vs. older learners in language acquisition.	CLO 2	PLO 4
9 AND 10	Individual Differences	Learning styles, Aptitude, Personality	Self-assessment: Identify personal learning style and how it affects SLA.	CLO 2	PLO 3
11	Bilingualism and Multilingualism	Cognitive and Social Aspects of Multilingualism	Group activity: Compare multilingualism experiences in different cultures.	CLO 2, CLO 3	PLO 2, PLO 4
12	SLA and Technology	CALL, Role of technology in SLA	Workshop: Explore and evaluate SLA learning apps or software.	CLO 3, CLO 5	PLO 3
13	Fossilization in SLA	Causes of Fossilization, Selinker's Interlanguage Theory	Case analysis: Identify fossilized errors in learner samples and discuss solutions.	CLO 3	PLO 2

14	Nativist theory	Students will **be able to** explain **the key ideas of the Nativist Theory and** identify its role in language acquisition.	Group discussion: "Is language inborn? Discuss with examples from real children's speech development."	CLO 4, CLO 5	PLO 3
15	NEUROFUNCTION AND SLA	Students will analyze how brain structure and function relate to language learning and use	Watch a short video on Broca's and Wernicke's areas; label parts of the brain in pairs and discuss their functions.	CLO 3	PLO 2
16	SLA AND MOTHERESE	Students will evaluate how simplified speech patterns help children acquire language	Role-play: Students take turns using Motherese to "teach" a made-up word to a partner acting as a baby.	CLO 2, CLO 5	PLO 4
17	Course Wrap-up and Assessment	Review, Final presentations or exams	Final project presentation: Apply SLA theories to design an innovative teaching plan.	CLO 1-5	PLO 1-4

WEEK-1	Introduction to SLA	Overview of SLA, SLA vs. FLA, Key terms	Group discussion: Compare SLA and FLA; create a concept map of key terms.	CLO 1	PLO 1

Introduction to SLA (Second Language Acquisition)

Learning Outcomes

- Define and distinguish a few SLA key terms;

- Briefly examine different perspectives to answer the three foundational questions "What, How and Why";

- Discuss the ways in which the second language acquisition processes of individuals may vary.
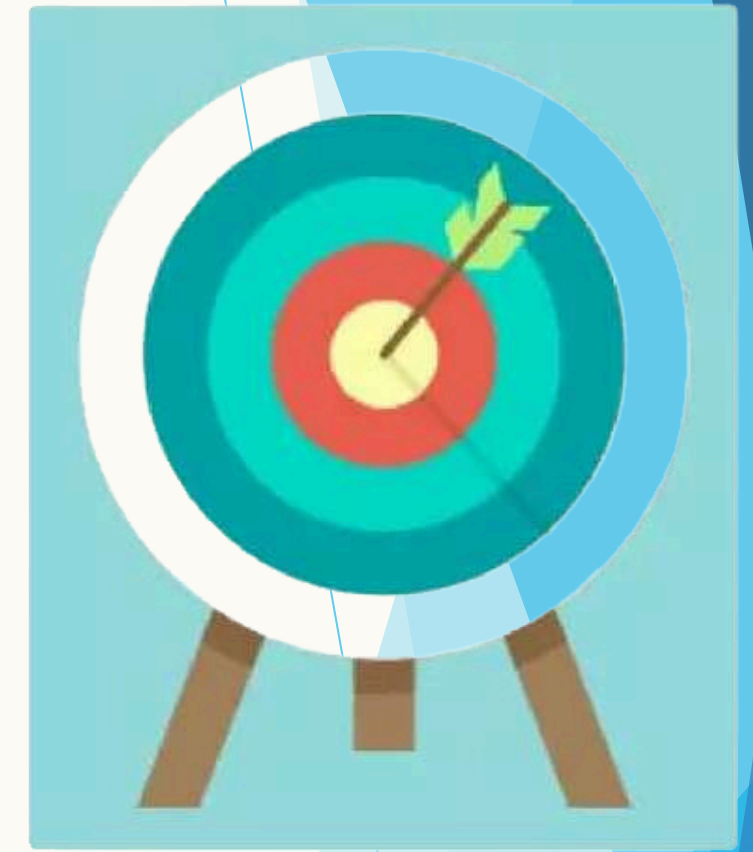
Introductory Discussion Questions

What do we know about *second language acquisition (SLA)*?

What are the similarities and differences between **First** and **Second** language acquisition?

How do people **learn** a *second, or a third, or a fourth language*?

What are the *implication* for foreign/second language teaching?

What is the study of SLA?

It is the study of how second languages are learned

→

It is the study of How learners create a new language system with only limited exposure to a second language
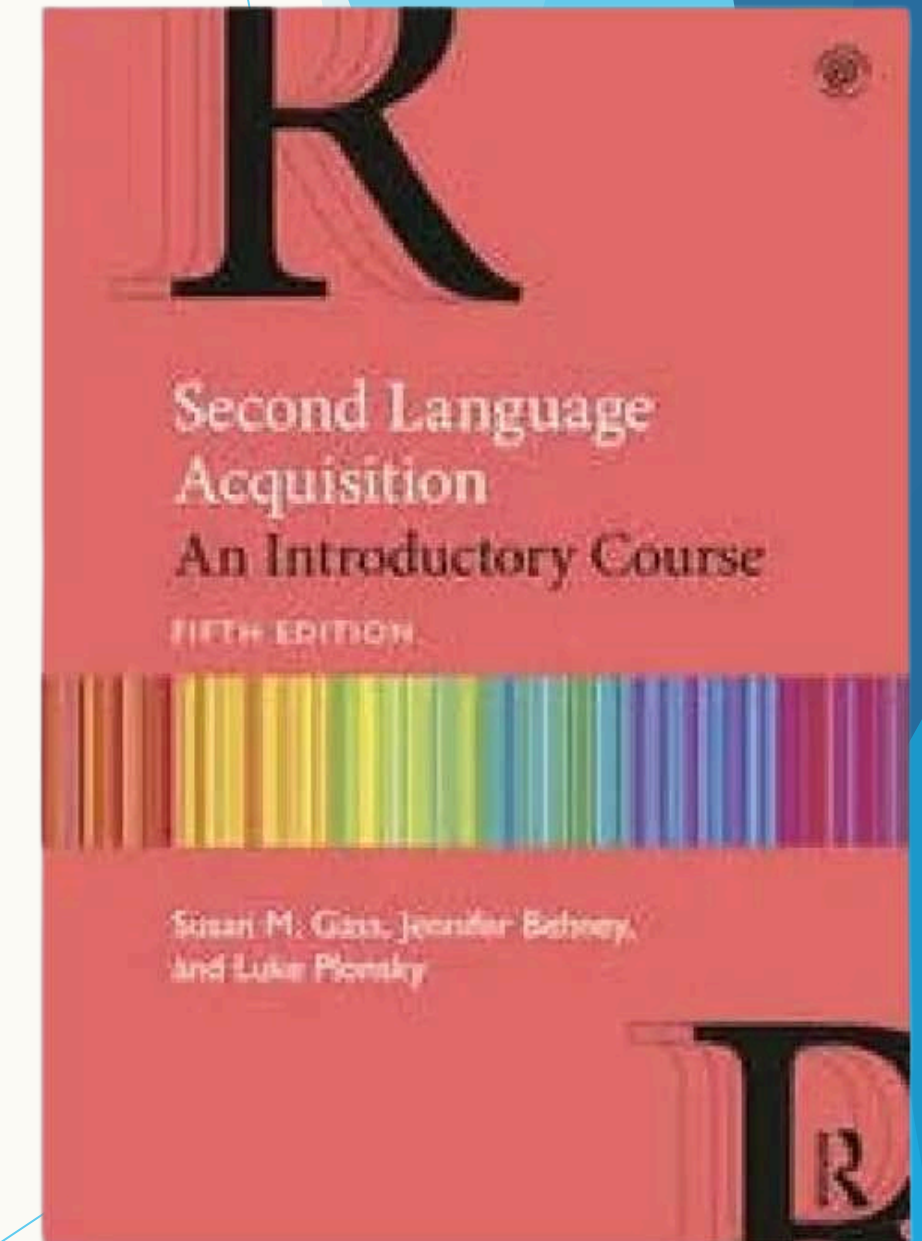
→

It is the study of Why most second language learners do not achieve the same degree of proficiency in a second language as they do in their native language

It is the study of Why some individuals appear to achieve native0like proficiency in a second language as they do in their native language

→

It Is also concerned with the nature of the hypotheses (whether conscious or unconscious) that learners come up with regarding the rules of the second language

Second Language Acquisition
An Introductory Course
FIFTH EDITION

Susan M. Gass, Jennifer Behney, and Luke Plonsky

What is Second Language Acquisition (SLA)?

The additional language

... is called a **second language (L2)** (the third, fourth, or tenth)

Target language (TL):

... any language that is the aim or goal of learning

What Is Scope Of SLA?

Informal L2 Learning:

- takes place in naturalistic contexts.
- **Ex.** A child from Japan is brought to the USA and "picks up" English in the course of playing and attending school with native English-speaking children.

Formal L2 Learning:

- takes place in classrooms.
- Ex. A high school student in England takes a class in French.

- L2 learning that involves a *mixture* of **these settings and circumstances.**
  - **Ex.** A student from the U.S. takes Chinese language classes in Taipei or Beijing while also using Chinese outside of class for social interaction and daily living experiences.

Three basic questions help us understand the 'process' of SLA

(1) What exactly does the L2 learner come to know?

(2) How does the learner acquire this knowledge?

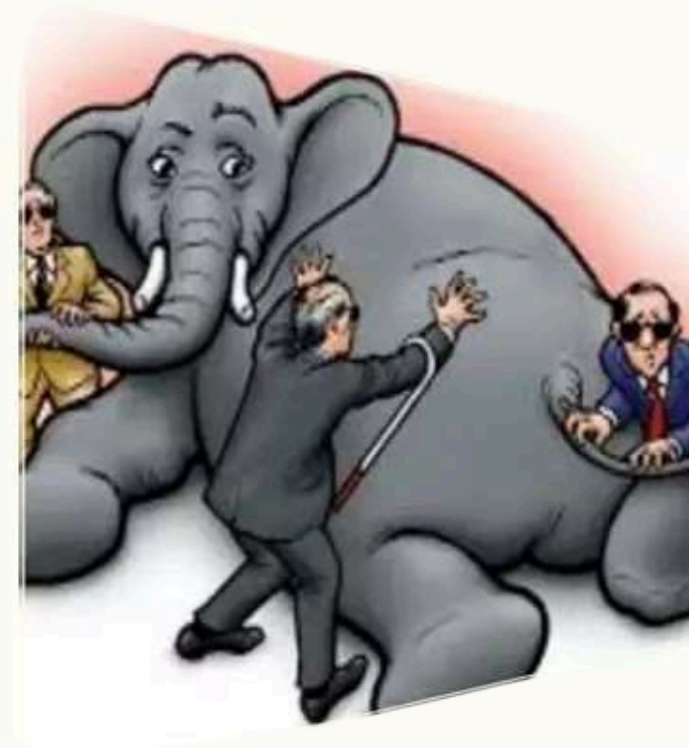**(3) Why** are some learners more successful than others?
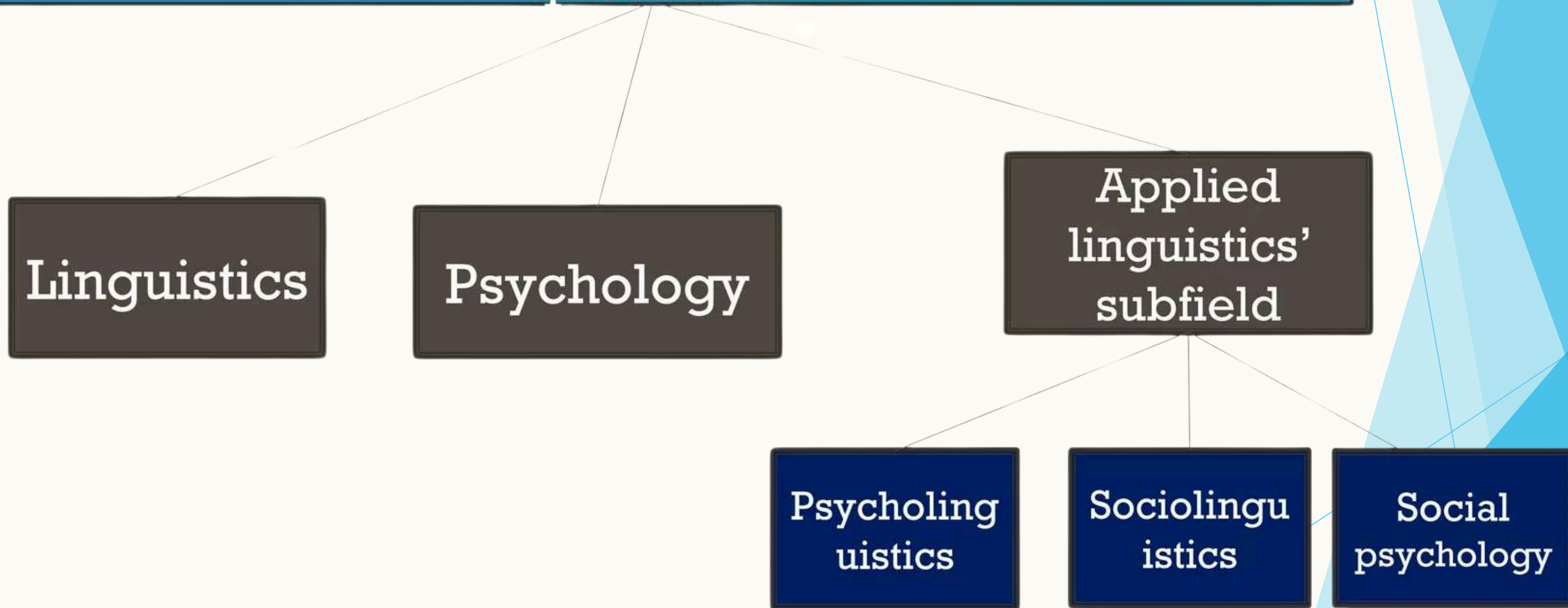
What is SLA?

An Asian fable of the three blind men describing an elephant:

- ➢ one, feeling the tail, says it is like a rope;
- ➢ another, feeling the side, says it is flat and rubbery;
- ➢ the third, feeling the trunk, describes it as being like a long rubber hose

- ➢ While each perception is correct individually, they fail to provide an accurate picture of the total animal because there is no holistic or integrated perspective.

Linguists emphasize:

the characteristics of the differences and similarities in the languages that are being learned;

linguistic competence (*underlying knowledge that speakers/hearers have of a language*);

linguistic performance (*The use of language knowledge in actual production*) of learners at various stages of acquisition.

Psychologists and psycholinguists emphasize → the mental or cognitive processes involved in acquisition, ↓ and the representation of language(s) in the brain

Sociolinguists emphasize

variability in learner linguistic performance,

and extend the scope of study to **communicative competence** *(underlying knowledge that additionally accounts for language use, or pragmatic competence).*

- Social psychologists emphasize

group-related phenomena, such as identity and social motivation,

and the interactional and larger social contexts of learning.

What is a second language?

The four different terms may significantly affect *what* we learn.

the specific areas of vocabulary knowledge we need

the level of grammatical complexity we have to attain,

and whether speaking or reading skills are more important.

What is a second language?

Second language

- is typically an *official* or *societally dominant* language needed for education, employment, and other basic purposes.
  - is often acquired by *minority group members* or *immigrants* who speak another language natively.

Foreign language

- is one NOT widely used in the learners' immediate social context used for future travel or other cross-cultural communication situations, or studied as a *curricular requirement* or *elective* in school, but with no immediate or necessary practical application.

What is a second language?

Library language
- is one which *functions primarily* as a **tool** for further learning through reading, especially when **books or journals** in a desired field of study are not commonly published in the learners' native tongue.

Auxiliary language
- is one which learners need to know for some *official functions* in their ***immediate*** political setting,
- or will need for ***purposes of wider communication***, although their first language serves most other needs in their lives.

What is a first language?

First language

Native language

Primary language

Mother tongue
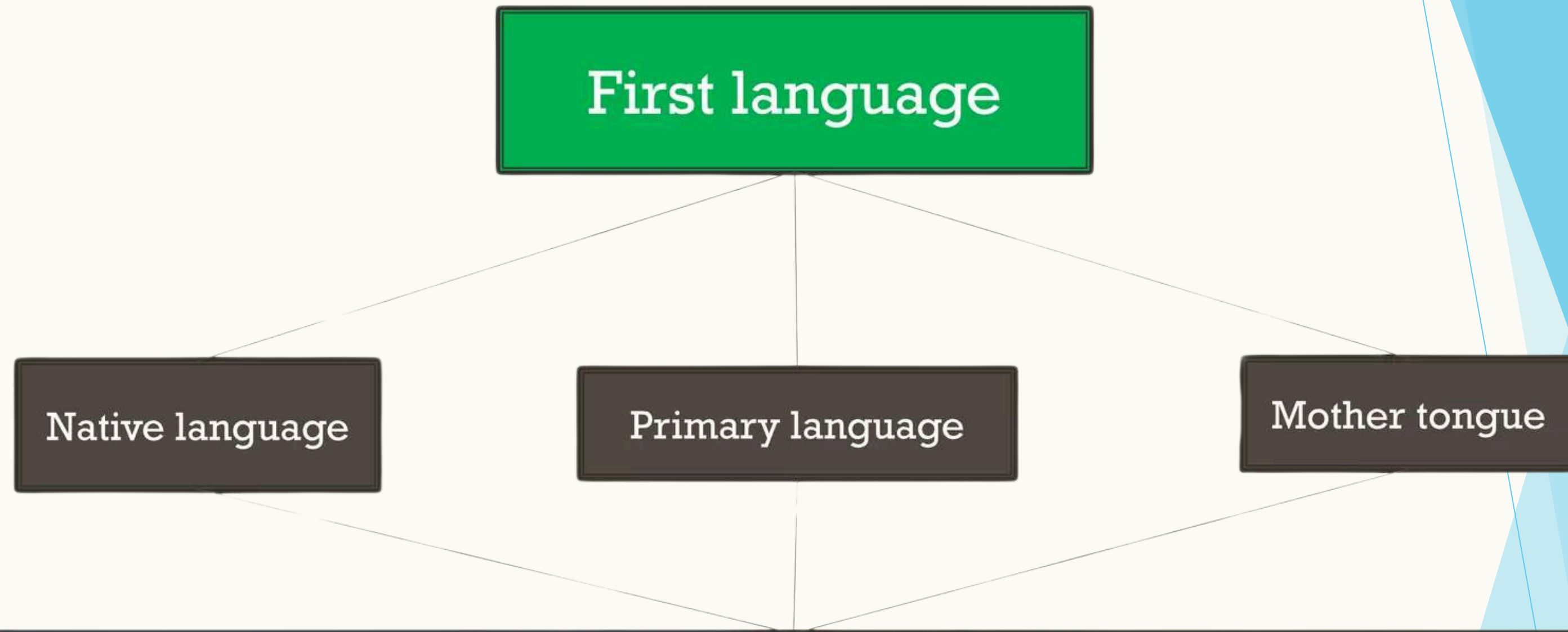
languages which are acquired during early childhood (*normally before the age of about 3 years and languages are learned as part of growing up among people who speak them)*

What is a first language?

Multilingualism

The ability to use more than 2 languages; it also includes bilingualism.

Simultaneous multilingualism

Acquisition of more than one language during early childhood

Sequential multilingualism

learning additional languages after L1 has already been established
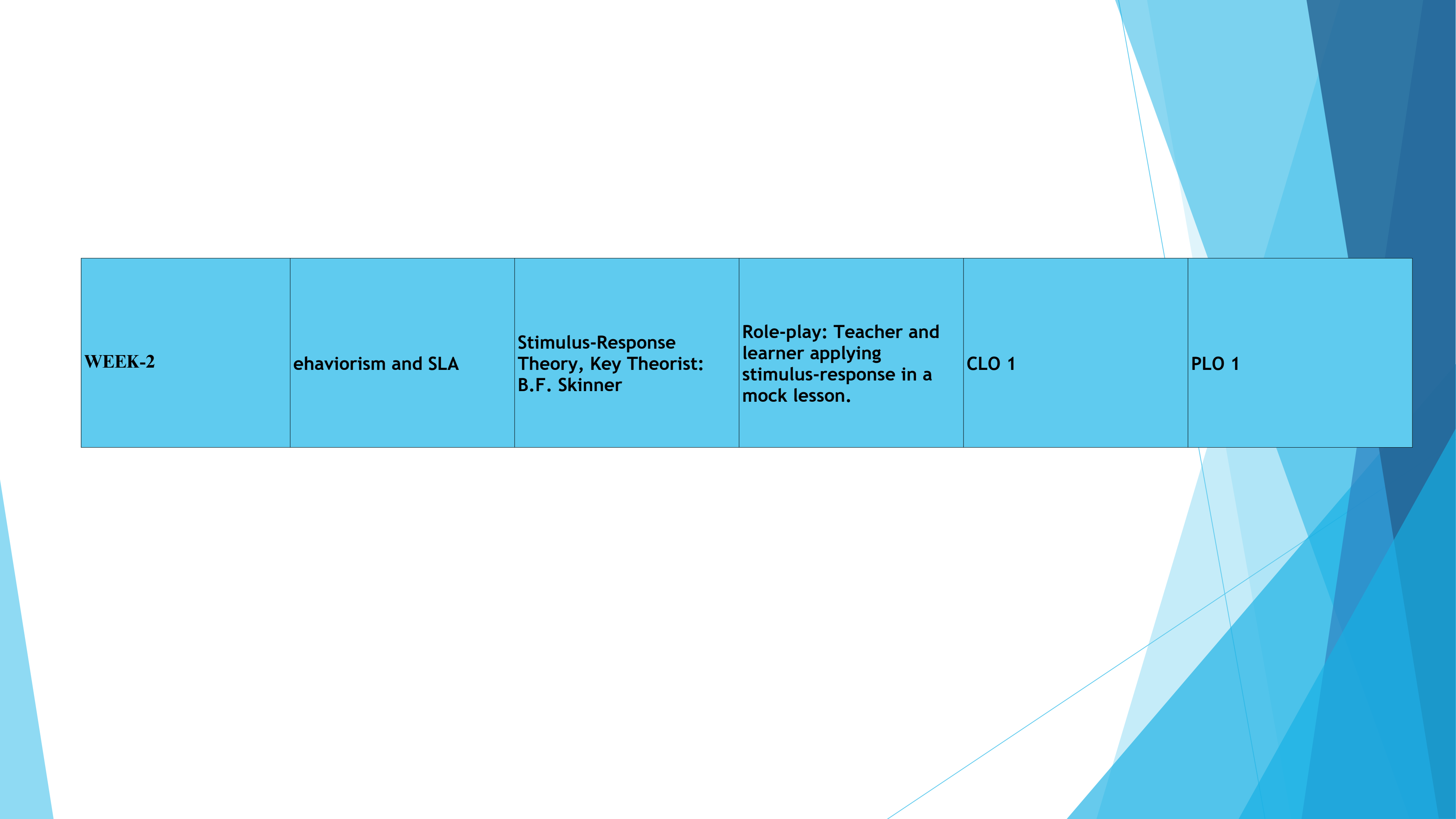
Diversity in learning and learners

What is learned in acquiring a second language and *how* it is learned, are often influenced by whether the situation involves:

- **informal exposure** to speakers of other languages;
- Immersion in a setting where one needs a new language to meet **basic needs**, or **formal instruction** in school,

- these learning conditions are often profoundly influenced by powerful *social,* **cultural,** and *economic* factors affecting the **status** of both languages and learners
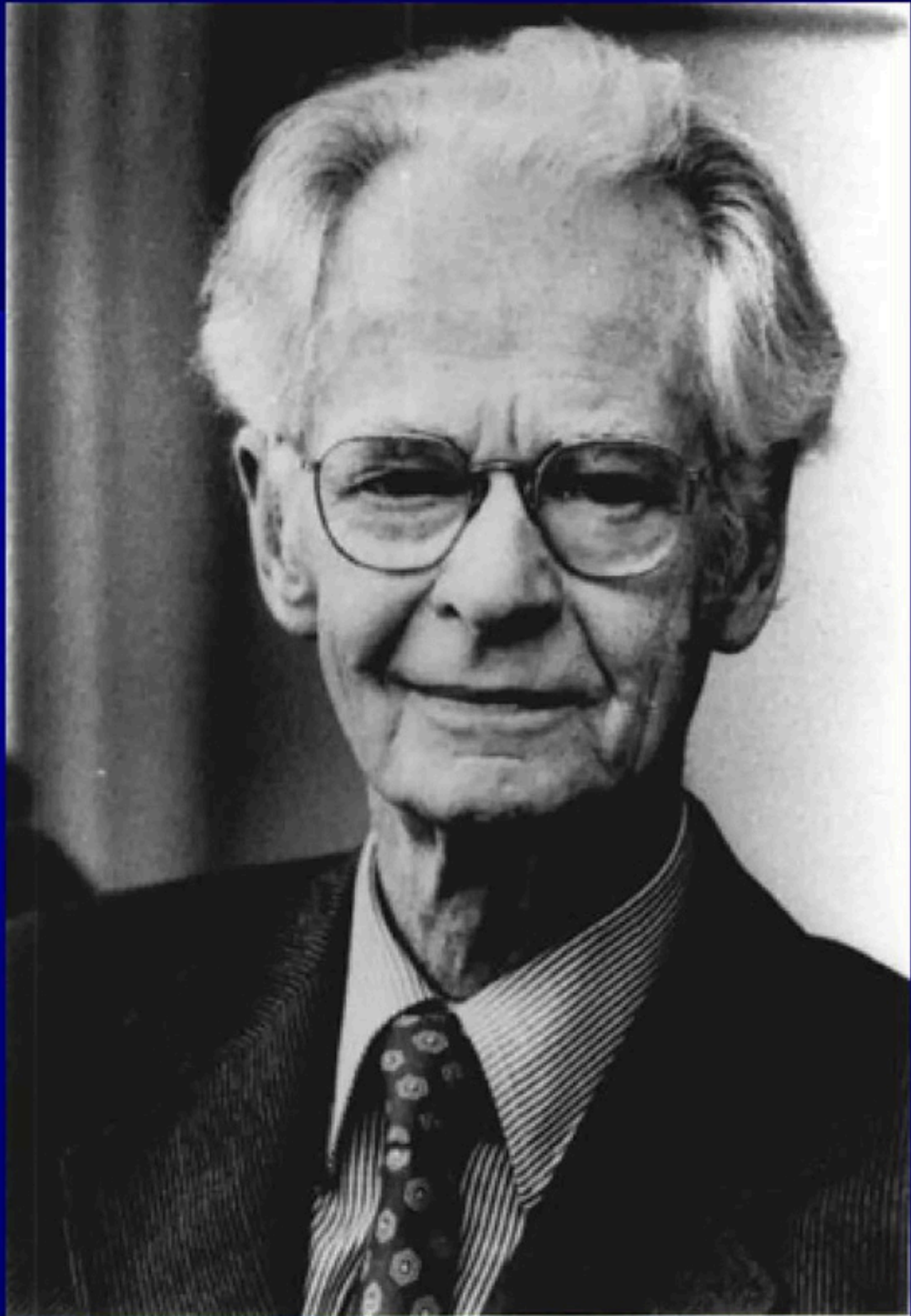
WEEK-2	ehaviorism and SLA	Stimulus-Response Theory, Key Theorist: B.F. Skinner	Role-play: Teacher and learner applying stimulus-response in a mock lesson.	CLO 1	PLO 1

Behaviorism

B. F. Skinner

B.F. Skinner (1904-1990)

B. F. Skinner
(1904-1990)

Skinner's life and his understanding of life
Predetermined, lawful, and orderly

A product of past reinforcements

1925: Hamilton College (NY): degree in English, no courses in psychology
Read about Pavlov's and Watson's experimental work
1931: Ph.D. from Harvard

B. F. Skinner

Dissertation: a reflex is a correlation between
S and R

1938: The Behavior of Organisms
1953: Science and Human Behavior
1990: Vigorously attacked the growth of cognitive
psychology
1990 (final article): "Can Psychology Be a Science
of Mind?"

B. F. Skinner

Dealt only with observable behavior
The task of scientific inquiry:

To establish functional relationships between experimenter-controlled stimulus and organism's response

No presumptions about internal entities - The "empty organism" approach

B. F. Skinner

Single subject design
- Large numbers of subjects not necessary
- Statistical comparisons of group means not necessary
- A single subject provides valid and replicable results
- Requires "sufficient" data collected under well-controlled experimental conditions
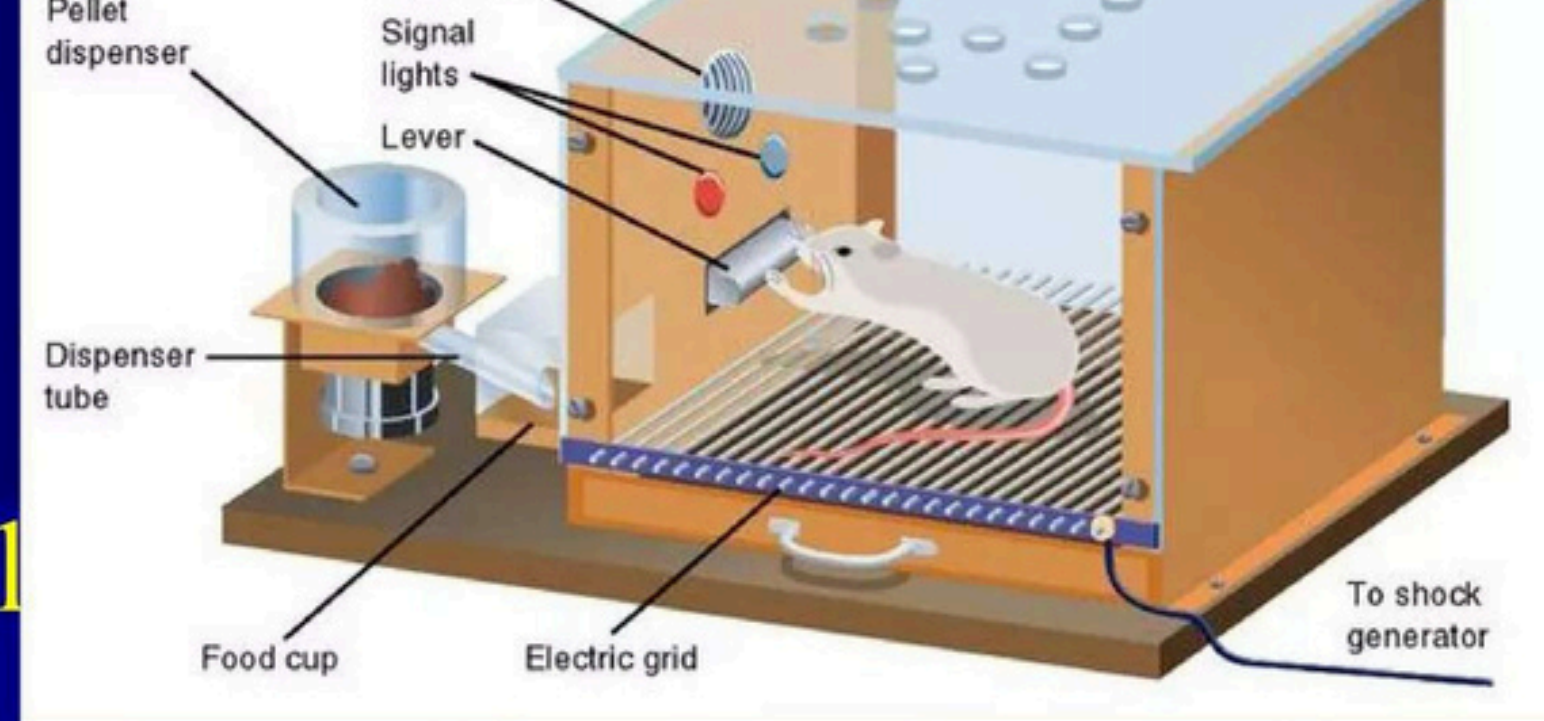- Statistics obscure individual responses and differences

B. F. Skinner

Operant behavior: occurs without an observable external stimulus

Operates on the organism's environment

The behavior is instrumental in securing a stimulus more representative of everyday learning

B. F. Skinner

Science of behavior: Study of conditioning and extinction of operants

Dependent variable in the "Skinner box": rate of response

Law of acquisition

      key variable: reinforcement
      practice provides opportunities for
            additional reinforcement
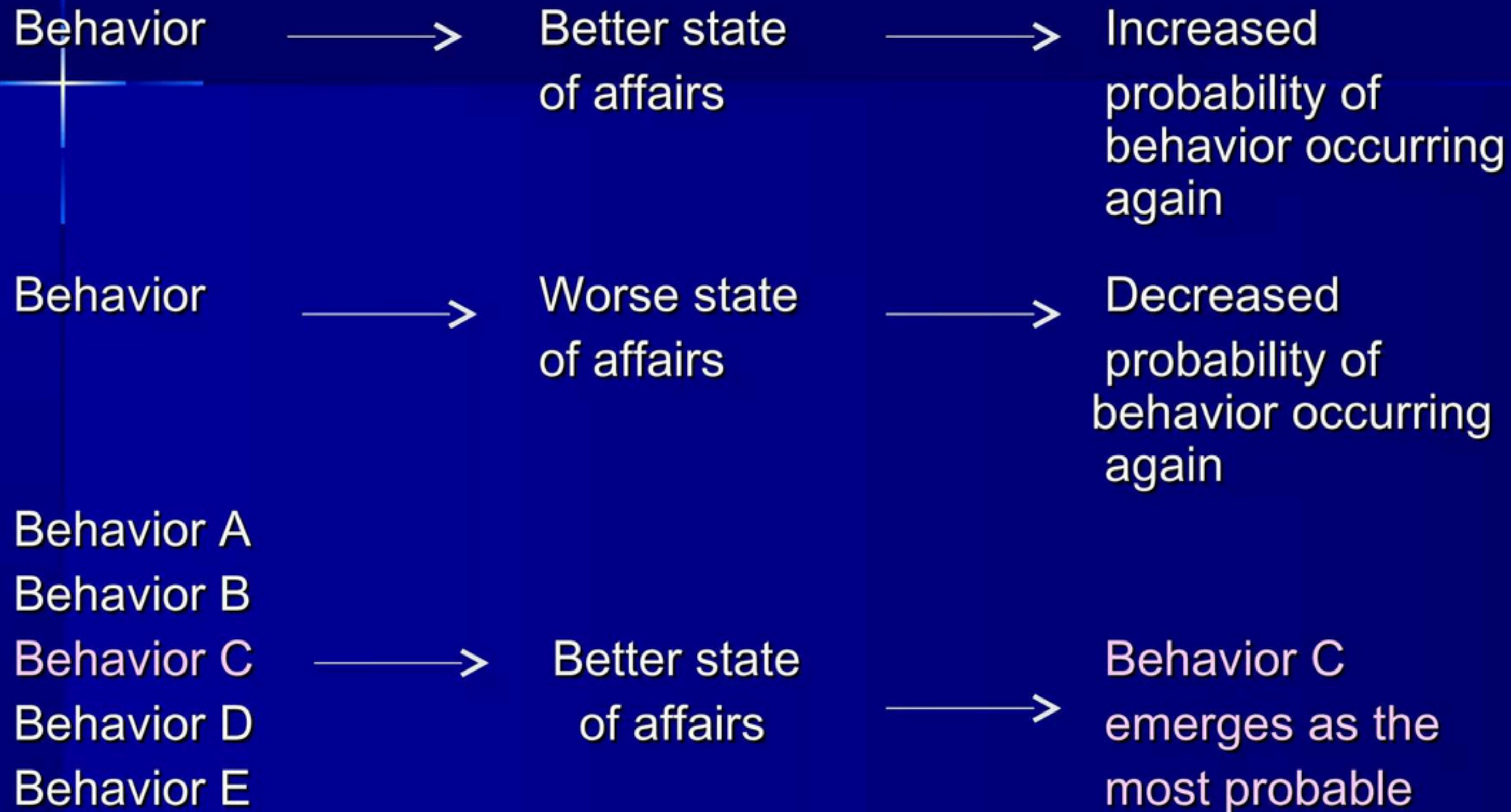
Skinner's Theory

"All we need to know in order to describe and explain behavior is this: actions followed by good outcomes are likely to recur , and actions followed by bad outcomes are less likely to recur." *(Skinner, 1953)*

Central Human Motive in Skinner's Theory

Environmental consequences
shape behavior

LAW OF EFFECT

Behavior   ⟶   Better state of affairs   ⟶   Increased probability of behavior occurring again

Behavior   ⟶   Worse state of affairs   ⟶   Decreased probability of behavior occurring again

Behavior A
Behavior B
Behavior C   ⟶   Better state of affairs   ⟶   Behavior C emerges as the most probable
Behavior D
Behavior E

OPERANT CONDITIONING TECHNIQUES

- POSITIVE REINFORCEMENT = increasing a behavior by administering a reward
- NEGATIVE REINFORCEMENT = increasing a behavior by removing an aversive stimulus when a behavior occurs
- PUNISHMENT = decreasing a behavior by administering an aversive stimulus following a behavior OR by removing a positive stimulus
- EXTINCTION = decreasing a behavior by not rewarding it

B. F. Skinner

Research foci
Role of punishment in response acquisition
Schedules of reinforcement
Extinction of operants
Secondary reinforcement
Generalization
Subjects included humans as well as animals

B. F. Skinner

Schedules of reinforcement

Reinforcement is necessary in operant behavior

Reinforcement schedules
- continuous
- fixed and variable
- ratio and interval

SCHEDULES OF REINFORCEMENT

- **Interval schedules**: reinforcement occurs after a certain amount of time has passed
- Fixed Interval = reinforcement is presented after a fixed amount of time
- Variable Interval = reinforcement is delivered on a random/variable time schedule

- **Ratio schedules**: reinforcement occurs after a certain number of responses
- Fixed Ratio = reinforcement presented after a fixed # of responses
- Variable Ratio = reinforcement delivery is variable but based on an overall average # of responses

LIMITED EFFECTS OF PUNISHMENT

- Punishment does not teach appropriate behaviors
- Must be delivered immediately & consistently
- May result in negative side effects
- Undesirable behaviors may be learned through modeling (aggression)
- May create negative emotions (anxiety & fear)
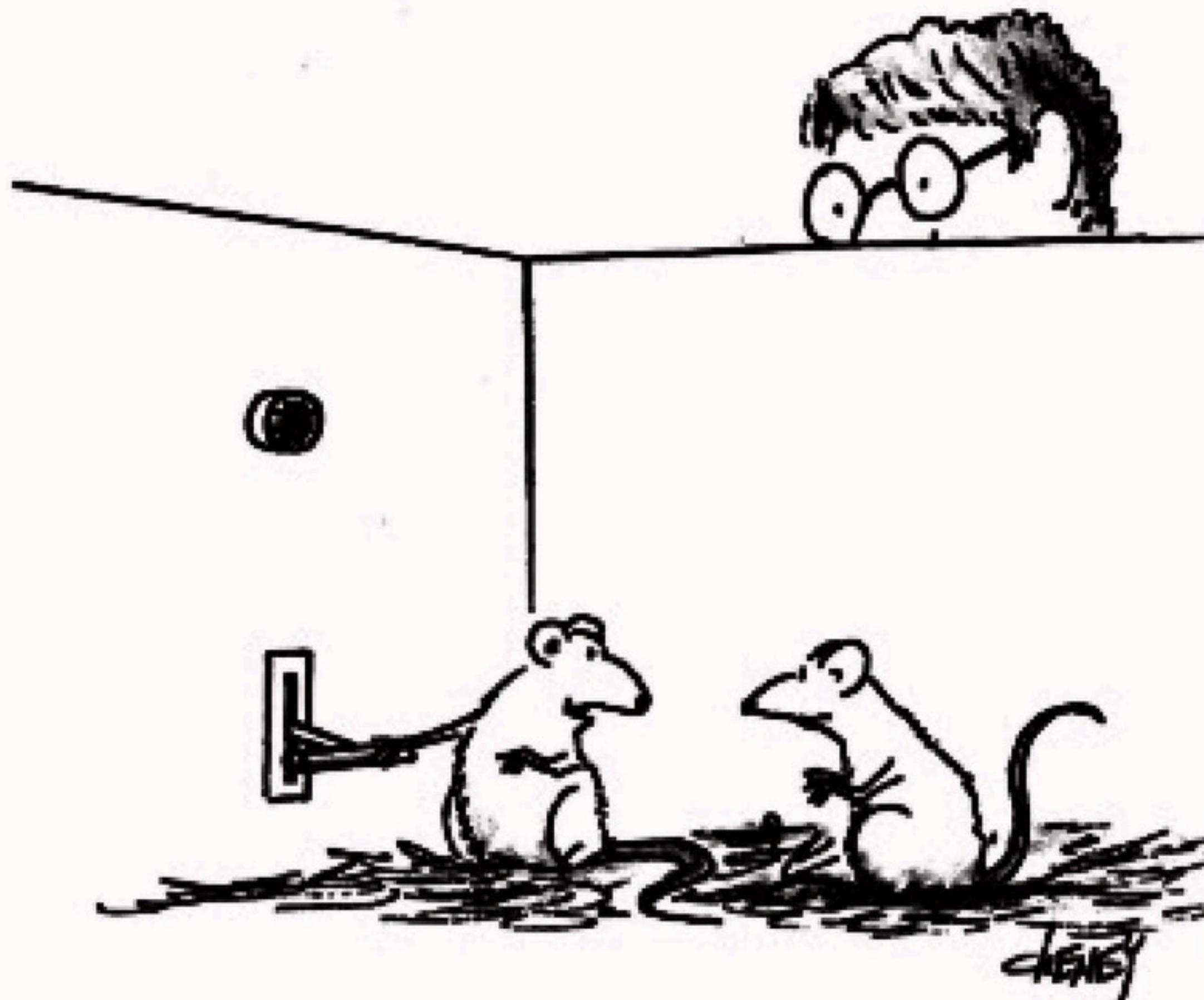
It's a rather interesting phenomenon. Every time I press this lever, that post-graduate student breathes a sigh of relief.

OppaRat
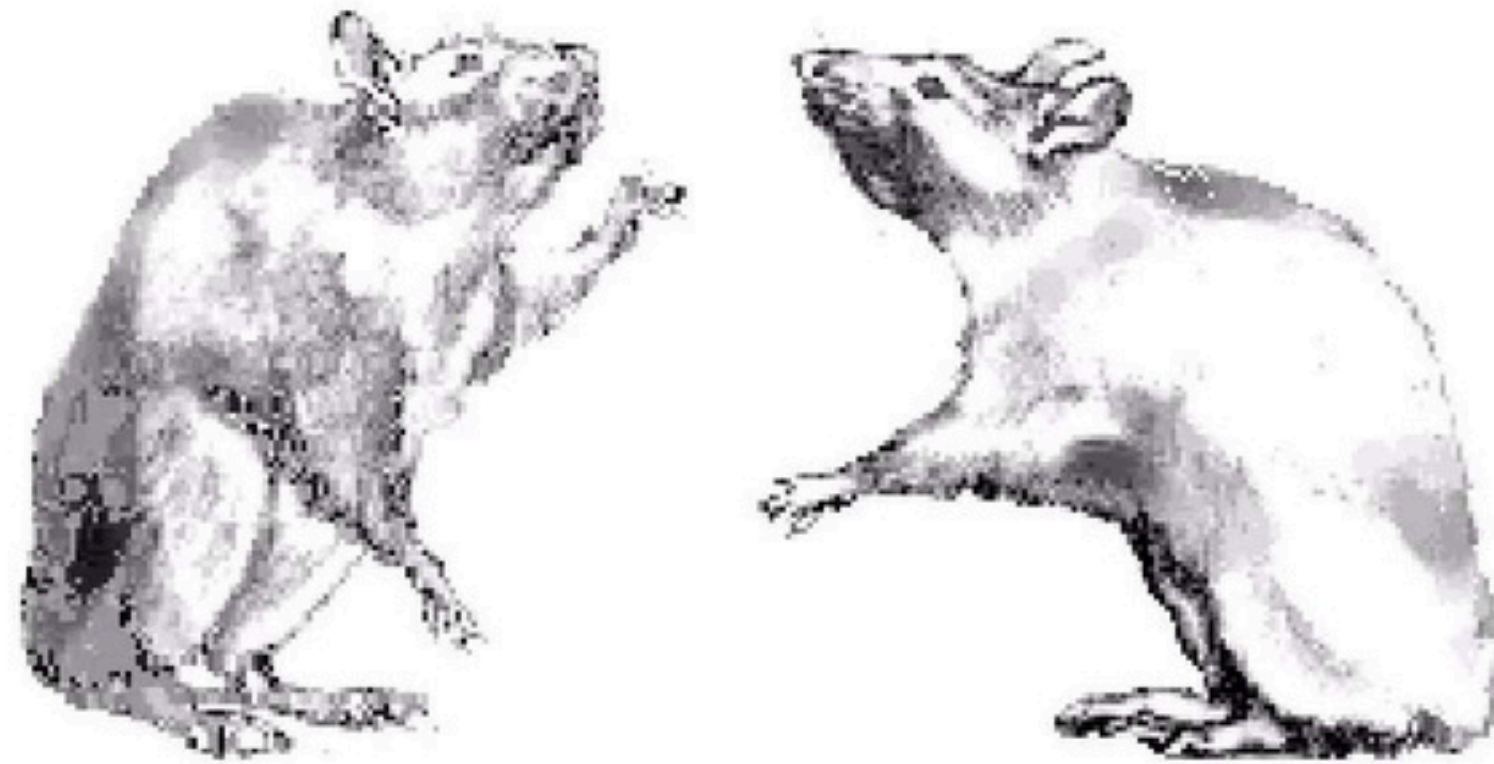
Wait a minute. Let me get this straight. He did the old hotter-colder game until he got you to push a lever, which you originally thought was a shelf, then after he got that reorganization of your perception and built that new response into your repertoir, he tossed all that off as quote just shaping end quote, and spent the next 10 days getting you to do the same damn thing faster or slower. Is that what you want me to believe?

B. F. Skinner

Criticisms of Skinner's behaviorism

His extreme positivism

His opposition to theory

His willingness to extrapolate beyond the data

The narrow range of behavior studied

Problem of instinctive drift

His position on verbal behavior

B. F. Skinner

Contributions of Skinner's behaviorism

Shaped American psychology for 30 years
His goal: the improvement of society
Stength and ramifications of his radical behaviorism

| WEEK-3 | Innatism and Universal Grammar | Noam Chomsky, LAD, Universal Grammar | Debate: Universal Grammar vs. Behaviorism in explaining SLA. | CLO 1 | PLO 1 |

Innateness Theory of Language Acquisition

Language Acquisition?

- Process in which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

Questions

- A man can't speak a language but he can read and write? Has he acquired the language?
- What about a disable person if he/she is communicating through specific signs?

Historical Background

- Language acquisition is discussion demanding topic from ancient ages.

- Plato felt that word meaning mapping in some form was innate.

- Sanskrit grammarians debated over twelve centuries whether it is God-given (possibly Innate) or passed down by generations.

Historical Background (Cont....)

- Modern debate on language acquisition started with B.F Skinner's <u>Verbal Behavior</u>, an essay published in 1957.

- Chomsky attacked Skinner's Behaviorism in a review article that published in 1959. And gave the theory of innateness.

- Later on, Piaget proposed the Cognitive theory of Language acquisition and his four stages of language acquisition.

Theories for Language Acquisition

- Behaviorist Theory
- Innateness Theory
- Cognitive Theory
- Social Interactionist Theory
- And many others

Behaviorist Theory

- By B.F Skinner in 1957.
- **Key Points**
- Language learning is the process of habit formation that involves a period of trial and error. It is the outcome of the stimulus-response and reinforcement process.
- Child learns to associate certain sound with certain situations. And use that associations when it becomes the part of his/her behavior.

Innateness Theory

- Chomsky in his article tagged the theory as "largely mythology" and "serious delusion".

- Children often ignore the language corrections.

- How a word learned in certain situation could be used in other?

- How a child produces sentences that he/she never heard before.

Innateness Theory (Cont...)

- **Key Points**
  - Children have innate ability to learn language
  - LAD is responsible to help in language learning
  - Language is learned by following UG.
  - Generative Grammar is developed by UG.

Innate ability of language acquisition

- Chomsky says that language acquisition is inborn capability of a child. It is fundamental part of human genome and it is the natural part of maturation.

- Human brain contains linguistic information at birth that is triggered by hearing speech. And this due to LAD.

LAD (Language Acquisition Device)

- Humans are born with a set of language learning tools referred to as the LAD.

- It is an abstract part of the mind which houses the ability to acquire and produce the language.

- Children are able to derive the rules of a language through hypothesis testing because they are equipped with a LAD.

UG (Universal Grammar)

- All humans have set of limited rules for grammar that are universal to all human languages. These rules are genetically wired into our brains.

- Rules that are generated by LAD on the basis of the UG produces other rules that are named as "Generative Grammar".

WEEK-4	Krashen's Input Hypothesis	Five Hypotheses (Input, Affective Filter, Monitor)	Case study: Analyze a language learners experience using Krashen's hypotheses.	CLO 1, CLO 4	PLO 1, PLO 3

Stephan Krashen

- Born in 1941
- Professor at the university of south California
- Contributed to the fields of second language acquisition, bilingual education, and reading.
- Known for his hypotheses related to second language acquisition.

Krashen's idea of SLA

▸ Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill. Acquisition requires meaningful interaction in the target language, natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

▸ ## Five Hypotheses:

1. The acquisition- learning hypothesis
2. The monitor hypothesis
3. The natural order hypothesis
4. The input hypothesis
5. The affective filter hypothesis

- Krashen believed that language acquisition is the only way to learn second language.

Acquisition

➢unconscious and natural process getting something.

➢Informal situations

➢Natural communication in the target language.

➢Uses grammatical feel.

Learning

➢Conscious process of getting something.

➢Formal situations

➢Uses grammatical rules

▸ The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former.

▸ According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'.

▸ The 'monitor' acts in a planning, editing and correcting function

▸ Monitor over users: Use the monitor all the time

▸ Monitor under users: who prefer not to use their conscious knowledge

▸ Monitor optimal users: use the 'monitor' appropriately

- He believed that role of conscious learning is somewhat limited in second language
- So, role of the monitor should be minor.
- extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the "monitor".

- the acquisition of grammatical structures follows a 'natural order' which is predictable.
- Language is acquired in a particular order, and that this order does not change between learners, and is not affected by explicit instruction
- some grammatical structures tend to be acquired early while others late.
- This order seemed to be independent of the learners' age, L1 background, conditions of exposure
- Krashen rejects grammatical sequencing when the goal is language acquisition.

4. The input hypotheses

- In this hypotheses Krashen explains how the learner acquires a second language.
- It suggests learners progress in language when they comprehend language input that is slightly more advanced than their current level.
- Krashen called this level of input "i+1", where "i" is the learner's inter language and "+1" is the next stage of language acquisition.
- Only concerned with 'acquisition', not 'learning'.
- The learner improves and progresses along the 'natural order' when learner receives second language 'input' that is one step beyond current stage of linguistic competence.
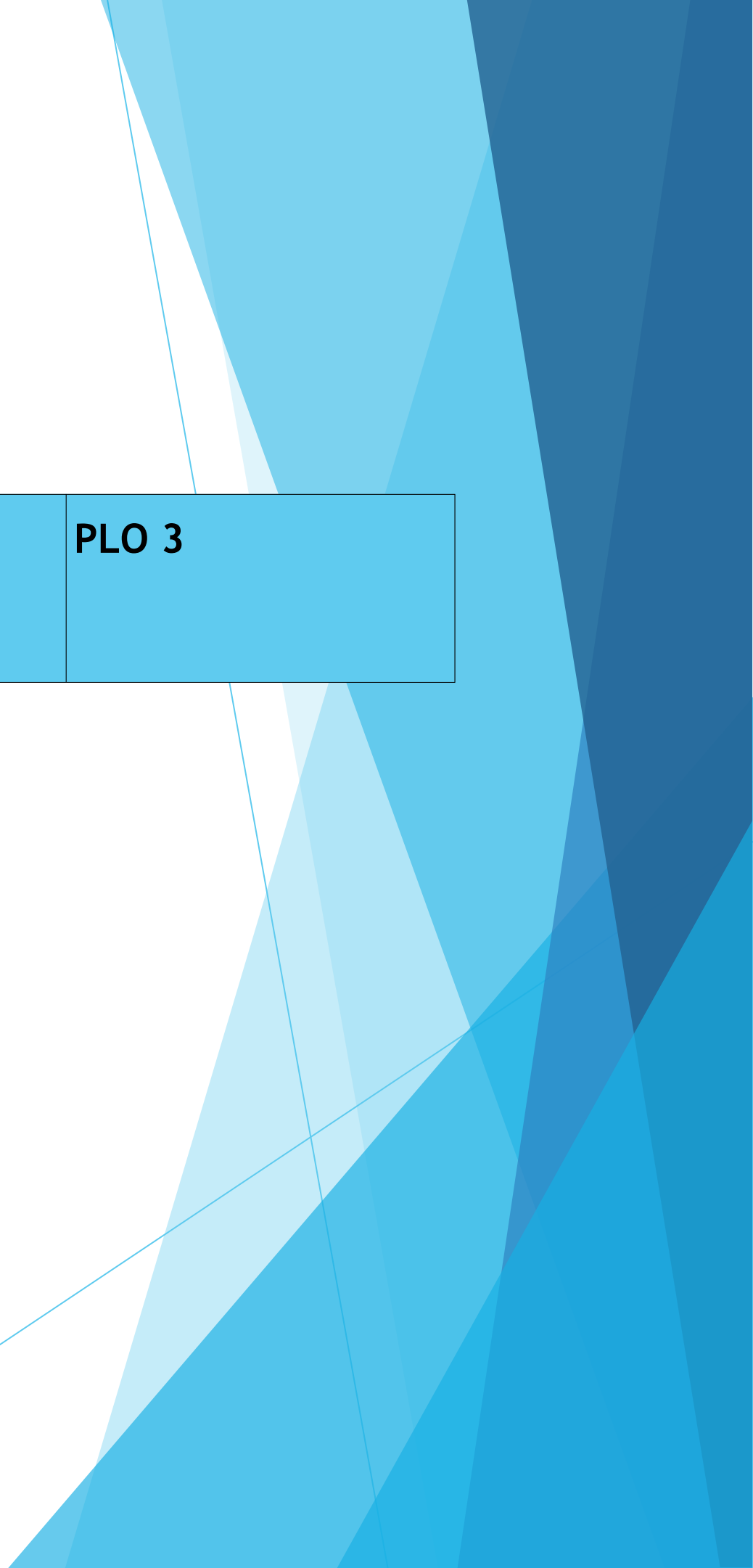- Krashen suggests that *natural communicative input* is the key to designing a syllabus.

5. The affective filter hypotheses

- This states that learners' ability to acquire language is constrained if they are experiencing negative emotions such as fear or embarrassment.

- Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

- Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

- when the filter is 'up' it impedes language acquisition.

Conclusion

- In these hypotheses Krashen gives importance to acquisition rather than learning. He rejects grammatical rules. He also talks about how emotions can also affect learning process. These hypotheses can help second language teachers.

| 5 AND 6 | Affective Factors in SLA | Motivation, Anxiety, Attitudes, Gardner's Socio-educational Model | personal affective factors and reflect on their impact on SLA. | CLO 2 | PLO 3 |

Input, Intake, Output

the process of comprehending language.

: what is actually remembered, subsumed, and internaliz
various inputs to the learner, especially teacher input.

t: the corpus of utterances that learners actually produce
or in writing

Intake Factors

factors are:(Kumaravadivelu, 1948)

al: factors related to the inside such as age.

nal: factors related to the outside such as social context.

jor of intake factors represented by Kumaravadivelu as an acron

l: age and anxiety

on: interaction and interpretation

learning strategies and communication strategies

: attitudes and motivation

ge: language knowledge and metalanguage knowledge

nental: social context and educational context

Individual factors: Age

...erally believed that the age at which learners begin to learn L2 i...
...inment of language knowledge, because it is held that the brain l...
...ty after the age of puberty.

...ence to the plasticity of the brain, Penfield and Robert (1959, cit...
...ll, 2000) were the first to introduce the idea of critical period wh...
...ked to the idea of lateralization up to puberty, that the brain lose...
...y to acquire faster and more efficient.

...7 Lenneberg proposed a Critical Period Hypothesis (CPH), stated...
...ge is best learned before puberty.

...a biologically determined period of life, when language can be a...
...ily.

CPH and Opposite Findings

…e learning that occurs after the end of …y not be based on innate(biological) …s, but rather depends on more …' learning abilities.

…H ends somewhere around puberty.

…ki (1982) found that age of acquisition …mportant factor in setting limits on the …nent of native-like mastery of SLA, …limit does not only apply to accent, but …lies to syntax and morphology.

…d that learners who started earlier, …l the highest scores on the grammatical …d those who began later didn't have …ke language abilities.

Opposite findings:

- Studies demonstrat… adults and adolesce… learnt faster than ch… in the first year of S… development.

(Asher & Price, 1967… & Hoefnagle-Hoec… 1978 cited in McLa… 1992)

Two strands of thoughts about age

in favor of "younger is better" case (e.g., Krashen, 1981) argued
pment of children and adult involve different process. The former
ze innate properties of language acquisition as in L1 acquisition.
need to employ general problem-solving abilities.

hers believed in "older is better", they think that older learners ha
ve and literacy skills that tend to enhance L2 development. (McL
Snow 1983)

nced approach suggests a Sensitive rather than a Critical period f
pment (Lamendella, 1977;Singleton, 1989). In other words, the
represents a well-defined "window of opportunity", whereas the
ve period represents "a progressive inefficiency of the organism"

Anxiety

...motional state of tension, nervousness and worry by the arousal ...tomatic nervous system.

...gists postulate a *positive, facilitating* anxiety and *negative,* ...ng anxiety working in tandem, but second language researchers ...on the effect of the latter on L2 development.

...and his colleagues found that anxiety has a significant deleterious ...SLA specially on vocabulary recalling. Anxiety consumes ...and cognitive resources that could otherwise be allocated to ...ng L2 ability.

...ty may occur at any level of language development:

...it causes attention deficits.

...→ by affecting the emotion-related and task-related cognition, it ...with storage and retrieval of previously learned information, ...ecting *output* (Tobias, 1986).

...983) stated that *high anxiety* can impede language acquisition, ...ow anxiety* is "conducive to SLA, whether measured as personal ...m anxiety"

The Affective Domain

ers to emotion or feeling. The affective domain is the emotional side of hum and it may be contrasted to the cognitive side.

Bloom and Iris colleagues (Krathwohl, Bloom, & Masia, 1964) provided a definition of the affective domain:

irst and fundamental level, the development of affectivity begins with *recei* s must be aware of the environment surrounding them and be conscious of s nena, people, objects; be willing to receive and give a stimulus.

ersons must go beyond receiving to *responding*, committing themselves in nall measure to a phenomenon or a person.

ndations are now in place for *valuing*: seeing the worth of an object, a beha **Beliefs** and **attitudes** are internalized as we commit ourselves and to the po ion.

ues are now ready to be *organized* into a system of beliefs, as we determine ationships and establish a hierarchy of values.

we develop a *self-identity* as we conceptualize ourselves in terms of our va of values and beliefs.

Affective Factors In SLA

970, affective factors were a hot topic in SLA. The "new" dimen
injected some excitement, even to the point of offering hope fo
ry of a set of personality traits that would give us ultimate answe
f success (Guiora, Brannon, & Dull, 1972). Affective factors are
al factors which influence SLA, such as:

eem

on

king

y

Self-Esteem

m is at the heart of virtually every aspect of human behavior. m refers to a personal evaluation and judgment of worthiness oressed in the individual's attitude toward him or herself or s or her capabilities. Three levels of self-esteem relevance to

self-esteem (overall): which is relatively stable in a mature uite resistant to change. It is the general assessment one makes s own worth over time and across a number of situations.

nal self-esteem (or specific): refers to one's self-appraisals in *ar* life contexts, such as work, play or some certain discretely skills such as communication, athletic or musical.

lf-esteem: relates to particular tasks within specific situations. the educational domain, it might refer to one subject-matter

self-esteem could be said to relate to SLA in general, and task might refer to one's self-evaluation of speaking or writing and tivity in the second language classroom activity.

Attribution Theory and Self-Efficacy

ion theory focuses on how people explain the causes of their own suc
(Weiner, seminal work, 1986, 1992, 2000). Weiner and others describe attrib
n terms of *four* explanations for success and failure: ability, effort, pe
y of a task, and luck. Learner *attributes* their success of a task using
ons.

nd *effort* are internal to the learner; *task difficulty* and *luck* are extern
tances outside of the learner.

cacy: is the belief in your own capabilities to perform an activity (Brov

her feels capable of carrying out a given task _a high self-efficacy_ so
f effort is likely to be devoted to achieving success.

lies showed that there is a positive relationship between students' self
ormance (Mills, Pajares, & Herron, 2006). So, one of the most impor
ssful teachers, is to facilitate high level of self-efficacy in their studer

Willingness to Communicate (WTC)

related to attribution and self-efficacy that has a surge of interes
to which learners display a **willingness to communicate** as they

ness to communicate (WTC) may be defined as "an underlying
um representing the predisposition toward or away from commu
e choice" (MacIntyre et al., 2002). Or, more simply put, "the intenti
communication, given a choice" (MacIntyre et al., 2001).

nteresting finding, MacIntyre et al. (2001) found that higher leve
ere associated with learners' who experienced social support, par
ends, offering further evidence of the power of socially construc
ions of self.

a *dynamic system* that varies considerably over time.

Inhibition

in a person arises as he/she tries to defend or protect image or ego. Those people with *higher* self-esteem and gth, are more able to withstand threats to their existence, heir defenses are lower. Those with *weaker* self-esteem stronger "wall" of **inhibition** to protect their fragile ego.

r perceives the mistakes that he/she makes in the L2 as a heir emotional well-being and self perception, then n will not occur or will occur much more slowly.

1993, 1999) suggested the significance of thin ego s (permeable) and thick ego boundaries.

ness, vulnerability, and ambiguity tolerance of those with oundaries create different pathways to success from hard-driving, systematic, perfectionist, thick ego s.

al approaches quickly seized the opportunity to reduce in L2 classrooms by creating a "safe" atmosphere for take risks, communicate willingly and try out their anguage competence.
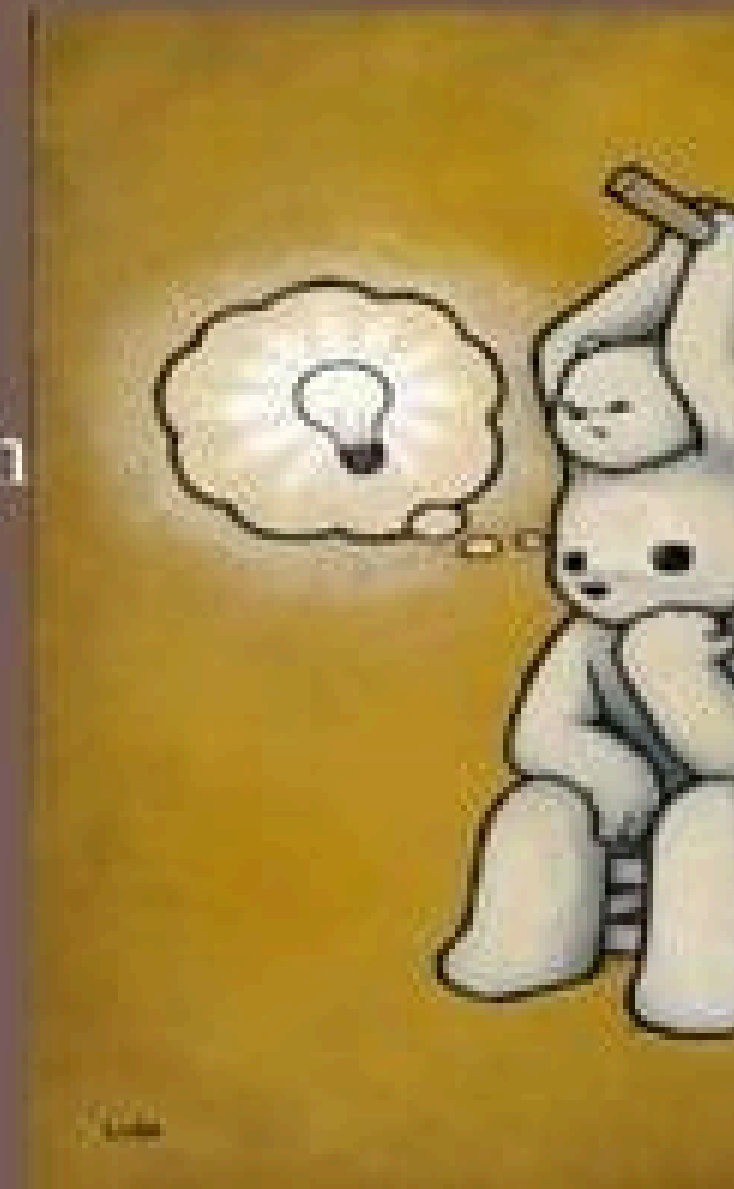
Risk Taking

...he characteristics that has been found to exist in ...anguage learners is the willingness to make ...nt guesses.

...983) described some negative ramifications that ...ar of risk taking in the classroom: a bad grade, a ...e exam, a reproach from the teacher, a smirk from ...ate. Outside the classroom, L2 learners fear ...ridiculous, failure to communicate, alienation, and ...dentity. He found that successful L2 learners are ...noderate risk-takers. "They don't take wild risks ...into no-win situations".

...urner is less inhibited, he/she is more willing to ...nance on producing a "correct" utterance in the ...anguage.

Empathy

e is a social, and the social transactions that L2
must navigate are complex endeavors. *Transaction* is
ss of reaching out beyond the self to others, and
is a major tool used to accomplish that process.

y is the process of "putting yourself into someone
es", of reaching beyond the self to understand what
erson is feeling.

gists agree that there are two necessary aspects to the
nent and exercising of empathy: first, an *awareness*
vledge of one's own feelings, and second,
tion with another person (Hogan, 1969). In other words,
ot fully empathize—or know someone else—until you
ly know yourself.

earner is acquiring a second language, he or she is
iring, in a sense, a new personality, and a new culture.
bility of a learner to open him or herself to new
xperiences and adapt these experiences as their own is
in the language acquisition process.
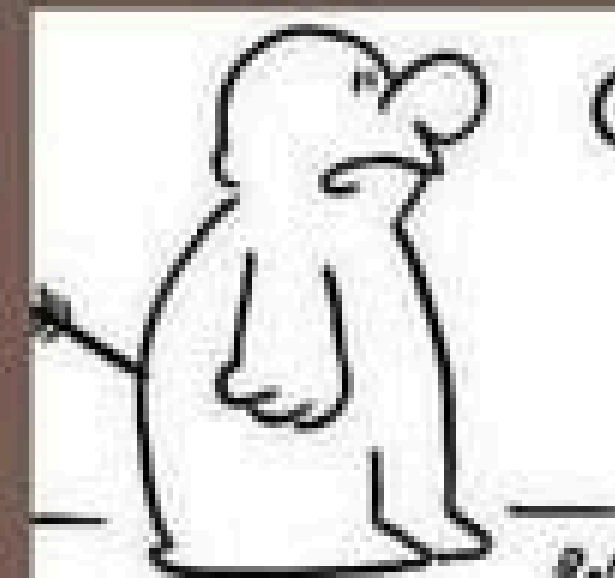
"I know exactly h

Extroversion and Introversion

a myth that we think of an *extroverted* person as a "life of the party" p
verts as quiet, reserved, and reclusive. But, this view of E/I is mislead

sion: the extent to which a person has a deep-seated need to receive eg
nent, self-esteem, and a sense of wholeness from other people. They i
order to feel "good", and energized by interaction with others.

ion: the extent to which a person derives a sense of wholeness and ful
thin", apart from a reflection of this self from other people. They are
ed by concentration on the inner world" (Wakamoto, 2009).

lear that extroversion or introversion helps or hinders the process of s
acquisition. It is also readily apparent that cross-cultural norms of no
al interaction vary widely, and what in one culture (say. The United S
introversion is, in another culture (say, Japan), respect and politeness

Motivation

storical schools of thought there are three perspectives about Motivation:

behavioral perspective, motivation is seen in a very matter of fact terms. It
the anticipation of reward. Driven to acquire positive reinforcement, and dr
s experiences of reward for behavior, we act accordingly to achieve further
cement. Skinner, Pavlov, and Thorndike put motivation at the center of their
behavior.

itive terms, motivation places much more emphasis on the individual's deci
people make as to what experiences or goals they will approach or avoid, a
of effort they will exert in the respect" (Keller, 1983).

ructivist view of motivation places even further emphasis on social context
ual personal choices (Williams & Burden, 1997. p. 120). Each person is mo
tly, and will therefore act on his or her environment in ways that are unique
acts are always carried out within a cultural and social milieu and cannot be
tely separated from that context. Several decades ago, Abraham Maslow (19
motivation as a construct in which ultimate attainment of the goals was pos
ing through a hierarchy of needs, three of which were solidly grounded in c
ng, and social status. Motivation, in a constructivist view, is derived as muc
ions with others as it is from ones self-determination.

rspectives can be amalgamated into an integrated understanding of SLA.

Ausubel list of *needs*

...ategorizes a list of needs underlying our decisions:

...d for *exploration*, for seeing "the other side of the mountain," for probing th...

...d for *manipulation*, for operating—to use Skinner's term—on the environm... change

...d for *activity*, for movement and exercise, both physical and mental

...d for *stimulation*, the need to be stimulated by the environment, by other pe... oughts, and feelings

...d for *knowledge*, the need to process and internalize the results of exploratio... ...ation, activity, and stimulation, to resolve contradictions, to quest for soluti... ...s and for self consistent systems of knowledge.

...he need for *ego enhancement*, for the self to be known and to be accepted a... ...d of by others, or, what Dornyei (2005) calls the "self-system".

...hose who are said to be "motivated" to learn L2. they are motivated becaus... ...the value(reward) of knowing a language. They *choose* to meet the needs o... ...n, stimulation, knowledge, self-esteem, and autonomy. And they do so in w... ...ndividual pathways and in the context of a social milieu that values being a... ...2.

Deci (1975) defined *intrinsic motivation* as expending r which there is no apparent reward except the activity nd not because it leads to an extrinsic rewards".
lly motivated behaviors are aimed at bringing about ternally rewarding consequences, namely, feelings of ce and *self-determination* and are , like Skinner's (1957) esponse. In contrast, *extrinsic motivation* is fueled by the on of a reward from outside and beyond the self, such as rize, grade, and even a positive feedback.

e psychologists added another type of motivation as nent motivation*. It is involved whenever there is on with internal or external standards. It is a specific at leads one to utilize one's fullest potential.

ral trend of the experimental studies has been to suggest vation "involves all the affects and cognitions that initiate learning, determine the language choice, and energize the learning process" (Dornyei, 2000)

IF YOU D
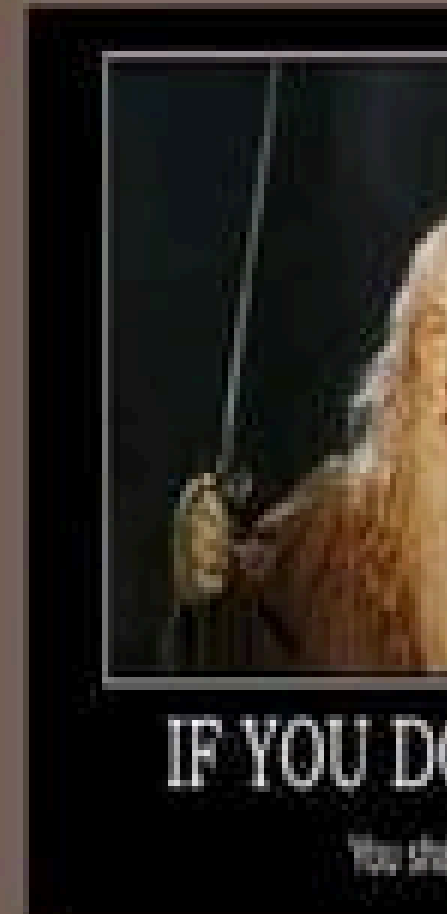
Environmental Factors

...mental factors refer to the wider milieu in which language learni[ng]
... take place. These include the global, national, social, cultural, p[o]
... c, educational, and family contexts. The impact of these overlap[ping]
... on L2 development is not fully know, partly because as Siegel (2[0...])
... out, "one shortcoming of the field of SLA is that generalizations
... de on the basis of research carried out in only a limited range of
... guistic and involving only standard varieties of language". Howe[ver]
... limited knowledge we have suggests that environmental factors
... te to shape L2 development. Two closely connected factors are:

... tional

Social and Educational context

...ntext: it refers to a range of language – learning environments such a... ...e neighborhood, the classroom, and the society at large. Recently, sch... ...ko (2002), Hall (2002) and Siegel (2003) suggested that the moveme... ...the L2 involves more than psycholinguistic abilities. Because it depe... ..., political, and social forces as well. Specific social settings such as t... ...hood and the classroom, in which learners come into contact with new... ...been found to influence L2 development. Studies conducted by Won... ...(1989) revealed that social settings create and shape opportunities for... ...and competent speakers of the L2 to communicate with each other, th... ...ng learning potential.

...nal context: Closely related to the social context is the educational co... ...xt of L2 development, it is the educational context that shapes langua... ...planning, and most importantly, the learning opportunities available... ...t is impossible to insulate classroom life from the dynamics of politic... ...al, and societal institutions, because, as Kumaravadivelu(2001) have... ...iences participants bring to the classroom are shaped not only by the... ...ing episodes they have encountered in the classroom, but also by a b... ...onomic, educational, and political environment in which they grow u...

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| WEEK 7 AND 8 | Age and SLA | Critical Period Hypothesis, Age-related constraints | Panel discussion: Younger vs. older learners in language acquisition. | CLO 2 | PLO 4 |

Age plays a significant role in second language acquisition (SLA), with younger learners often demonstrating an advantage in certain areas, particularly in pronunciation and achieving native-like fluency. However, older learners often show faster initial progress in learning a new language due to their existing cognitive and linguistic knowledge. The "critical period hypothesis" suggests an optimal age range for language acquisition, typically before puberty, when the brain is more adaptable to learning new sounds and grammatical structures. While younger learners may excel in pronunciation and ultimate attainment, older learners can still achieve high levels of proficiency with dedication and effective learning strategies.

Key aspects of age and second language acquisition:

- **Critical Period Hypothesis:**
  This theory suggests that there is an optimal period for language acquisition, often proposed to be during childhood and adolescence, before the brain's plasticity decreases.
- **Brain Plasticity:**
  The brain's ability to adapt and reorganize itself is thought to be higher in younger learners, potentially making it easier to acquire new sounds and grammatical structures.

- **Early Advantage:**
  Younger learners may acquire a native-like accent more easily and achieve a higher level of ultimate attainment, especially in pronunciation, due to the brain's plasticity.

- **Faster Initial Progress:**
Older learners often show faster initial progress in language learning due to their more developed cognitive abilities and existing knowledge of their first language.
Motivation and Learning Strategies:
While age is a factor, motivation, learning strategies, and the learning environment also play crucial roles in successful SLA.
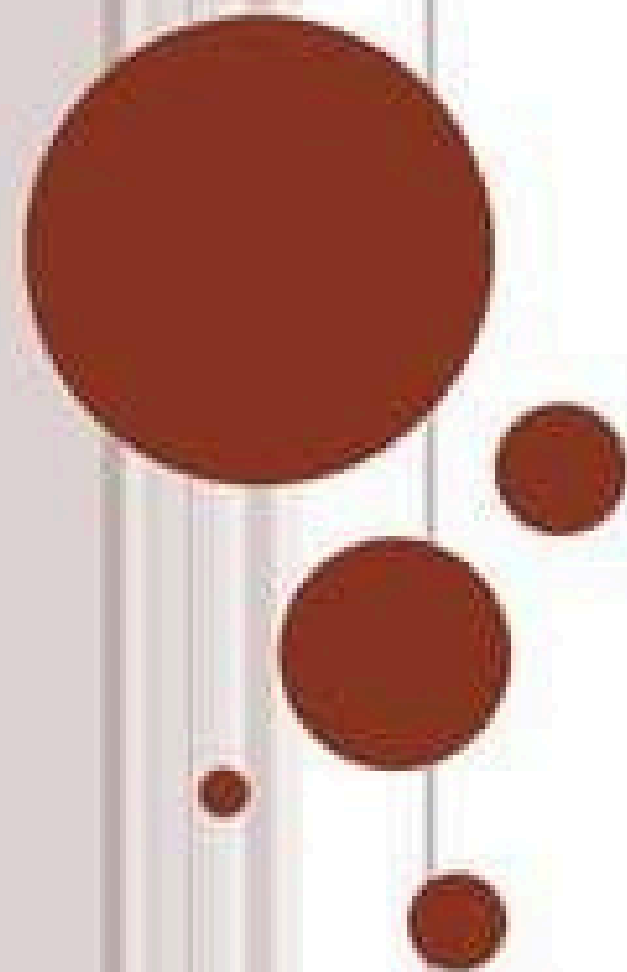
Adult Learners:
Adults can still achieve high levels of proficiency in a second language, but it may require more effort and focused learning.
No Absolute Cut-off:
There is no definitive age at which language learning becomes impossible. Adults can and do learn new languages effectively, though they may face different challenges than younger learners.

I. Critical Period Hypothesis (CPH)

   A. What is CPH?

      a. Historical Background

   B. Further Supportive Studies

      a. Brain Lateralization

      b. Genie and Victor

   C. Effects of CPH on Different Areas

   D. CPH for Sign Language

   E. Different ideas

Conclusion

WHAT IS CPH?

➤ The critical period hypothesis is the subject of long standing debate in <u>linguistics and language acquisition</u> over the extent to which the ability to <u>acquire language</u> is biologically linked to age.

➢   If language input does not occur until after this time, the individual will never achieve a full command of language especially grammatical systems.
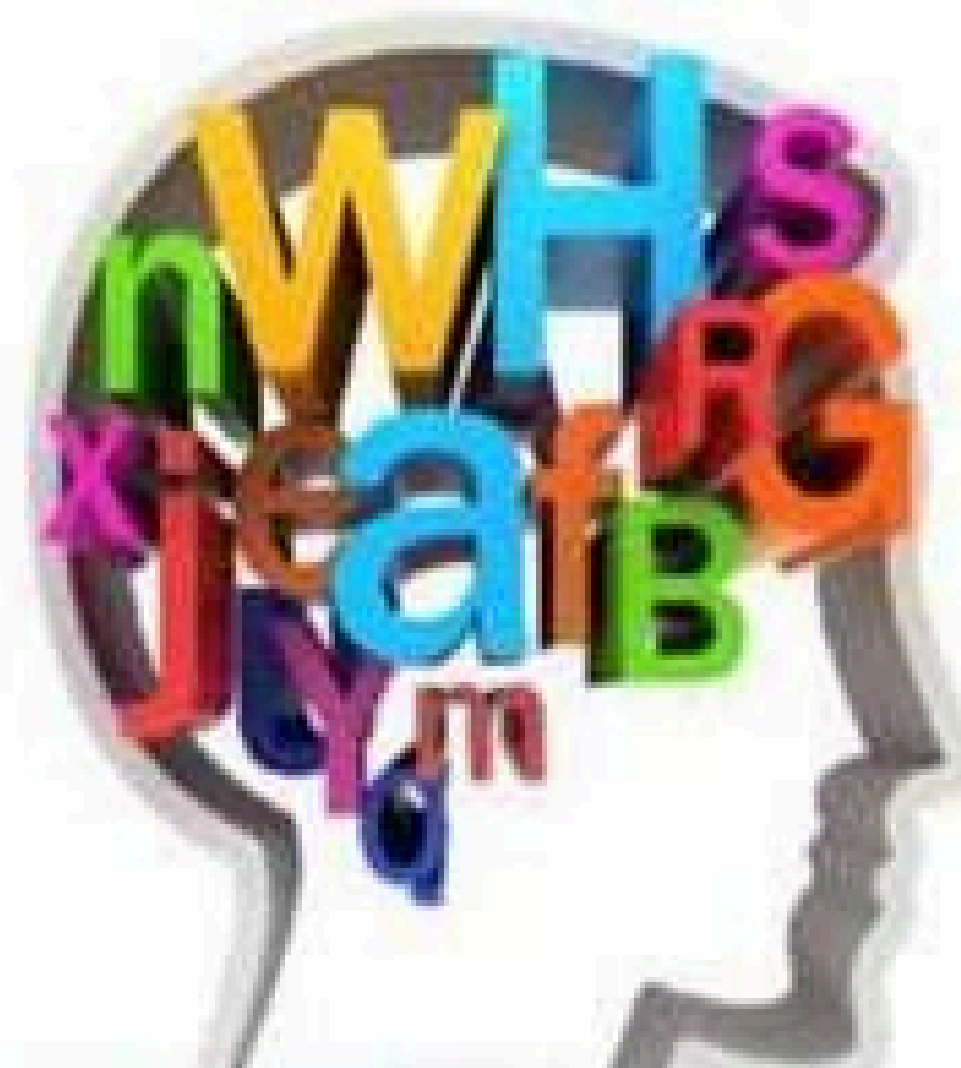
HISTORICAL BACKGROUND

Wilder Penfield and co-author Lamar Roberts (1959)

- The first to introduce the CPH
- The main study is neuroscience of language
- Up to the age of 9 can learn multiple languages

Eric Lenneberg (1967)

- Studied the CPH in his book "Biological foundations of language".
- Children having a certain amount of time to acquire a language
- Until the age of 13 language is present in both hemisphere.
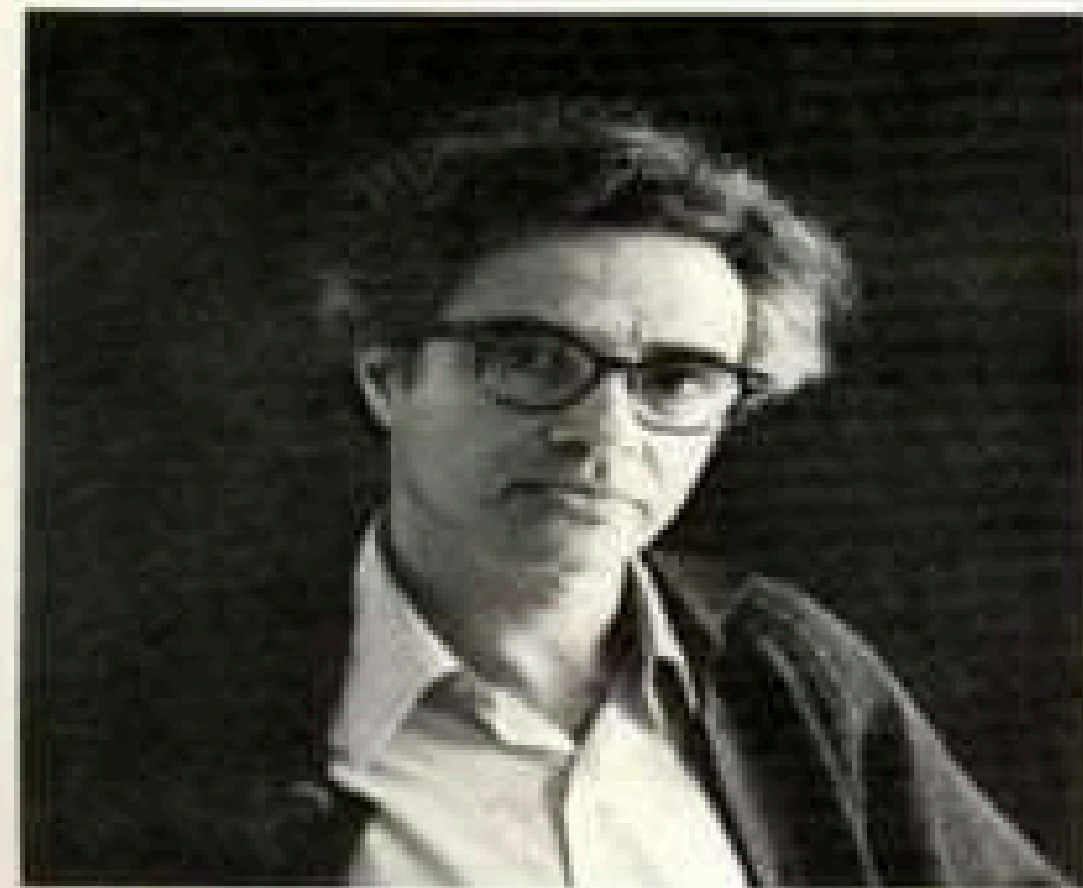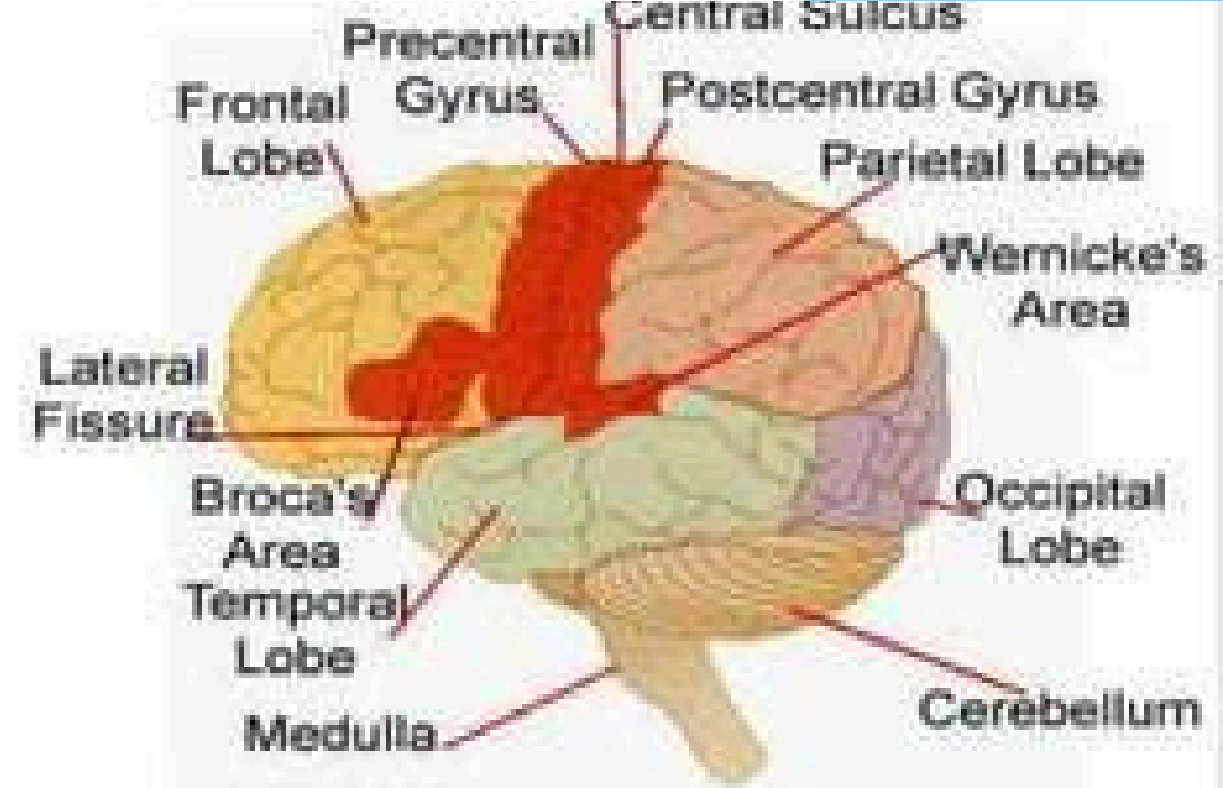
Noam Chomsky

- Children are born with an inherited ability to learn any human language
- Every child has a "language acquisiton device (LAD)"
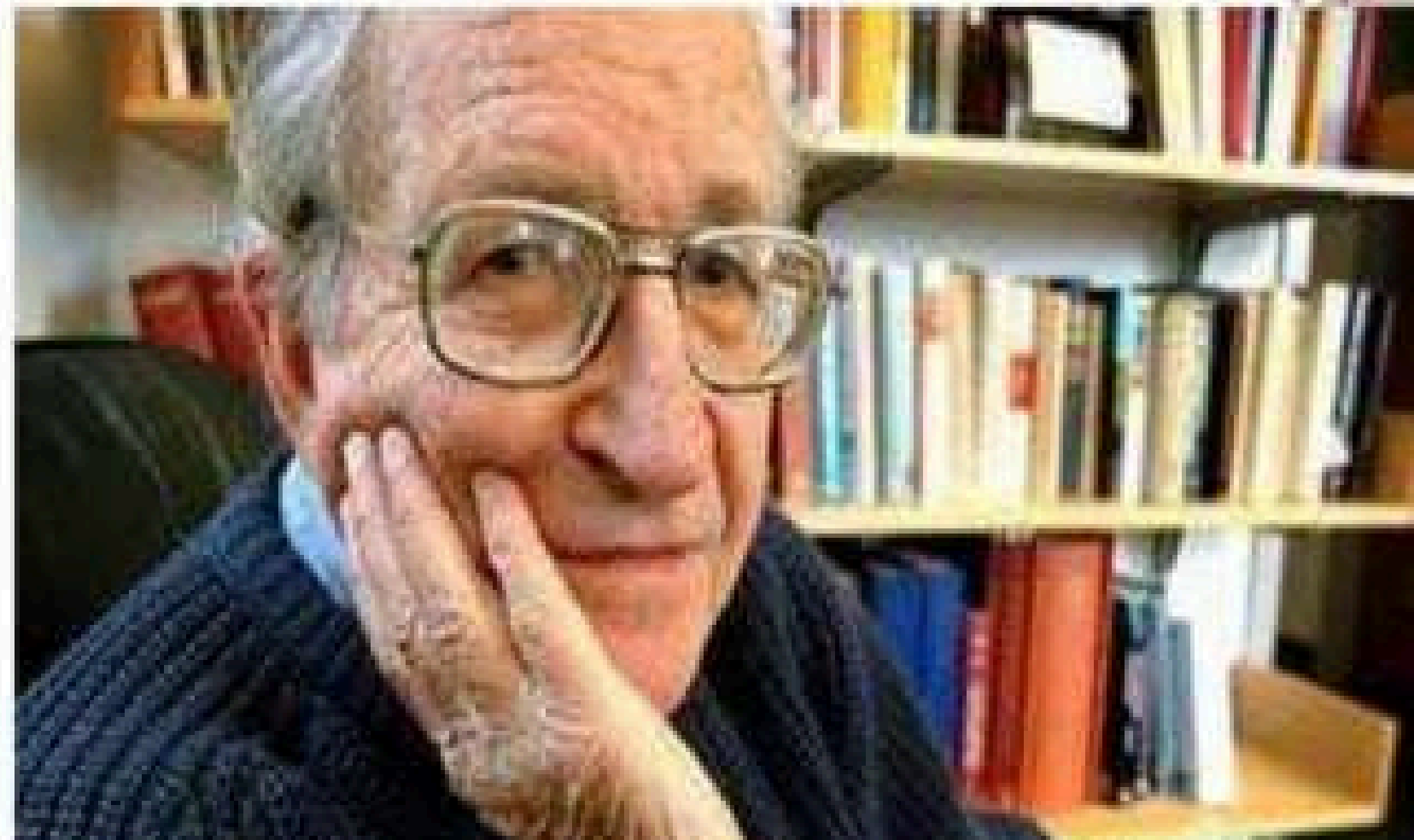
FURTHER SUPPORTIVE STUDIES

- In the early 1960s, **Chomsky** had launched his idea that humans have an innate language capacity and around the same time, a neuropsychologist, **Eric Lenneberg**, accepting Chomsky's claim.

- Lenneberg's reasoning was based on the notion of **lateralization.**
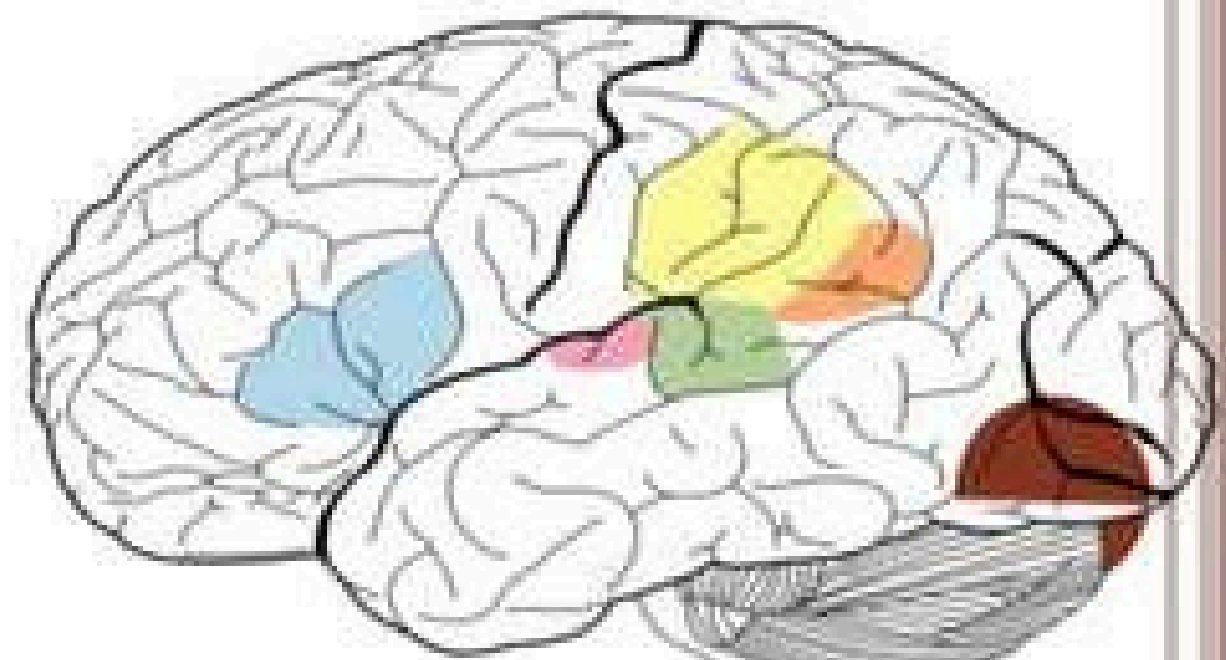
SAMPLES OF FERAL CHILDREN

- A celebrated case is that of **Victor**, "the wild boy of Aveyron", who was found in 1798.

- In 1970 a child called **Genie** in the scientific reports was discovered.

GENIE

o She was locked away from normal civilization and was undeveloped physically and emotionally.

o Genie was an infant who trapped in a 13 year old body, because she could only make infant like sounds and no words or sentences.

- Genie full stomach.
- Father take piece wood. Hit. Cry.
- Want milk.
- Genie bad cold live father house.

SECRET OF THE WILD CHILD

EFFECTS OF CPH ON DIFFERENT AREAS

Phonology

o There is a narrow period for the acquisition of segments of a language. (0-5 years) This period is very important for the exposure to audial input.

$$\begin{bmatrix} \theta & \eth & \eta & ? \end{bmatrix}$$

Syntax and Grammar

- Syntax and Grammar are also acquired in a specific period.(0-12 years)
- As Genie completed her childhood without having been exposed to her mother tongue, she couldn't produce grammatically correct sentences.

Semantics

- Semantics is not much effected by the critical age. Although Genie couldnt't acquire the syntax, She was able to learn some vocabularies of her language.

CPH FOR SIGN LANGUAGE

- It is crucial to learn sign language as early as possible. (From birth to 6 years)
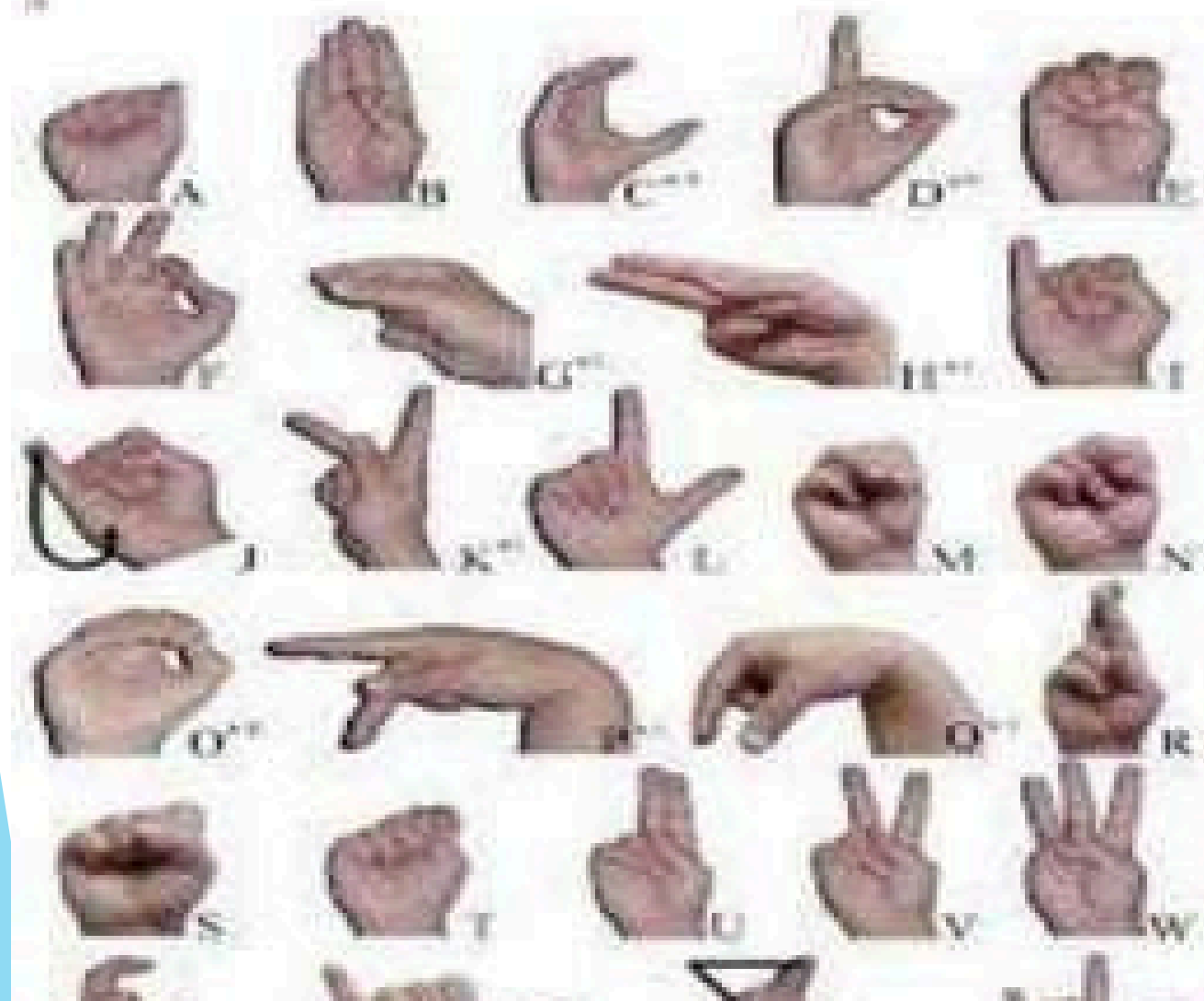
DIFFERENT IDEAS

Various theorist have claimed different ages for the termination of the CPH:

- Krashen (1973)- 5 years
- Pinker (1994)- 6 years
- Lenneberg (1967)- 12 years
- Johnson & Newport (1989)- 15 years

Another sample

- Older is better.
- Learning is linked to the mental abilities.

| WEEK 9AND 10	Individual Differences	Learning styles, Aptitude, Personality	Self-assessment: Identify personal learning style and how it affects SLA.	CLO 2	PLO 3

LANGUAGE LEARNING

- Individual differences that are inherent in the learner can predict success or failure in language learning.

Research on learner characteristics:

➢ One problem is that, unlike variable such as height or age, it is not possible to directly observe and measure variables such as motivation, extroversion, or even intelligence.

➢ Another difficulty in assessing the relationship between individual learner characteristics and second language learning is how language proficiency is defined and measured.
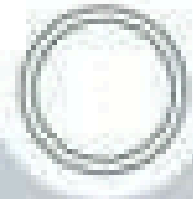
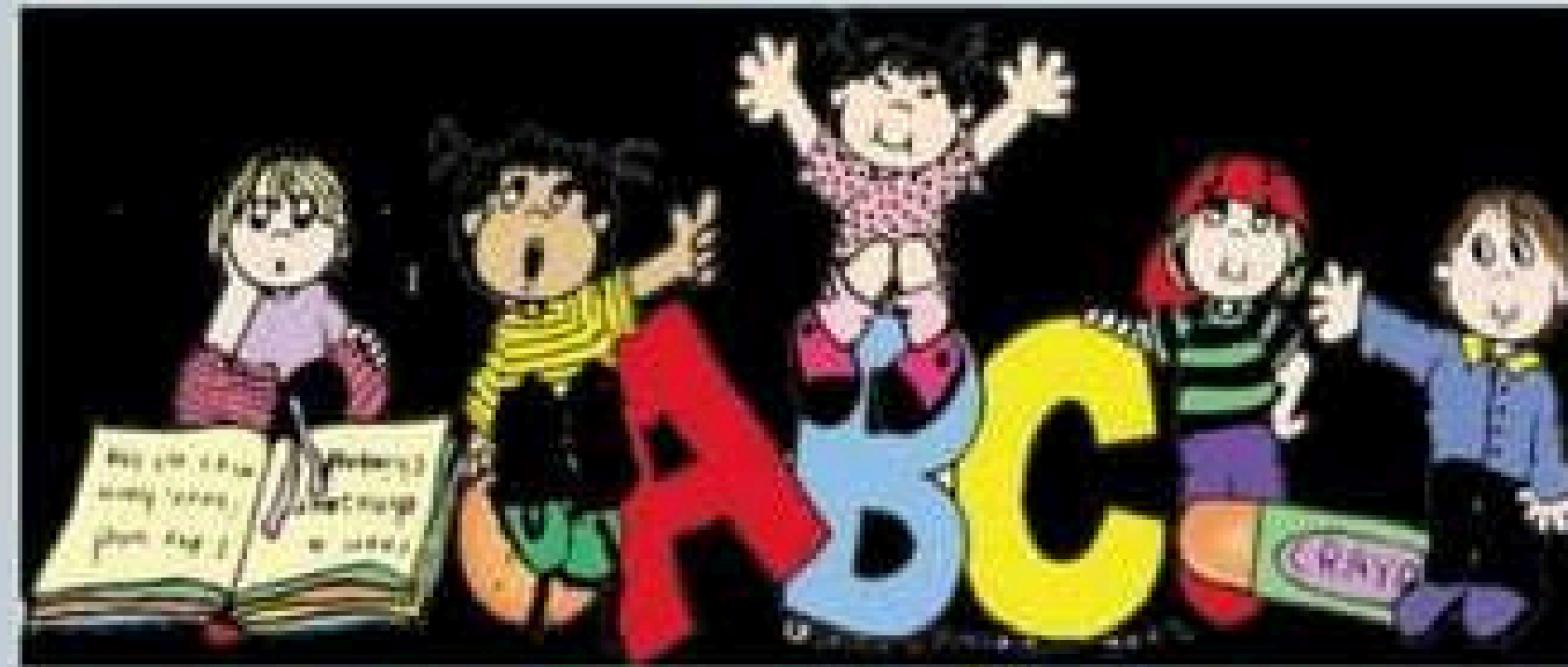➢ Research on individual differences must also take into account the social and educational settings in which learners find themselves.

Importance of the research in this area:

➢ Researchers seek to know how different cognitive and personality variables are related and how they interact with learners 'experiences so that they can gain a better understanding of human learning.

➢ Educators hope to find ways of helping learners with different characteristics achieve success in second language learning.
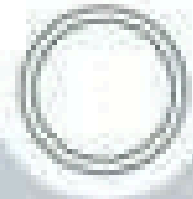
INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING

- ✓ Intelligence
- ✓ Aptitude
- ✓ Learning styles
- ✓ Personality
- ✓ Motivation and attitudes
- ✓ Identity and ethnic group affiliation
- ✓ Learner benefits
- ✓ Age of acquisition
- ✓ The critical period hypothesis

INTELLIGENCE

Intelligence is defined as "ability or abilities to acquire and use knowledge for solving problems and adapting to the world." (108) By solving problems, intelligence offers a way in which to learn different methods of receiving information.

... YOUR ADVERT DIDN'T SAY ANYTHING ABOUT INTELLIGENCE... IT SAID YOU WANTED A MANAGER!

Each of us exhibits different levels of intelligence(IQ) and also parts of our brain are more developed than others(multiple intelligences).The nature of intelligence involves: "the capacity to learn, the total knowledge a person has acquired, and the ability to adapt to new situation and the environment in general" (108).

LANGUAGE LEARNING

Over the years, some research has shown that IQ scores were a good means of predicting success in second language learning. However, IQ tests may be more strongly related to metalinguistic knowledge than to communicative ability.

IQ test
Test your IQ...
How smart are you?

next
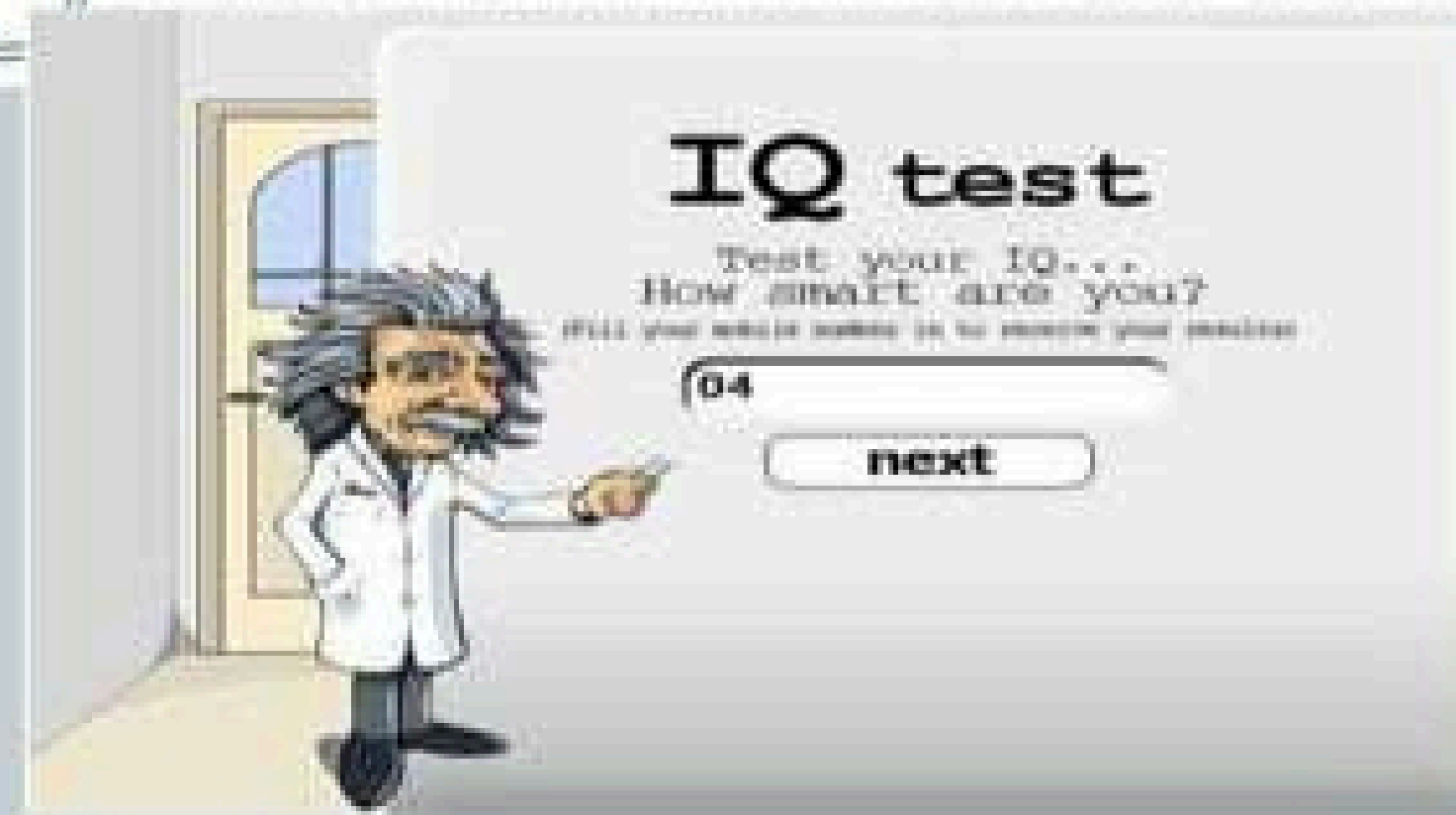
Study: French Immersion Programmes in Canada, Fred Genesee (1976) found that, while intelligence was related to the development of French second language reading, grammar, and vocabulary, it was unrelated to oral production skills.

Multiple intelligences was developed in 1993 by Dr. Howard Gardner. Multiple intelligences " suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited". There are a proposed eight different intelligences that Gardner accounted for in broader range of human potential in children and adults.

LANGUAGE LEARNING
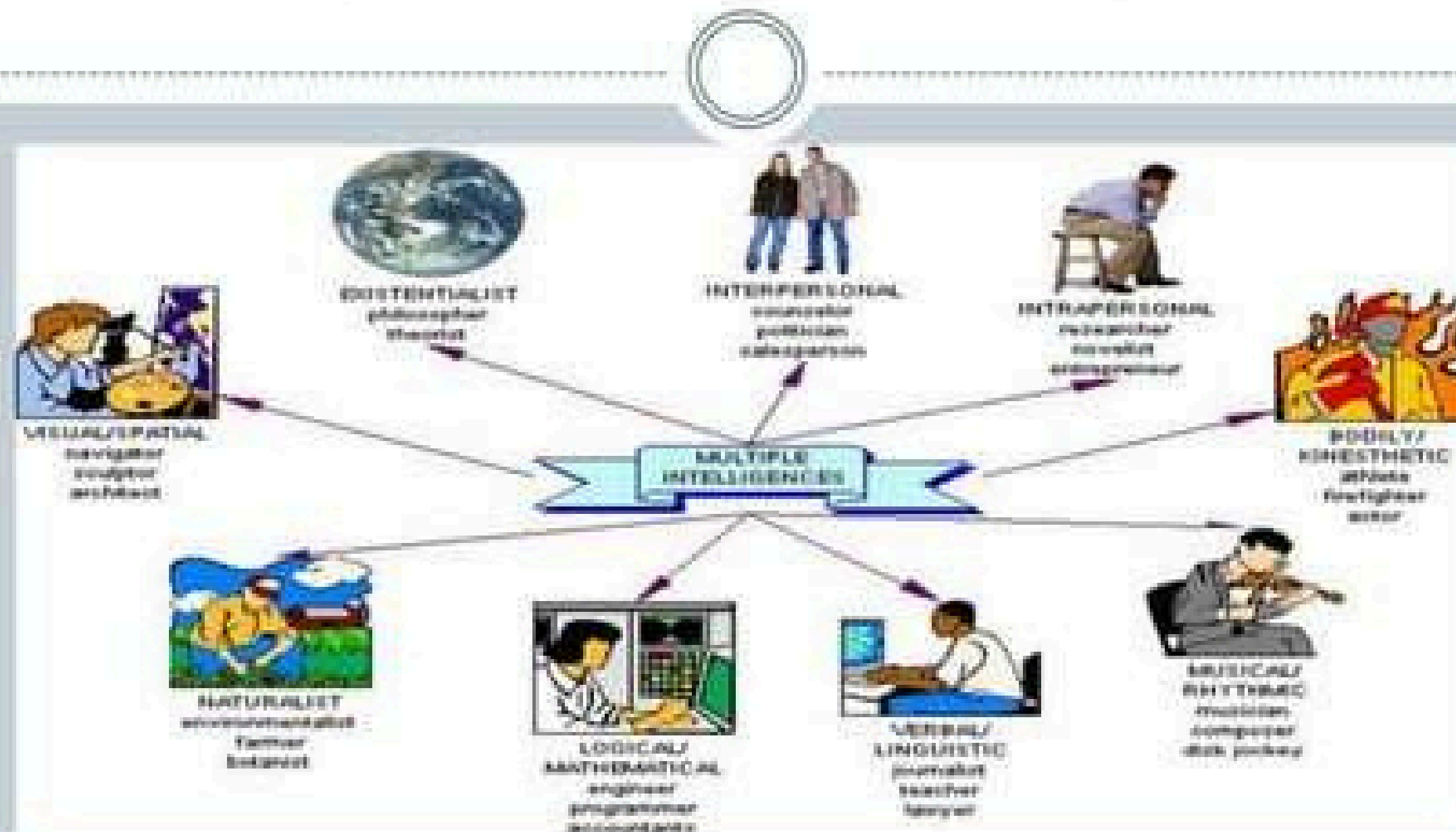
Linguistic intelligence ("word smart"): Logical-mathematical intelligence ("number/reasoning smart") Spatial intelligence ("picture smart") Bodily-Kinesthetic intelligence ("body smart") Musical intelligence ("music smart") Interpersonal intelligence ("people smart") Intrapersonal intelligence ("self smart") Naturalist intelligence ("nature smart")

APTITUDE

Aptitude refers to an individual's ability to learn or perform certain skills. It is an inherent capacity, talent or ability to do something. Having a high aptitude for something means you are good at doing that something

Acquired or natural ability (usually measurable with aptitude tests), for learning and proficiency in a specific area or discipline. Aptitude is expressed in interest, and is reflected in current performance which is expected to improve over time with training.
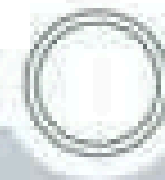
Aptitude Test

Are you ready?

Aptitude tests refer to standardized tests designed to measure an individual's ability to develop certain skills. Studies have applied tests of psychomotor ability, cognitive knowledge, and personality and attempted to relate them to measures of surgical skill.

# INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING

Specific abilities though to predict success in language learning have been studied under the tittle of language learning aptitude. John Carroll (1991) has characterized aptitude in terms of the ability to learn quickly.

Most widely used aptitude tests is the Modern Language Aptitude Test (MLAT) (Carroll & Sapon, 1959) and the Pimsleur Language Aptitude Battery (PBLAB) (Pimsleur, 1966)

Paul Meara (2005) and his colleagues have developed test that are taken on a computer.

INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING
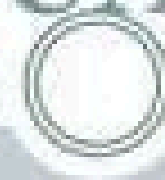
All the tests are based on the view that aptitude has several components:

1. The ability to identify and memorize new sounds

2. Understand the function of particular words in sentences

3. Figure out grammatical rules from language samples

4. Remember new words.

Leila Ranta (2002) found that children who were good at analyzing language were the most successful learners in an English second language program in which activities almost never involved direct attention to grammar.

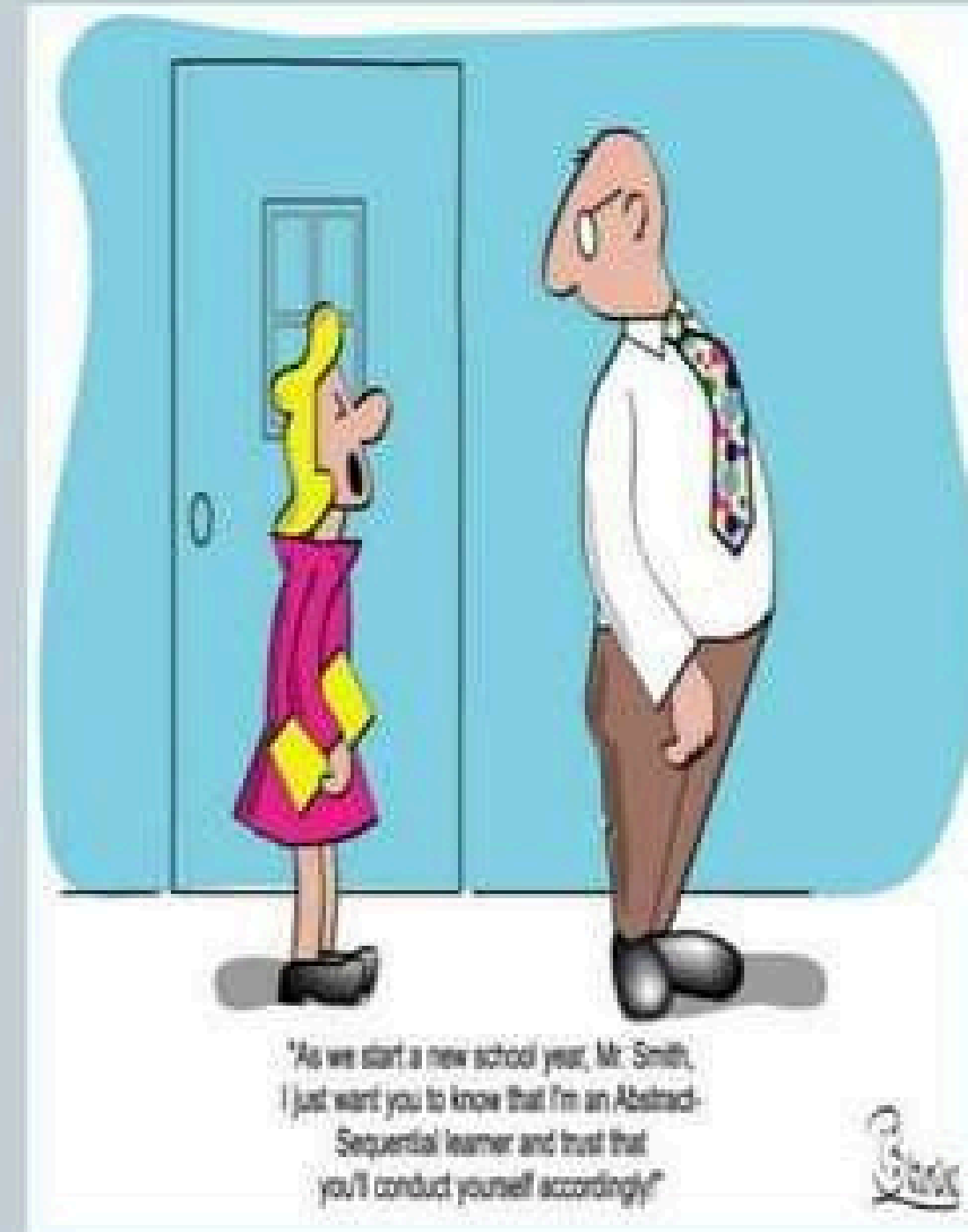# INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING

Nick Ellis (2001) and other have hypothesized that Working Memory may be the most important variable in predicting success for learners in many language learning situations.

Peter Skehan (1989) argues that successful language learners may not be strong in all of the components of aptitude.

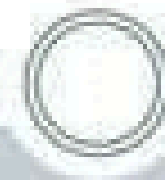# INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING

LEARNING STYLES

Keefe (1979) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." Stewart and Felicetti (1992) define learning styles as those "educational conditions under which a student is most likely to learn." Thus, learning styles are not really concerned with *what* learners learn, but rather *how* they prefer to learn.

"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly."

# INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING

Kolb's learning styles

David Kolb's *Experiential Learning: Experience as the source of learning and development* (1984) theorized that four combinations of perceiving and processing determine four learning styles that make up a learning cycle. According to Kolb, the learning cycle involves four processes that must be present for learning to occur:

- Diverging (concrete, reflective) - Emphasizes the innovative and imaginative approach to doing things. Views concrete situations from many perspectives and adapts by observation rather than by action. Interested in people and tends to be feeling-oriented. Likes such activities as cooperative groups and brainstorming.
- Assimilating (abstract, reflective) - Pulls a number of different observations and thoughts into an integrated whole. Likes to reason inductively and create models and theories. Likes to design projects and experiments.

INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING
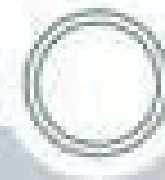
- Converging (abstract, active)- Emphasizes the practical application of ideas and solving problems. Likes decision-making, problem-solving, and the practicable application of ideas. Prefers technical problems over interpersonal issues.

- Accommodating (concrete, active) - Uses trial and error rather than thought and reflection. Good at adapting to changing circumstances; solves problems in an intuitive, trial-and-error manner, such as discovery learning. Also tends to be at ease with people.

INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING

Individuals have been described as FIELD INDEPENDENT or FIELD DEPENDENT, according to whether they tend to separate details from the general background or tend to see things more holistically.

There are many questions about how learning styles intearct with success in language learning. For one thing it is difficult to determine whether they reflect immutable differences or whether they develop trough experience.

INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING
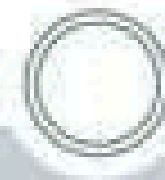
When learners express a preference for seeing something written or spending more time in a language laboratory, we should nor assume that their ways of working are wrong, even if they seem to be in conflict with the pedagogical approach were have adopted.

What is perhaps most important about this research is that, with great effort and instructional support, some of these students are able to succeed in spite of their difficulties.

| WEEK-11 | Bilingualism and Multilingualism | Cognitive and Social Aspects of Multilingualism | Group activity: Compare multilingualism experiences in different cultures. | CLO 2, CLO 3 | PLO 2, PLO 4 |

*Bilingualism

Bilingualism is the ability of an individual or the members of a community to use two languages effectively.

Etymology

From the Latin, "two" + "tongue"

*Bilingualism

Bilingualism According to <u>Webster's dictionary</u> (1961) bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker' and bilingualism as 'the constant oral use of two languages'
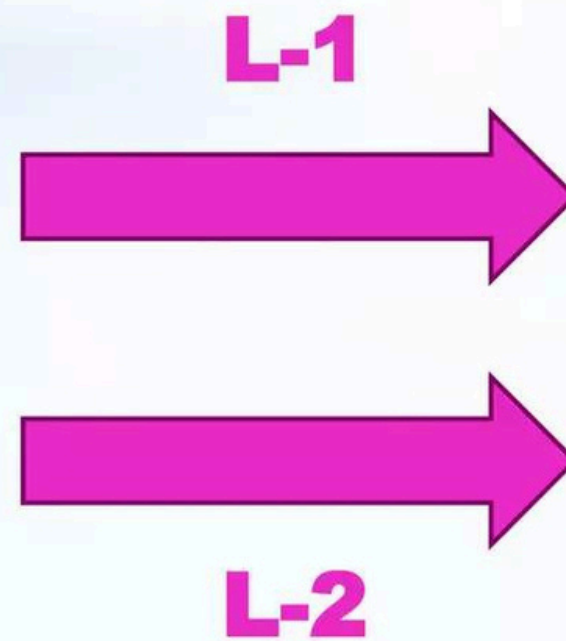
Types of Bilingualism

- Additive bilingualism
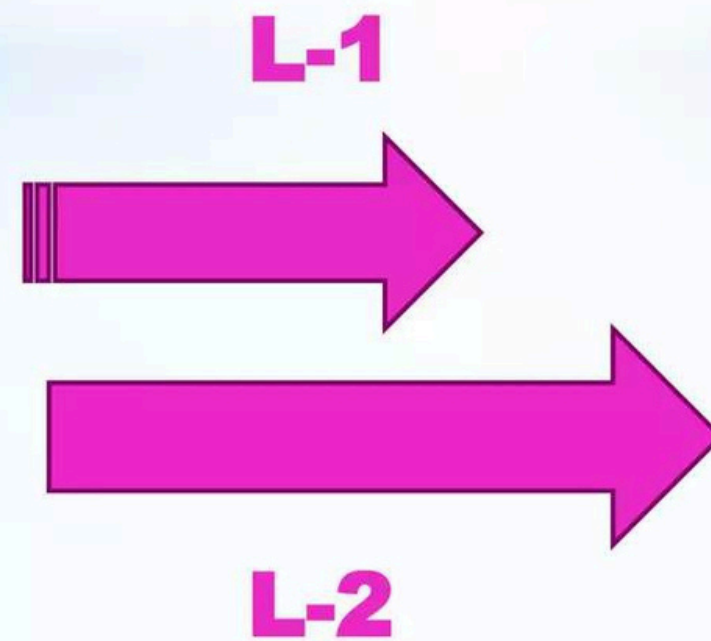- Subtractive bilingualism
- Receptive bilingualism

Additive + Bilingualism

- A situation where a second language is learnt by an individual or a group without detracting from the development of the first language.

L-1

L-2

*Subtractive Bilingualism

- A situation where a second language is learnt by an individual or a group on the risk of loosing the first language.

L-1

L-2

*Receptive Bilingualism

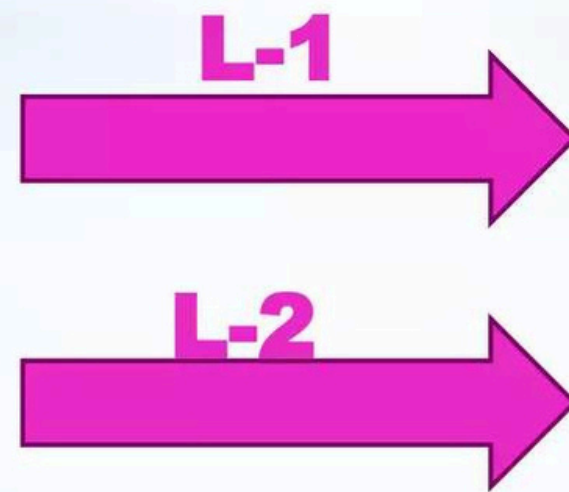- A situation in which one can understand but not speak a language.

*Approaches Bilingualism

❖ compound bilingual
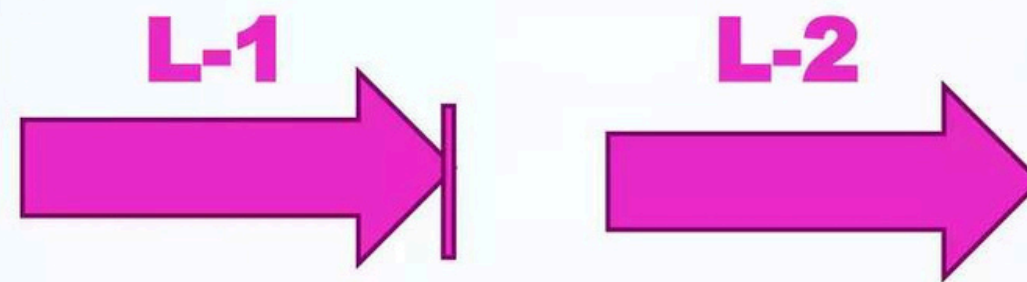❖ Coordinate bilingual
❖ Subordinate bilingual

*Compound/Simulta neous bilingualism

Simultaneous or compound bilingualism occurs when a person becomes bilingual by learning both languages at the same.

L-1 →

L-2 →

*Sequential or Coordinate bilingualism

Sequential or coordinate bilingualism occurs when a person becomes bilingual by first learning one language and then another.

L-1 → L-2 →

*subordinate bilingualism

subordinate bilingualism occurs when a person learns the language separately, in separate environments.

* CAUSES OF BILINGULISM
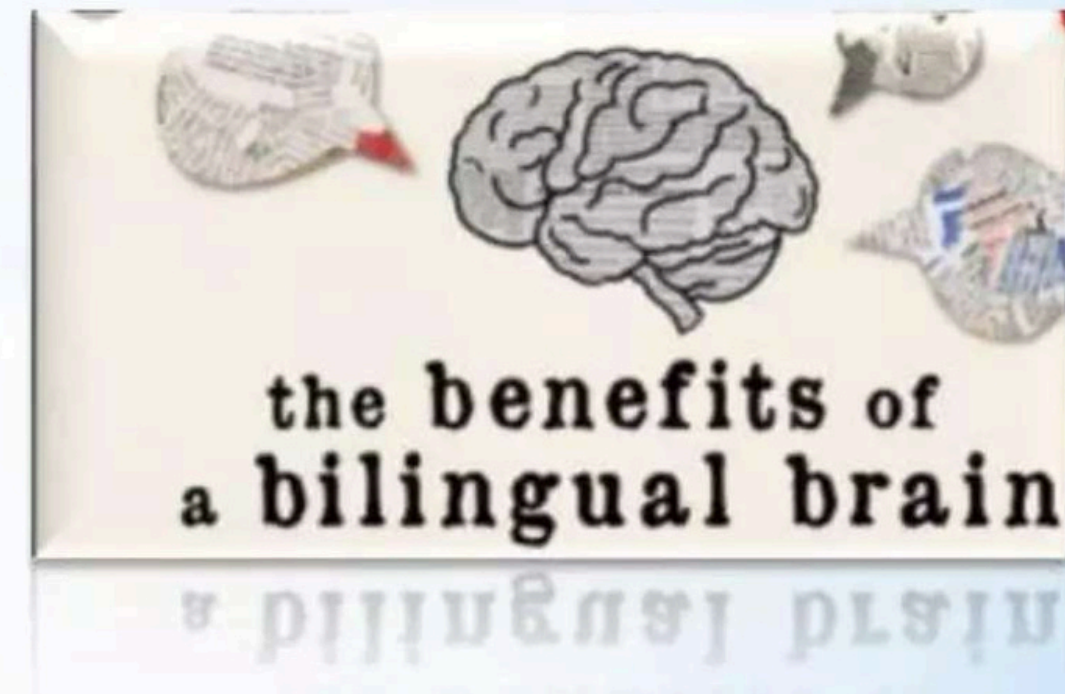
1. Migration
2. Education and culture
3. Border areas
4. Religion

* BENEFITS OF BILINGULISM

1. Personal benefits
2. Cognitive benefits
3. Academic benefits
4. Societal benefits

the benefits of
a bilingual brain

*MULTILINGULISM

Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages.

*TYPES OF MULTILINGULISM

❖ Individual multilingualism
❖ Societal multilingualism

MULTILINGUALISM:
Empowering Individuals
Transforming Societies

*INDIVIDUAL MULTILINGULISM

It is the ability of an individual to have competence in more than two languages.

For example:

If a child has a **Punjabi** father and a **Pushto** mother and he is raised by **Seraiki** maid and is living in a metropolitan city **Karachi**, then the child will grow up acquiring individual multilingualism.

*SOCIETAL MULTILINGULISM

It is defined as the linguistic diversity present in a society. In societal multilingualism some issues such as role and status, attitude towards, determinants of language choices, the symbolic and practical use of languages and correlation between language use and social factors as religion and class are important.

*CAUSES OF MULTILINGULISM

1. War
2. Trade
3. Religion
4. Globalization
5. Education
6. Tourism
7. Media
8. Migration

*BENIFITS OF MULTILINGULISM

1. Increased career opportunities and advantage over non-multilingual applicants

2. Improved language skills

3. More confidence when traveling to a foreign country

4. Ability to interact with people of different cultures

5. Improved multi-tasking, decision-making and problem-solving skills

*BENIFITS OF MULTILINGULISM

6.Better attention span and ability to focus

7. Less cognitive decline later in life

8. More open-minded worldview

9.Higher scores in tests

10. Healthier, more actively engaged brain

| WEEK-12 | SLA and Technology | CALL, Role of technology in SLA | Workshop: Explore and evaluate SLA learning apps or software. | CLO 3, CLO 5 | PLO 3 |

The lists of points

- Introduction
- What is CALL ?
- Types of CALL programs / materials
- Types of CALL Activities
- Roles of the computerin language learning   and teaching.
- How computers can be used in the language class.
- Advantages and Disadvantages of CALL

INTRODUCTION

CALL is influenced by traditional language teaching and learning. Although they are have different method and approach, but the goal is the same; to develop the learners' abilities as the same as native speakers

The aim of developing CALL is not to provide language with novelty, but is to improve the quality of language teaching (Cameron, 1989).

What is CALL ?

- CALL stands for the acronym of Computer Assisted Language Learning. Levy (1997) defines CALL as "the search for and study of applications of the computer in language teaching and learning".

- Beatty, 2003 said that CALL is any process in which a learner uses a computer and, as a result, improves his or her language.

bes of CALL Programs / Materials

CALL-specific software: applications designed to develop facilitate language learning, such as CD-ROMs, web-ba nteractive language learning exercises,test/quizzes.

Generic software : application designed for general purp such as word processor, word, power point and excel

Web-based Learning Program : Online dictionaries, on encyclopedia, news magazine slides, web quest, publishing, blog, etc.

Computer-mediated communication (CMC) online c acebook; email, twitter; discussion forum, message board.

ree HESI Grammar test

I Grammar test! 20 full practice tests+explanations

e words in brackets as adjective or adverb.

| |
|---|
| e -------reads a book. (quick) |
| andy is a ------- girl. (pretty) |
| e class is ------ loud today. (terrible) |
| ax is a ------- singer. (good) |
| u can ---- open this tin. (easy) |
| s a .... day today. (terrible) |
| e sings the song ----- . (good) |
| e is a --------- driver. (careful) |
| e drives the car ------ . (careful) |
| he dog barks ------ . (loud) |

Sentence Pronunciation and Phonetics Exercises

A model sample sentence or word is shown and you listen to it and then repeat as often as you wish, imitating the computer's model. Access to a large number of sentences and individual words for phonetics practice allows you to practice pronunciation for hours.
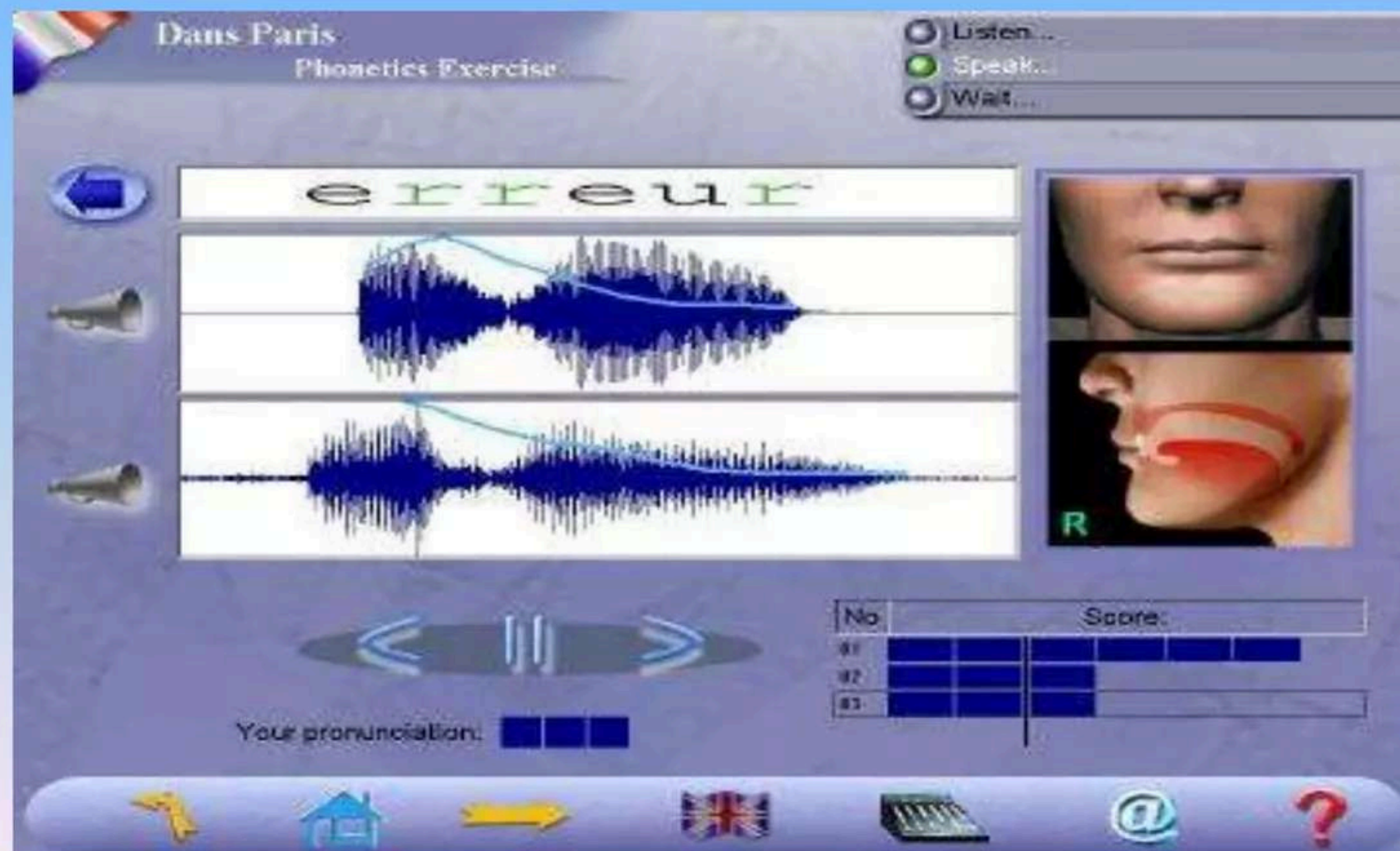
2. **Generic software:** applications designed for general purposes, such as word-processors (Word), presentation software (PowerPoint),and spreadsheet (Excel), that can be used to support language learning.

3. Web-based learning programs: online dictionaries, online encyclopedias, online concordances, news/magazine sites, web publishing, blog, wiki, etc.

4. Computer-mediated communication (CMC) programs: online chat; facebook; email, twitter; discussion forum, message board.

Types of CALL Activities

- multiple-choice & true/false   quizzes
- gap-filling exercise/cloze
- matching
- re-ordering/sequencing
- crossword puzzles
- games
- simulations

- writing & word-processing
- concordance
- web quests/searching
- web publishing
- online communication (synchronous and asynchronous)

Roles of the computer in language learning and teaching

- computer as **tutor** for language drills or skill practice
- computer as a **tool** for writing, presenting, and researching
- computer as a **medium** of global communication

How computers can be used in the language class

1) **Teaching with one computer in the class**

* delivery of content (PowerPoint, word-processor, Webpages, etc.)

* classroom activities/discussions mediated by the computer

* Interactive whiteboard

2) **Teaching in the computer network room**(network-based language teaching)

* task-based group work /activities

* computer-mediated communication (CMC): asynchronous/synchronous

* tandem learning

Self-access learning (independent learning)
- drills and exercises
- word processing
- resource searching

Distance learning (i.e. individual learners working by
themselves, at a place and time of their choice and, to some
extent, at a pace and in an order also chosen by themselves.)
- delivering online course content
- CMC activities: email, discussion forum, chat rooms
- tandem learning
- community building

ADVANTAGES

Teaching Learning Advantages:

Self-paced or learner-centered

An active process CALL material is consistent within individual courses.

Getting to know the students' individual Problems and successes with the learning material.

Working with a group of disciplined students.

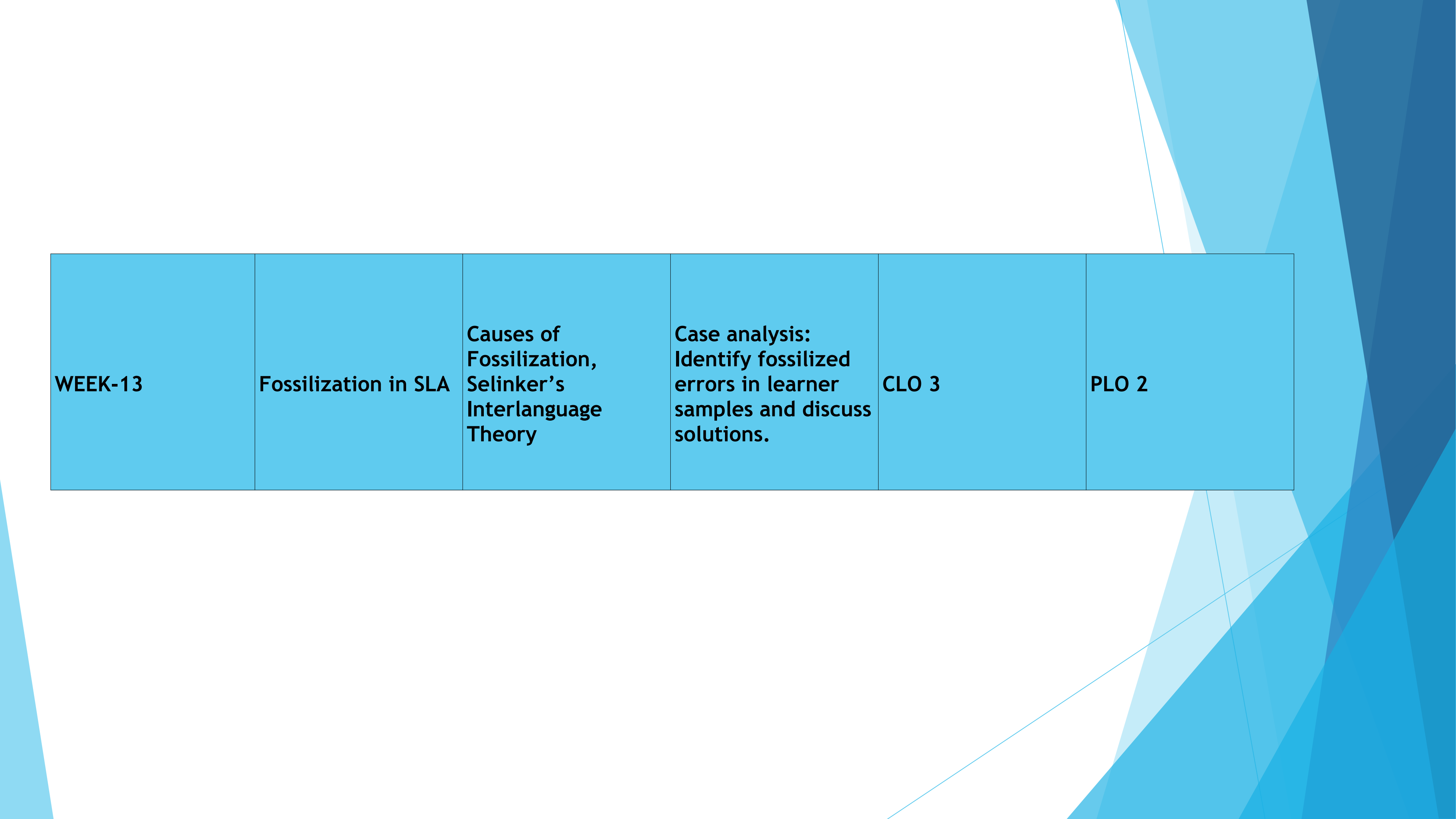Focusing on the important or more difficult material during class time or tutoring sessions.

DISADVANTAGES

- Quite a few students feel they learn better when guided step by step through a concep

- The student must be motivated and disciplined to complete a learning program on his own

- A good CALL program, as with all CBE programs, is very expensive to develop.

- Development requires teacher input, but, a great number of teachers see programs

- There is also a lack of suitable software available for CALL today.

CONCLUSION

- Using Computers to assist language learning and teaching is the certainty and necessity of technological development.

- CALL is not always better than traditional language learning and teaching method.

- To develop CALL incolleges and university for English language learning and teaching to meet the needs of study. But the important in our university that CALL design and implementation should match the users' needs.

- Always better than traditional language learning and teaching method. So before designing the CALL system, we should have an investigation to the users including students and staff.

WEEK-13	Fossilization in SLA	Causes of Fossilization, Selinker's Interlanguage Theory	Case analysis: Identify fossilized errors in learner samples and discuss solutions.	CLO 3	PLO 2

I. Introduction

- **What is Fossilization?**

  ☐ Fossil ➡ Fossilize ➡ Fossilization

  › a permanent cessation of IL learning before the learner has attained TL norms at all levels of linguistic structure and in all discourse domains in spite of the learner's positive ability, opportunity, and motivation to learn and acculturate into target society.

- **What is Fossilization?**

  > backsliding,

  > stabilized errors,

  > learning plateau,

  > typical error,

  > persistent non-target-like performance,

  > de-acceleration of the learning process,

  > ingrained errors,

- **What is Fossilization?**

  > systematic use of erroneous forms,

  > cessation of learning,

  > structural persistence,

  > ultimate attainment,

  > long-lasting free variation,

  > persistent difficulty,

  > and inability to fully master TL features describing the similar meaning, which lead to confusion for quite a long time.

II. Accepted Concept of Fossilization

1. it may appear at different language levels
2. it may occur at different learning stages among age groups;
3. it may be either structure fossilization or competence fossilization;
4. it is usually manifested as the deviant forms from the TL norms;
5. there are soft and hard degrees of fossilization.
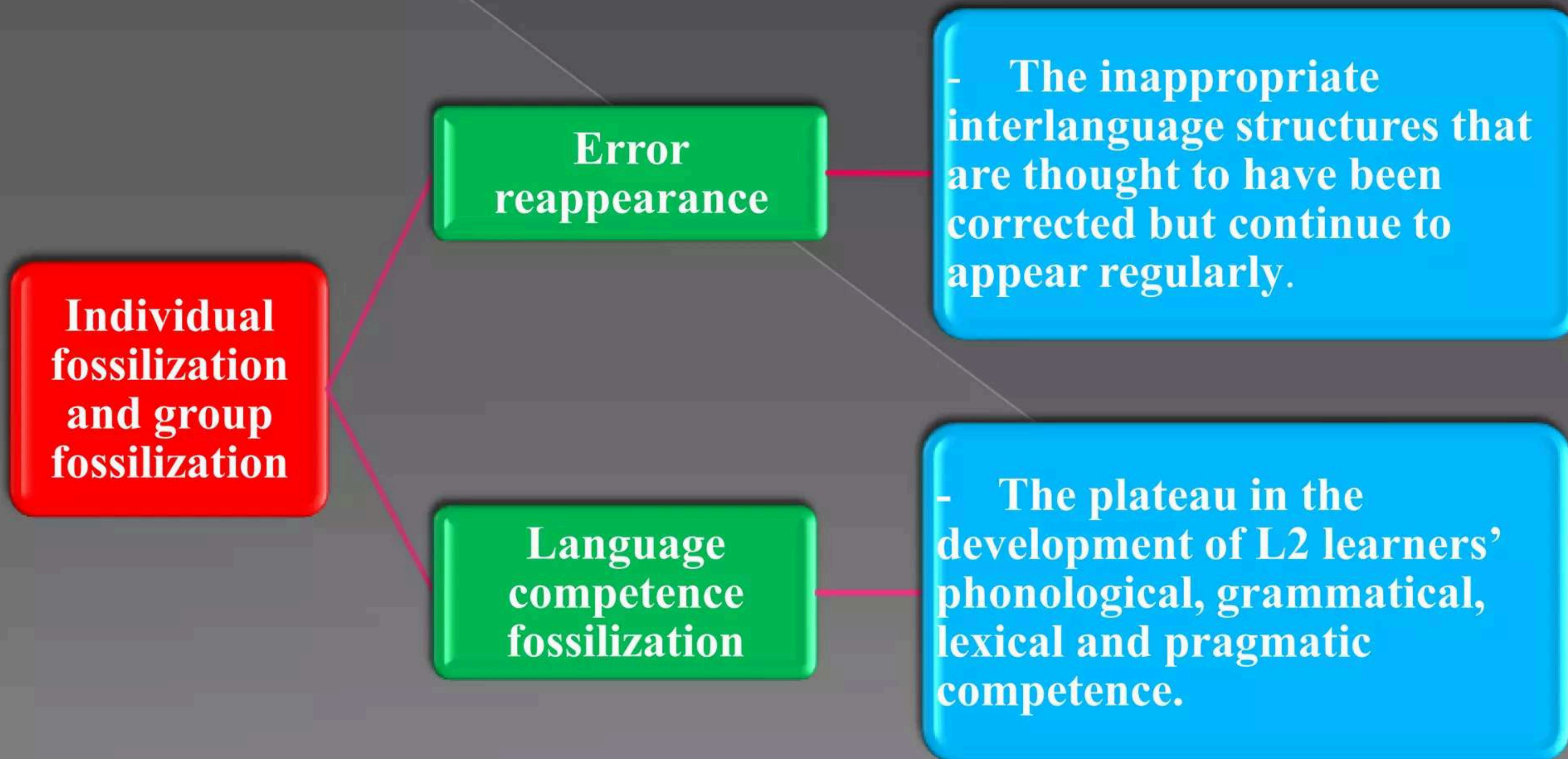
III. Classification of Fossilization

1.
- Individual fossilization and group fossilization

2.
- Temporary fossilization and permanent fossilization

III. Classification of Fossilization

Individual fossilization and group fossilization

Error reappearance — - The inappropriate interlanguage structures that are thought to have been corrected but continue to appear regularly.

Language competence fossilization — - The plateau in the development of L2 learners' phonological, grammatical, lexical and pragmatic competence.

III. Classification of Fossilization

Pervasive fossilized language competence in a community

⬇

Group fossilization

⬇

A new dialect

III. Classification of Fossilization
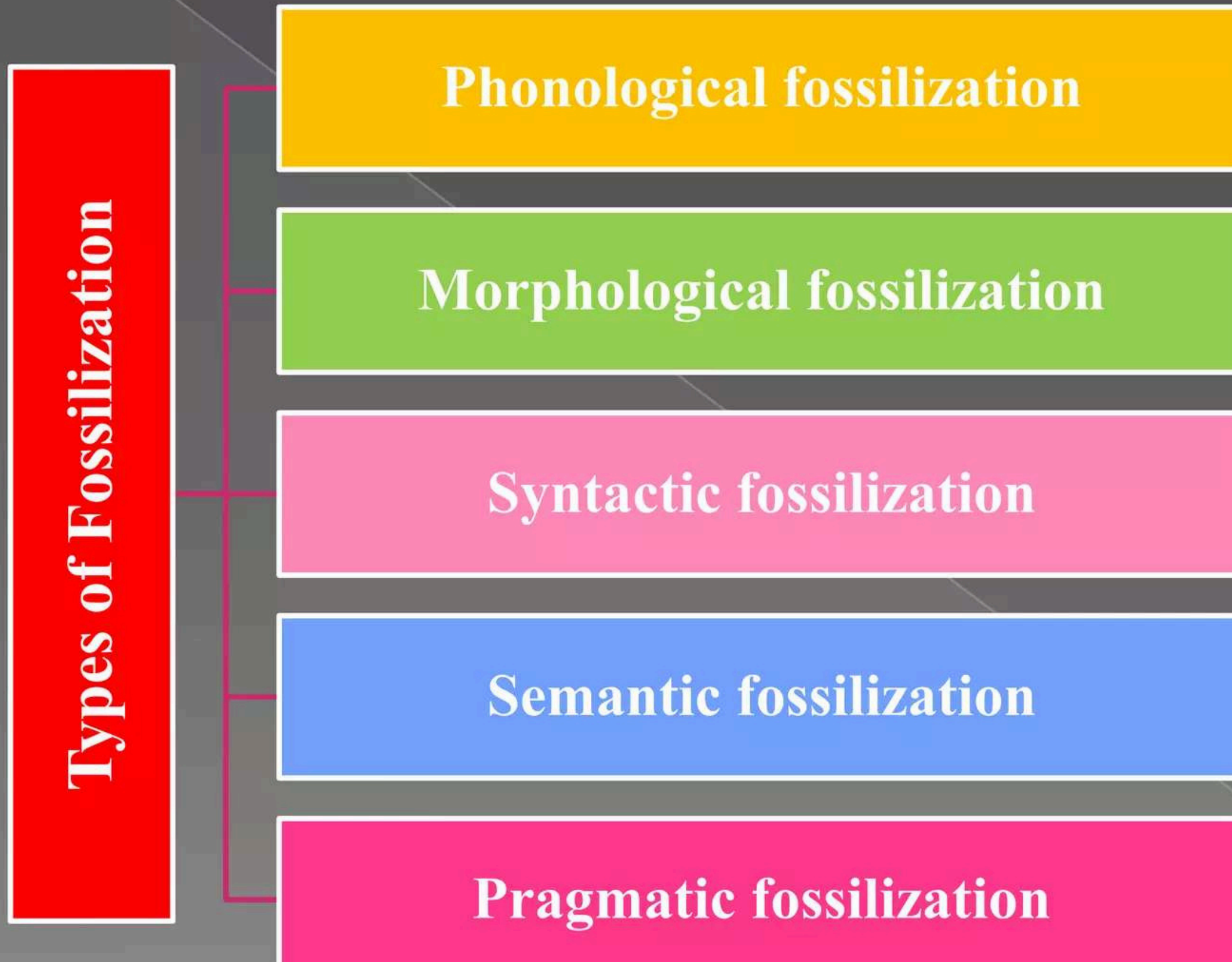
Temporary fossilization

- also called stabilization, indicates that fossilized interlanguage consists of learning plateaus
- where development of given TL features is simply 'arrested' or 'inhibited' for shorter or longer periods of time.

Permanent fossilization

- takes place as a result of social, psychological and interactive variables

IV. Types of Fossilization

Types of Fossilization

- Phonological fossilization
- Morphological fossilization
- Syntactic fossilization
- Semantic fossilization
- Pragmatic fossilization

IV. Types of Fossilization

⦿ **Phonological Fossilization:**

› the repetition of phonological errors which result from the incorrect acquisition of pronunciation of L2, usually affected by L1.

› Example: [ɵ] does not exist in Chinese.

IV. Types of Fossilization

- **Morphological Fossilization:**

    > The most common problems lay in two aspects:
    - inflectional morpheme
    - and article.

IV. Types of Fossilization

- **Syntactic Fossilization:**

  › Different languages have their own syntactic rules.

    · Example: Chinese does not have obvious tense differentiation, whereas English has present tense and past tense in general.

IV. Types of Fossilization

- **Semantic Fossilization:**

  > refers to the use of language forms that exist in TL but do not represent the meanings L2 learners intend to express in the context.

IV. Types of Fossilization

- **Pragmatic Fossilization:**

  › A pragmatic deviance = pragmatic failure.

  › Thomas (1983) views pragmatic failure takes place in the cross-cultural communication and refers to the "inability to understand what is meant by what is said".

  › Inappropriate language use results in misunderstanding, embarrassment, and even insult.

V. Causal Factors of Fossilization
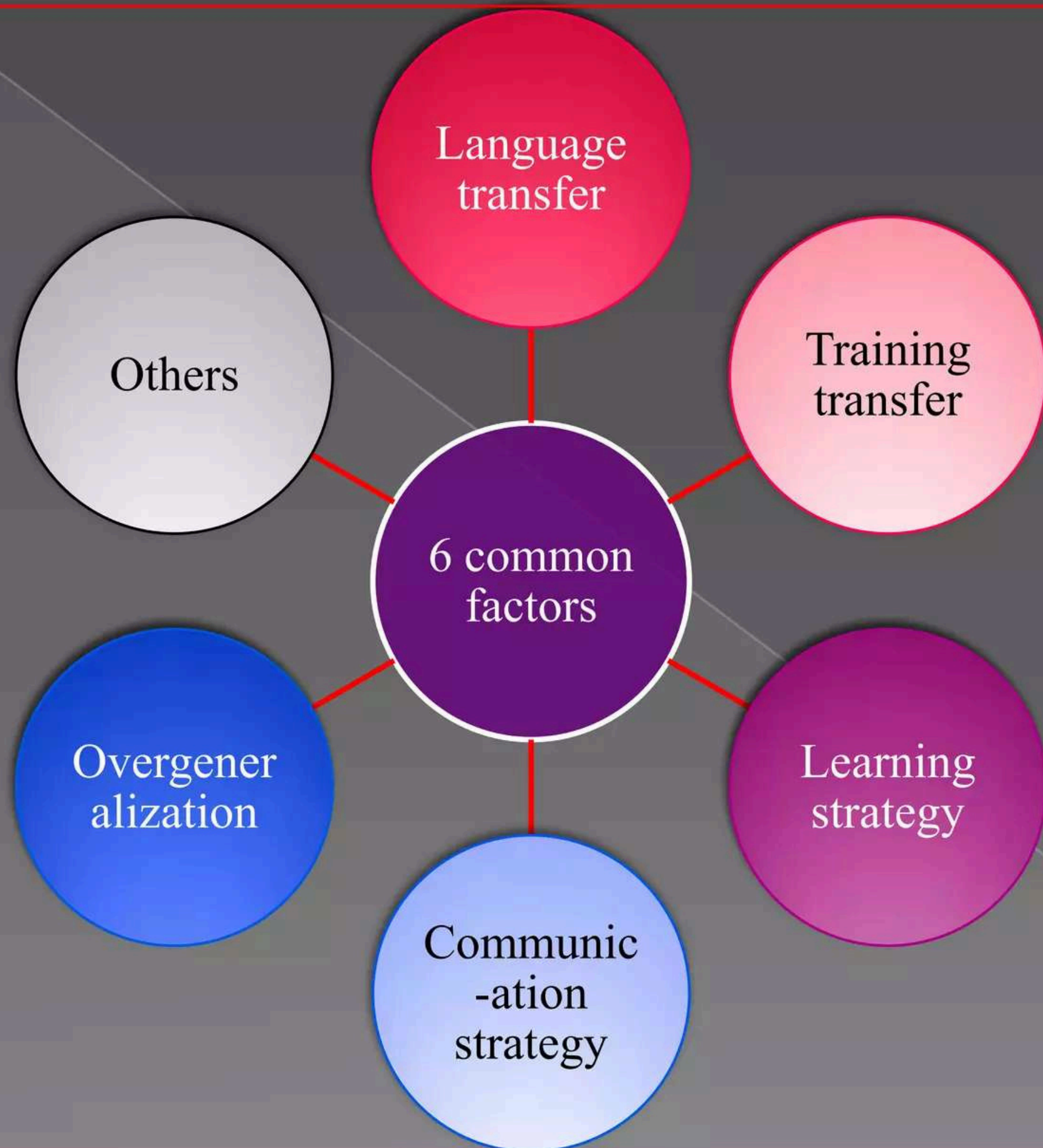
V. Causal Factors of Fossilization

1. **Language Transfer:**

   - The errors in the use of L2 result mainly from L1, and the difference between L1 and the L2 is the reason for the occurrence of errors.

V. Causal Factors of Fossilization

The Transfer of L1

Positive

Negative

The similarities shared by the L1 and L2 help SLA

The differences between L1 and L2 that interfere SLA
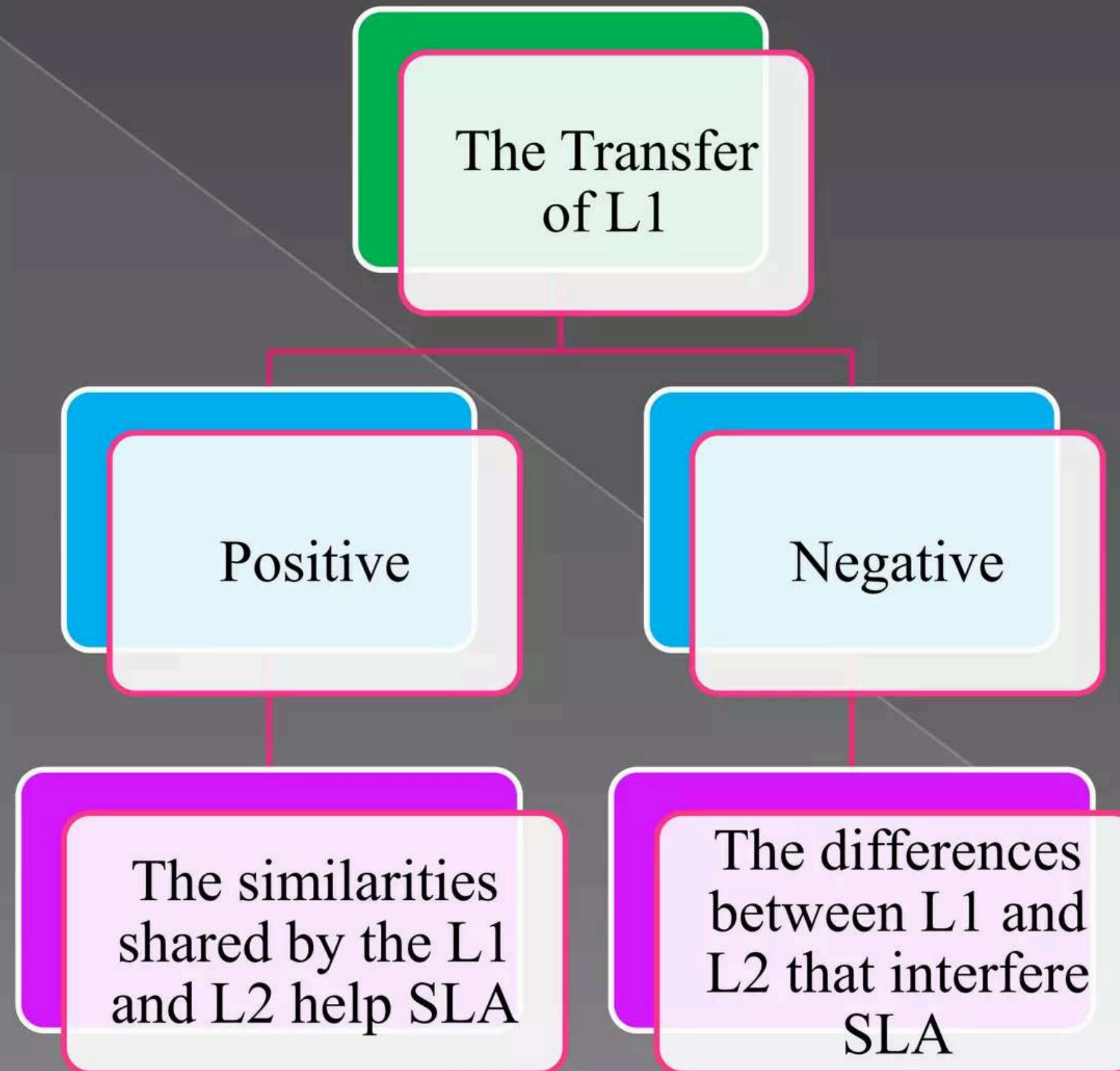
V. Causal Factors of Fossilization

2. Training Transfer:

- › The lack of formal instruction in English ➡ fossilization of incorrect language forms

- › "Fossilization often occurs among 'street' learners

- › Their errors becomes systematized and are almost impossible to eradicate"

- › "Street" learners are never corrected, nor do they correct themselves.

V. Causal Factors of Fossilization

3. Learning Strategy:

> not only to the overall strategies but also to the explicit methods the learner adopts in the process of SLL

> Incorrect Learning strategies   fossilization of some features (phonological, morphological, syntactic, lexical, psycholinguistic, or socio-cultural)."

V. Causal Factors of Fossilization

4. Communication Strategy:

> A systematic skill a speaker resorts to while having difficulties in expression to keep the communication going on.

> Successful use of communication strategies will prevent acquisition"

> The learner inclines to simplify the target language

> Pays too much attention to the fluency but neglects the accuracy

V. Causal Factors of Fossilization

5. Overgeneralization

> language overgeneralization always indicates the ignorance of rule restrictions, including semantic restrictions of lexis or other linguistic items

> For instance, using the -ed suffix to indicate past tense for verbs like "go" and "think."

V. Causal Factors of Fossilization

6. Others:

> The causal factors fall into the following categories: environmental, cognitive, neurobiological, and socio-affective.

> These causal factors can be put into two groups: internal factors and external factors

VI. Fossilization Reduction:

1. Adoption of proper learning strategies

2. Reduction of negative transfer of L1

3. Exposure to TL and TL culture

VI. Fossilization Reduction:

1. **Adoption of proper learning strategies**

   › "good" learning strategies

   › Appear use strategies more frequently and in qualitatively different ways

   › Involve attention to both form and meaning.

   › Different kinds of learning strategies may contribute to different aspects of L2 proficiency

VI. Fossilization Reduction:

2 Reduction of negative transfer of L1:

> Not to use TL too early until the learners' oral competence is facilitated with sufficient input and without relying on their native language (Krashen,1983))

> abundant input of TL can lessen the negative transfer of the native language

VI. Fossilization Reduction:

3. Exposure to TL and TL culture

- Allow them to stay for some time in the native environment abroad
- Multimedia instruments
- Textbooks with original passages by foreign authors

VII. Conclusion:

- Fossilization is an inevitable state in and has significance influence on second language acquisition.
- It needs our attention and research to solve fossilization problems in all aspects of language.

| WEEK-14 | Nativist theory | Students will be able to explain the key ideas of the Nativist Theory and identify its role in language acquisition. | Group discussion: "Is language inborn? Discuss with examples from real children's speech development." | CLO 4, CLO 5 | PLO 3 |

Nativist Theory

CONCEPTS OF NATIVIST THEORY

- Acquisition is innately determined, that we are born with a built-in-device of some kind that predisposes us to language acquisition.
- Children are biologically programmed for language acquisition

NOAM CHOMSKY

- He said that every child is born with a biological predisposition to learn language- any language

- He came up with the idea of a language organ, which is known as the **Language Acquisition Device (LAD).**
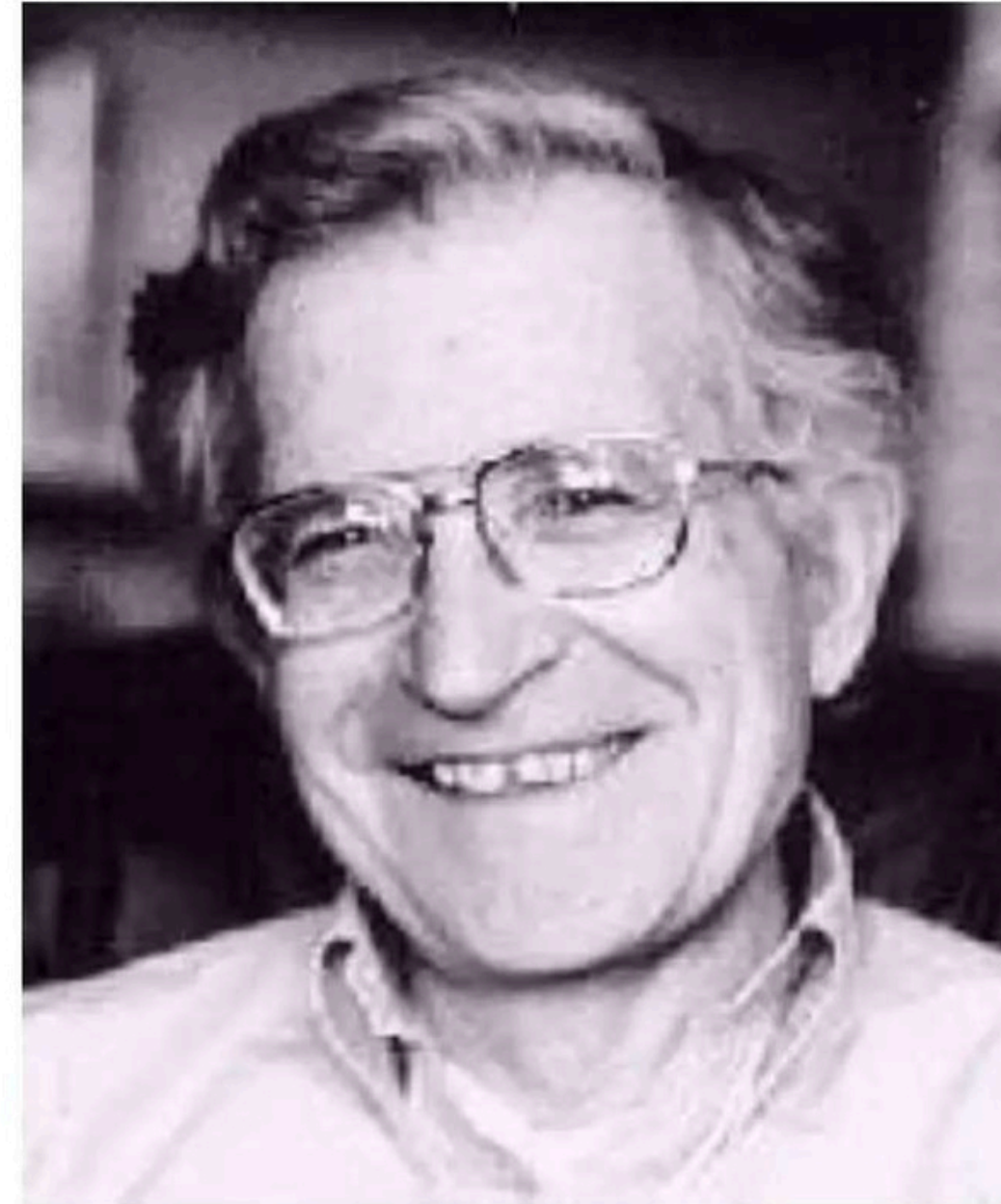
4 Innate Linguistic Properties of LAD (McNeil 1966)

1. Ability to distinguish speech sounds from other sounds in the environment
2. Ability to organize linguistic events into various classes which can later be refined
3. Knowledge that only a certain kind of linguistic system is possible and that other kinds are not
4. Ability to engage in constant evaluation of the developing linguistic system

HOW LAD FUNCTIONS

Children need to access to samples of a natural language to activate the device

Once the LAD is activated, they discover the structure of the language to be learned

They discover it by matching the innate knowledge of UG to the structures of the particular language in the environment

SENTENCE ARE FORMED IN THE FOLLOWING SEQUENCE

Input

LAD

Output

Primary Linguistic Data → General Language Learning Principles → Grammatical Knowledge The Rules → Child's Speech
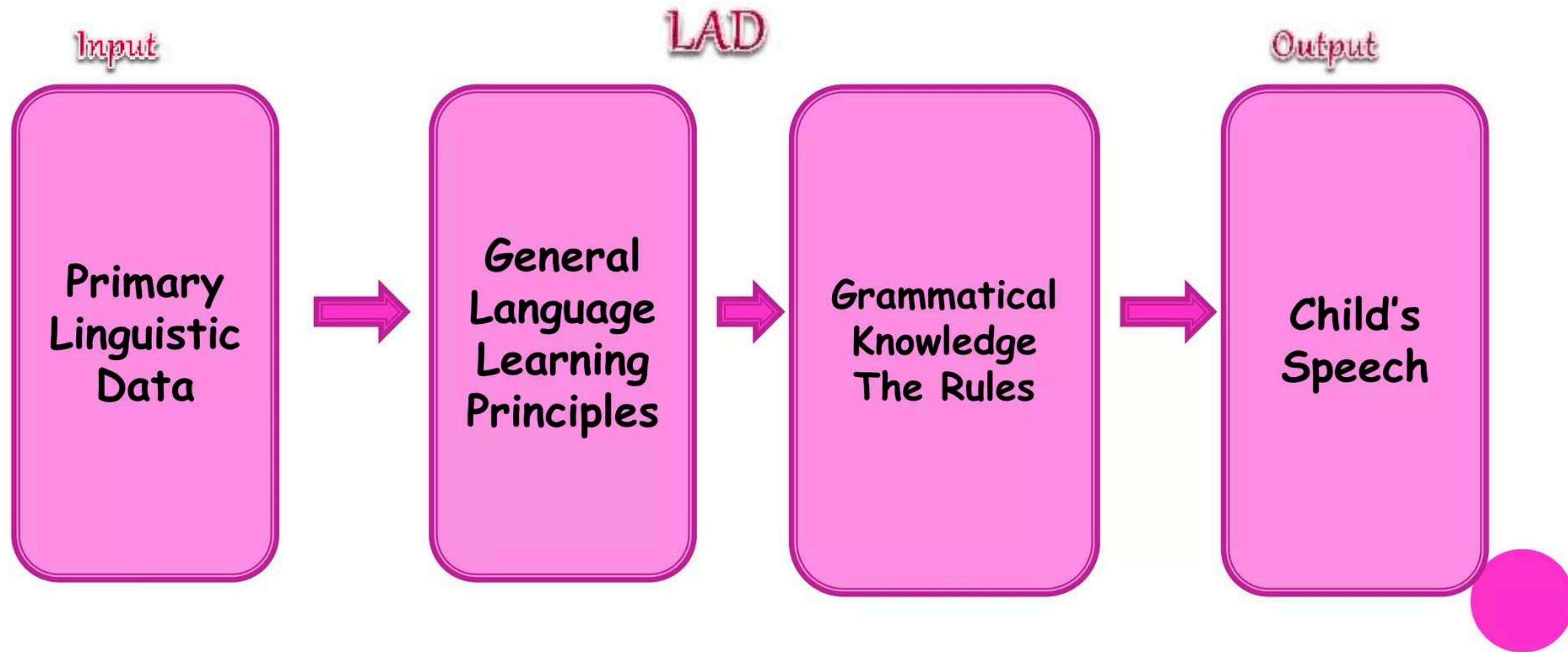
Universal Grammar

Language Acquisition Data

Universal Grammar

- A set of innate principles and adjustable parameters that are common to all human languages

- Focuses on the structural relationships rather than the linear order of the words

  - e.g. Your cat is friendly?

    Is your cat friendly?

Universal Grammar

UG Principles

- Language is organized that depends on the structural relationships between elements in a sentence

- Language usually contain NP and VP + (Other phrases)

Parameters

- Determine the ways in which language can vary
- Head parameter specifies the position at the head in relation to its compliments for different languages
- Each phrases has a central elements that is called the head

(NP-noun; VP-verb)

- English language is a head-first language because head of the phrase always appears before its

- The child's language at any stage is systematic in that the child is constantly forming hypotheses on the basis of the input received and then testing those hypotheses in speech. As the child's language develops, those hypotheses get continually revised, reshaped or sometimes abandoned

- LAD hypothesize the grammar in the language you are exposed to
- If it is fits to the grammar, then continue the hypothesis, but if it is not, there is a testing of a new hypothesis again

- **Pivot Grammar**

  - The early grammars of child language

Sentence ⟶ Pivot word

⬇

Open word
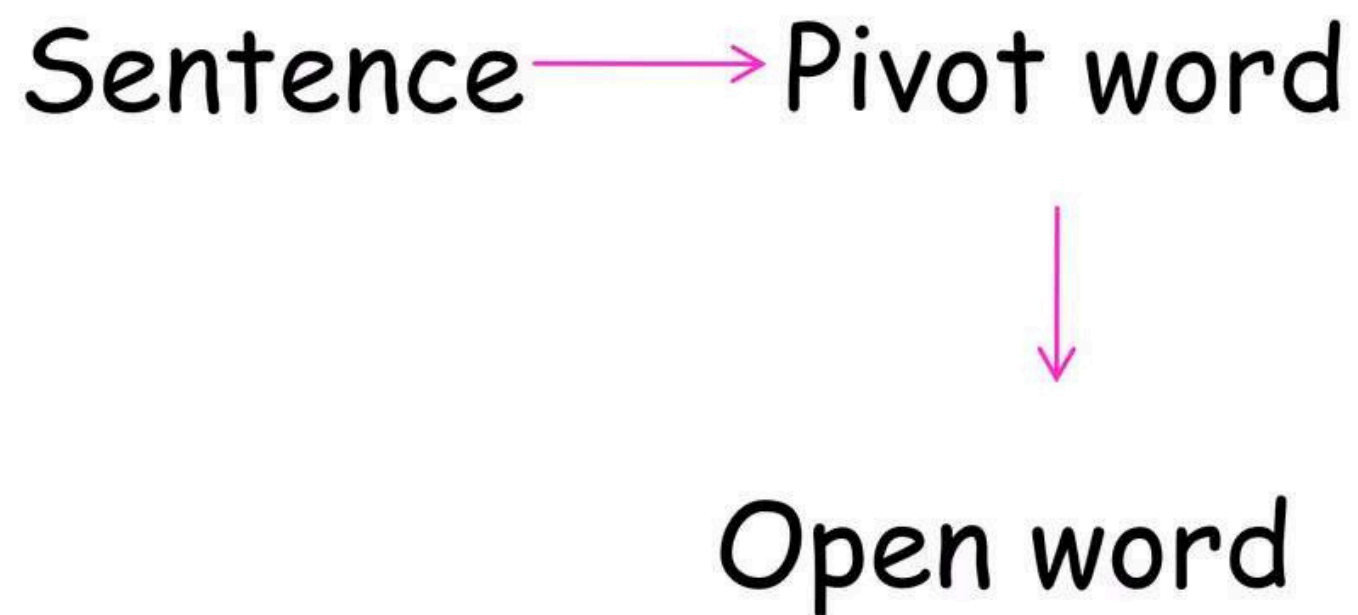
- Neurons in the brain are said to form multiple connections

- A child's linguistic performance may be the consequence of many levels of simultaneous neural interconnections and not a serial process of one rule being applied.

CONTRIBUTIONS OF THE NATIVIST FRAMEWORK OF THE UNDERSTANDING OF THE FIRST LANGUAGE ACQUISITION PROCESS

1. Freedom from the restrictions of the so-called "scientific method" to explore the unseen, unobservable, underlying, abstract linguistic structures being developed in the child

2. Systematic description of the child's linguistic repertoire as either rule-governed or operating out of a parallel distributed processing capacities

3. Construction of a number of potential properties of Universal Grammar

SUMMARY

- Children are born with a specific innate ability to discover for themselves the underlying rules of a language system on the basis of the samples of a natural language they are exposed to

- Language acquisition is something that happens to a child placed in a certain environment not something the child does

- Children acquisition of grammatical rules is guided by principles of an innate UG which could apply to all language
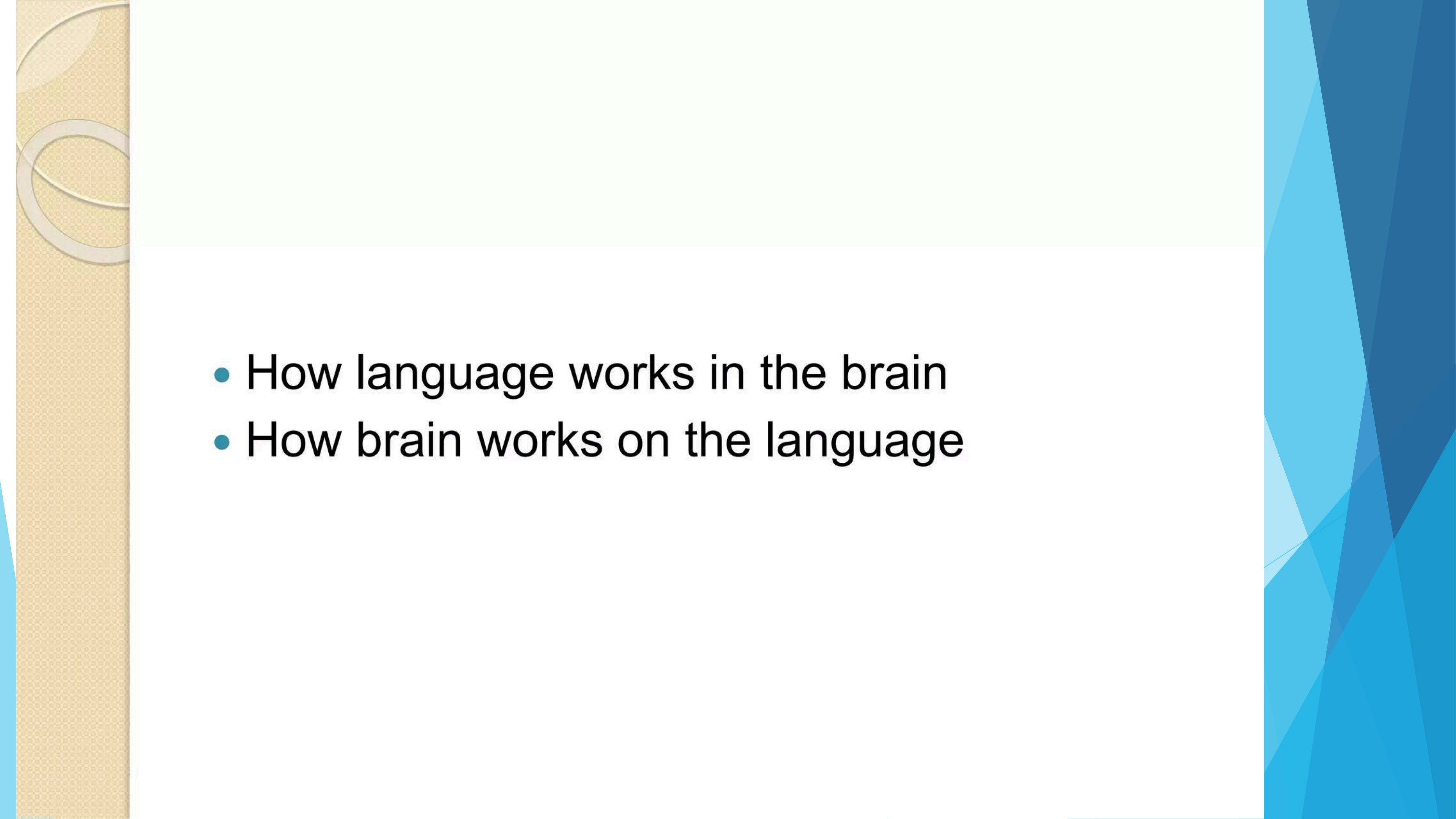
WEEK-15	NEUROFUNCTION AND SLA	Students will analyze how brain structure and function relate to language learning and use	Watch a short video on Broca's and Wernicke's areas; label parts of the brain in pairs and discuss their functions.	CLO 3	PLO 2

LANGUAGE AND BRAIN

Psycholinguistics

Level-6

- How language works in the brain
- How brain works on the language

Interesting brain facts!

➢ About 1.4 kg (2% of body weight) mass of fat & protein with 75% water content.

➢ Width = 140 mm, Length = 167 mm, Height = 93 mm. Left hemisphere is larger than the right.

➢ 40% grey matter (outer covering: cerebral cortex) 60% white matter (myelinated fiber tracts traveling to & from the cerebral cortex).

➢ Uses 10 – 23 watt of energy, consuming 20% oxygen from the body. Goes unconscious in 8 – 10 sec. without oxygen.

➢ 100 billion neurons (166 times human population & would take 171 years to count! *(Tony Buzan)*

➢ 2,50,000 neurons/ minute in early development & stops growing at 18

➢ 12 pairs of cranial nerves & 31 pairs of spinal nerves

Physical features of a human brain
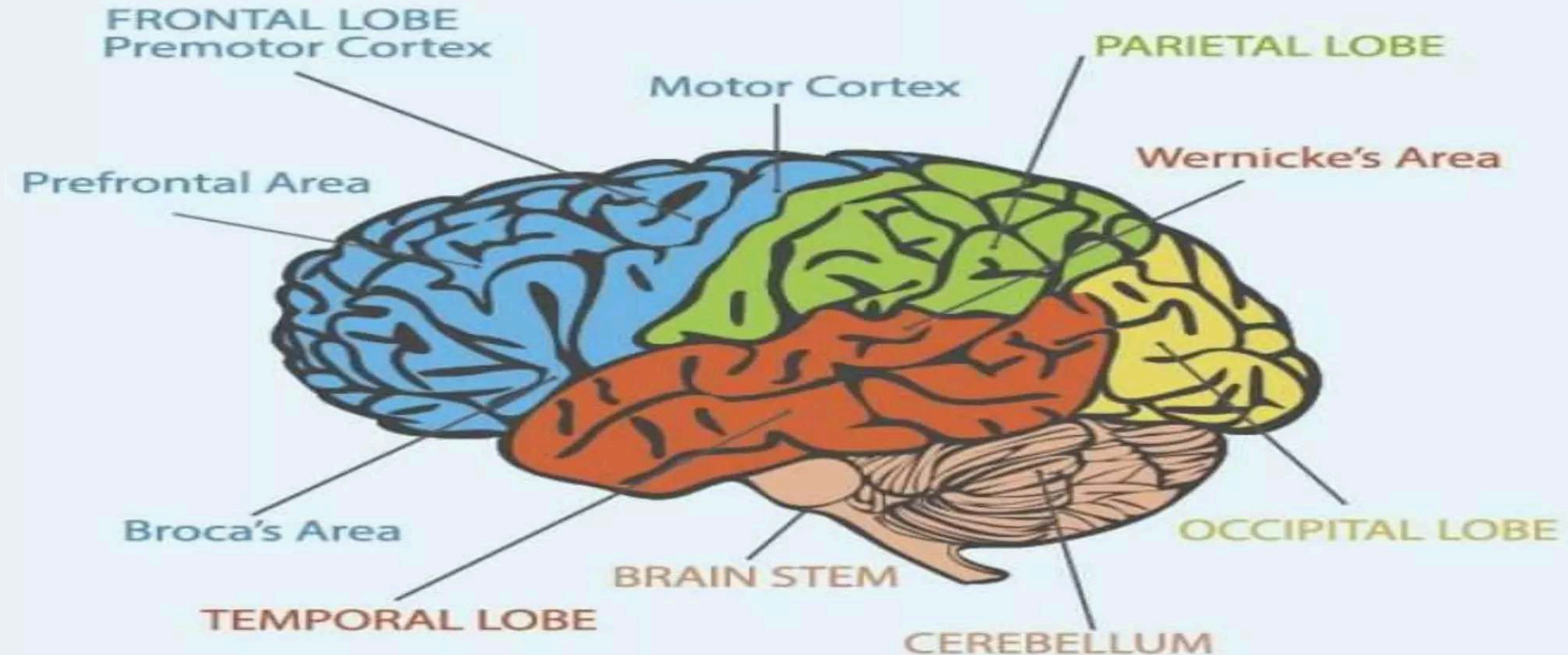
Two hemispheres

- If we split the brain right down the middle into two symmetrical, or equal parts, we would have a right and left hemisphere. Although equal in size, these two sides are not the same, and do not carry out the same functions.

- **The left hemisphere** of the brain is responsible for controlling the *right side* of the body. It also performs tasks that have to do with logic, such as in language, science and mathematics.

- On the other hand, the right hemisphere coordinates the left side of the body, and performs tasks that have do with creativity and the arts.

- These hemispheres communicate with each other through a thick band of 200-250 million nerve fibers called the corpus callosum and serve the body in different ways.

Human brain left & right function

RIGHT-BRAIN FUNCTIONS

Art awareness

Creativity

Imagination

Intuition

Insight

Holistic thought

Music awareness

3-D forms

Left-hand control

LEFT-BRAIN FUNCTIONS

Analytic thought

Logic

Language

Reasoning

Science and math

Written

Numbers skills

Righy-hand control
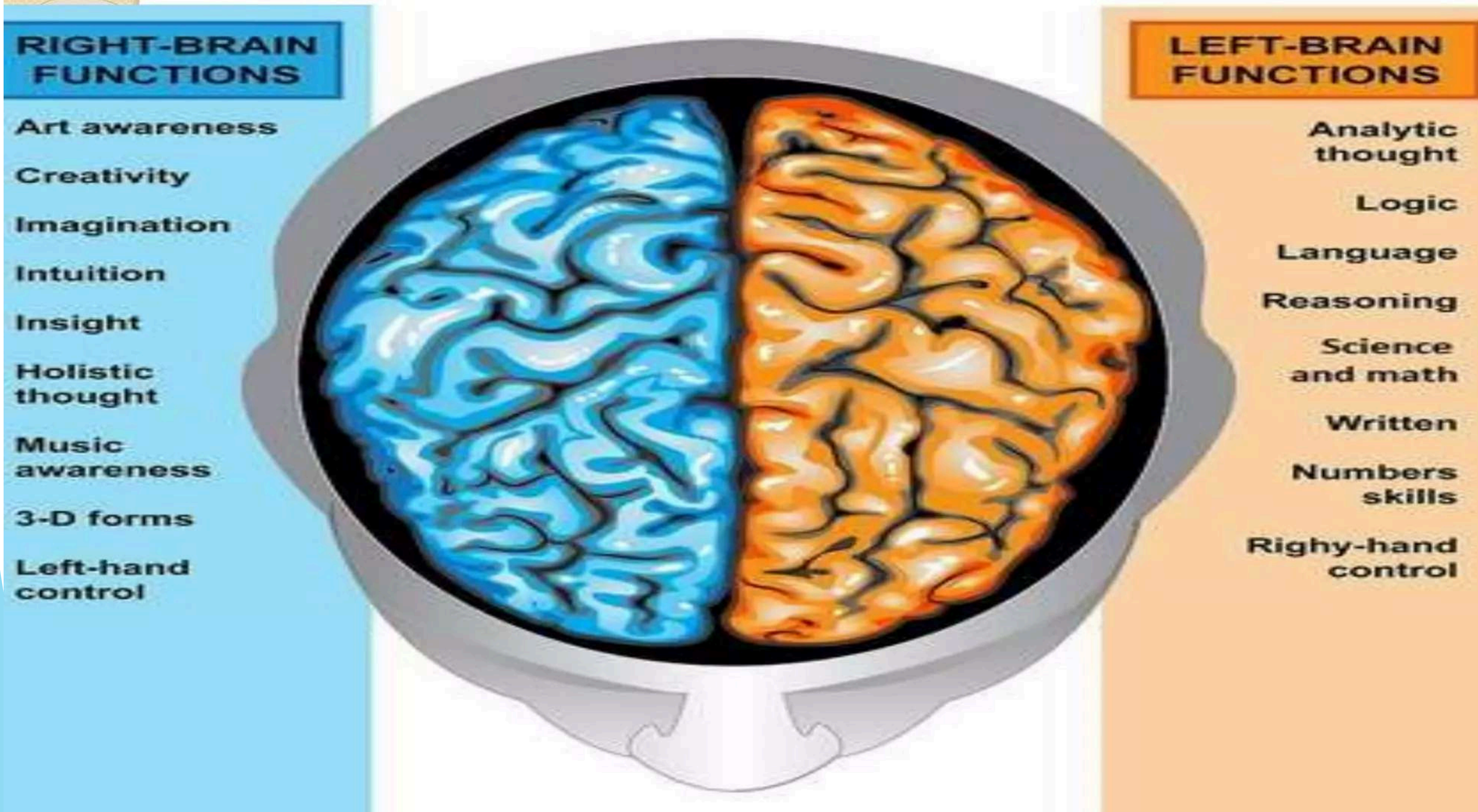
- <u>Left hemisphere is for linguistic activities such as phonology, morphology, syntax, function with words with inflections and tone system etc.</u>

- <u>Right hemisphere is responsible for the movement and nonlinguistic activities. Ex. Visuospatial information.</u>

- This is due to left hemisphere is being computationally more powerful than the right and therefore better suited for processing the highly complex elements of language.

Parts of the brain
1- The Brainstem (Pathway to the Body)

- Base of brain
- Unconscious work
- Autonomic functions,
- e.g., survival, breathing, body functions, etc.
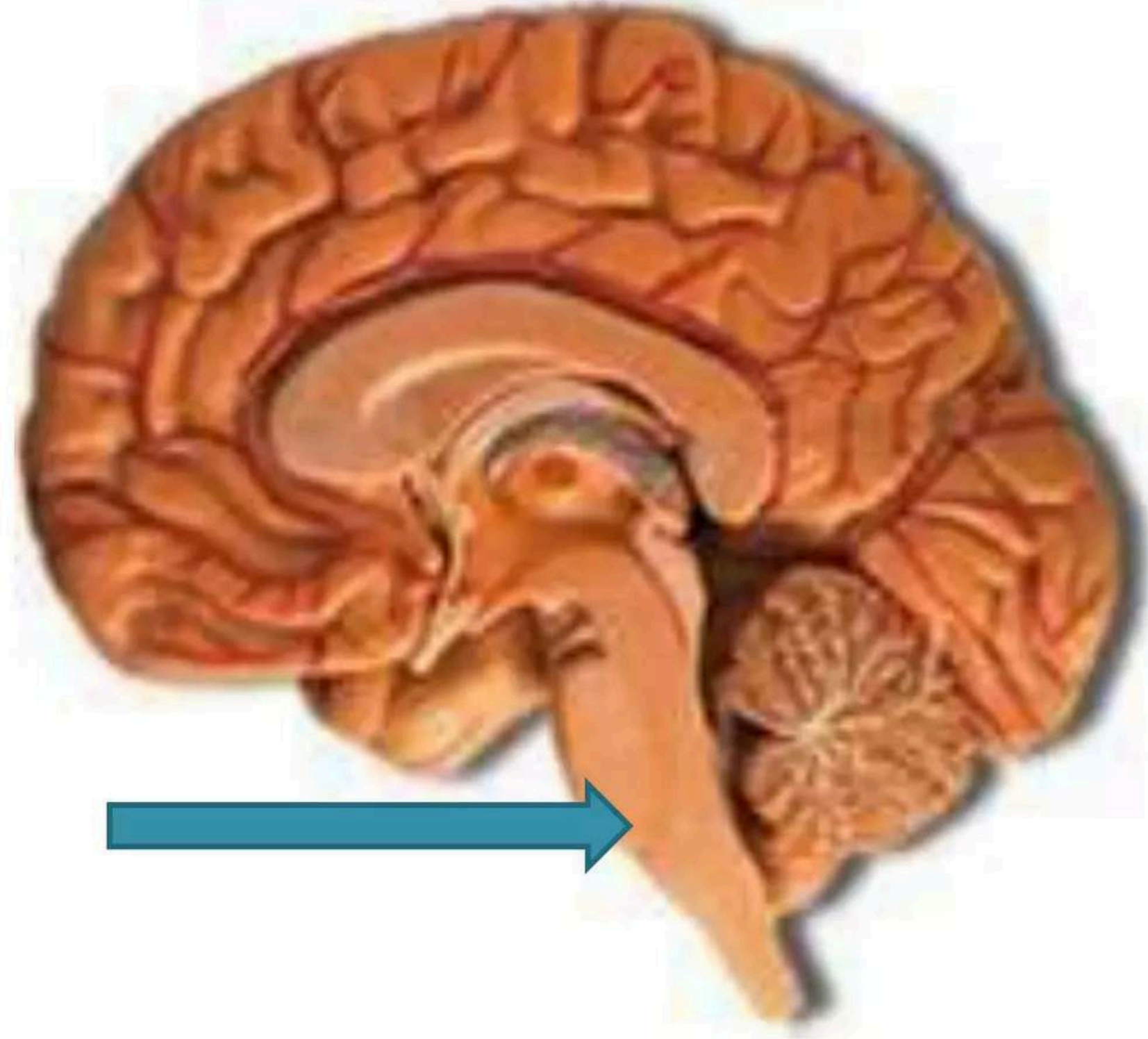
2- The Cerebellum (Balance)

- *'little brain'*
- Large in size
- 11% of brain's weight
- Center of balance
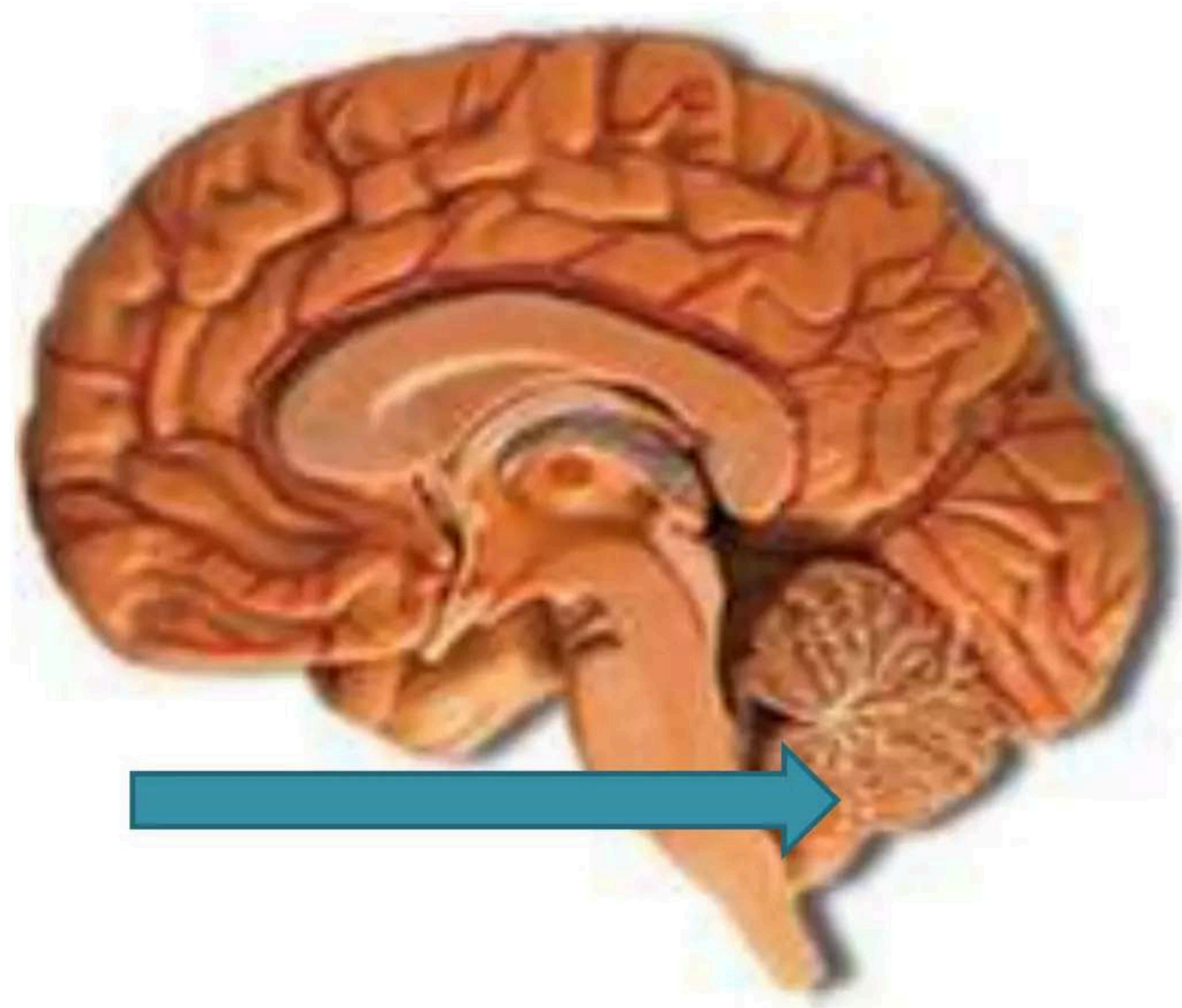
3- Cortex

One-quarter-inch thick membrane which covers the brain and makes human beings capable of higher cognitive functions.

Several portions of the cortex are specialized to perform particular functions that play a role in language use.

- Auditory cortex
- Visual cortex
- Motor cortex
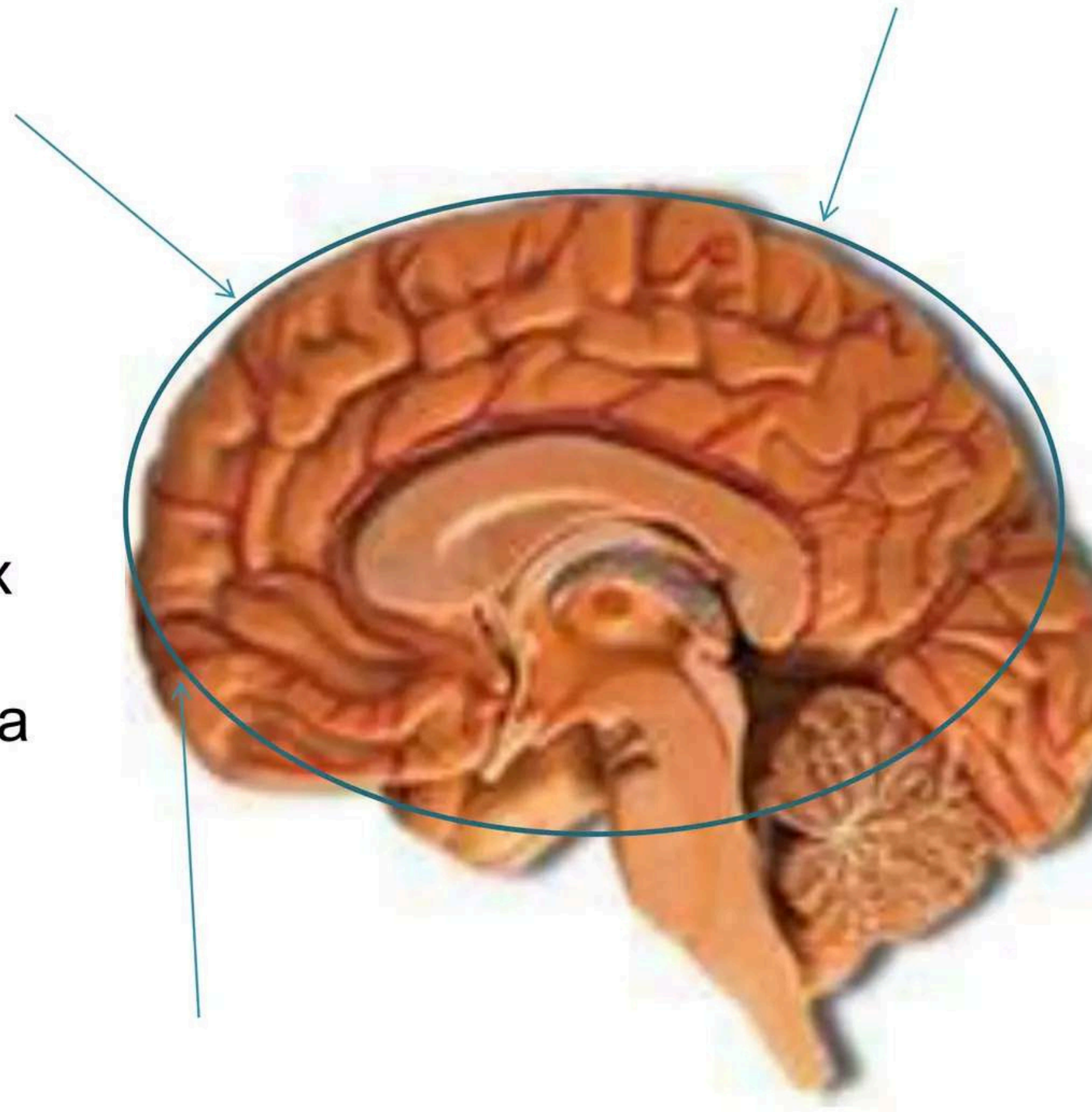
The brain has 4 areas called lobes

1. Frontal lobe
2. Parietal lobe
3. Temporal lobe
4. Occipital lobe

1- The Frontal Lobes (Problem Solving)

- Largest part
- Moves your body
- Highly developed
- Forms your personality
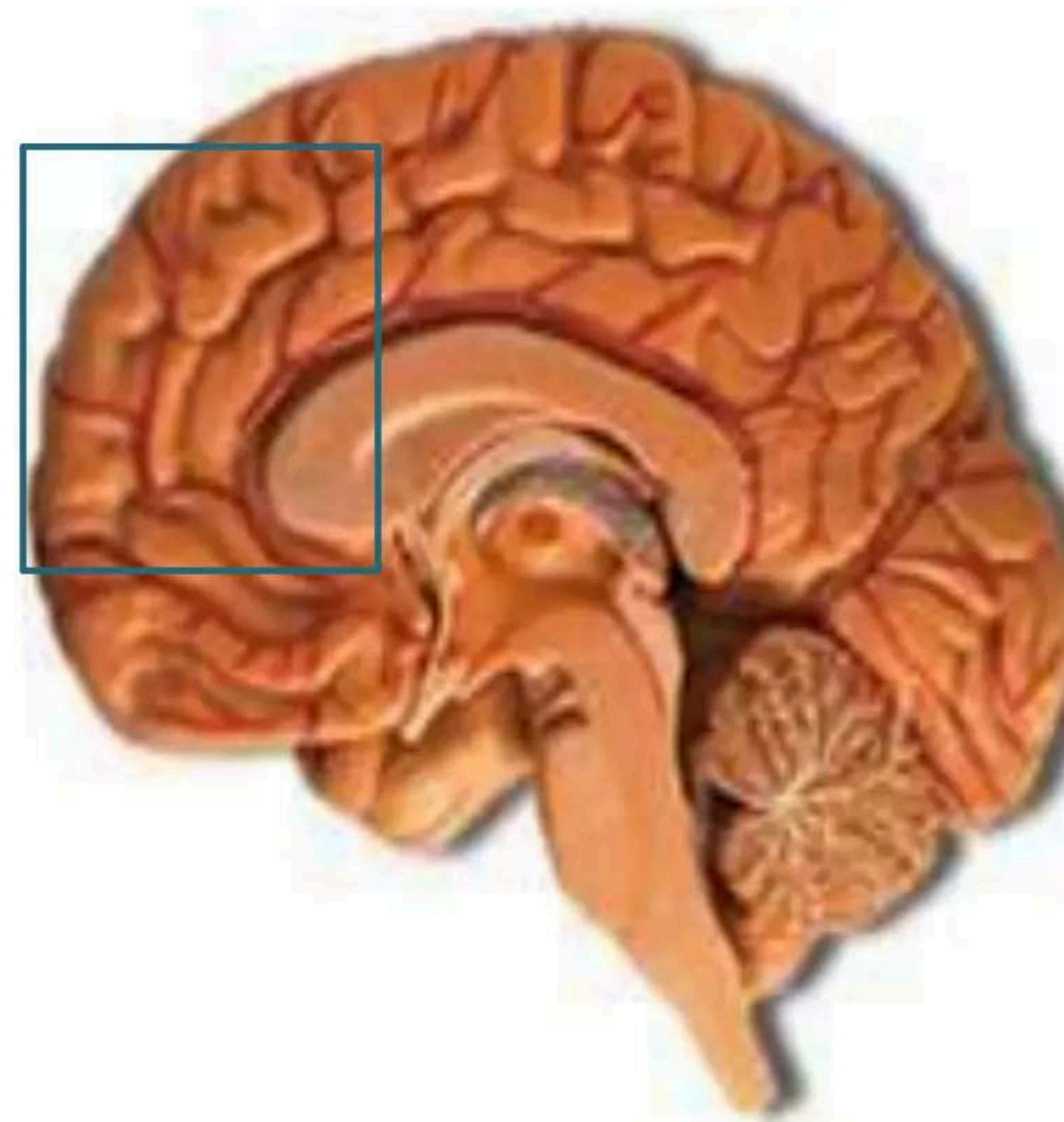
2- The Parietal Lobes (Touching)

- Two major divisions
(Anterior and posterior)

- Senses hot and cold,
hard and soft, and pain

- Taste and smell
- Helps integrate the senses
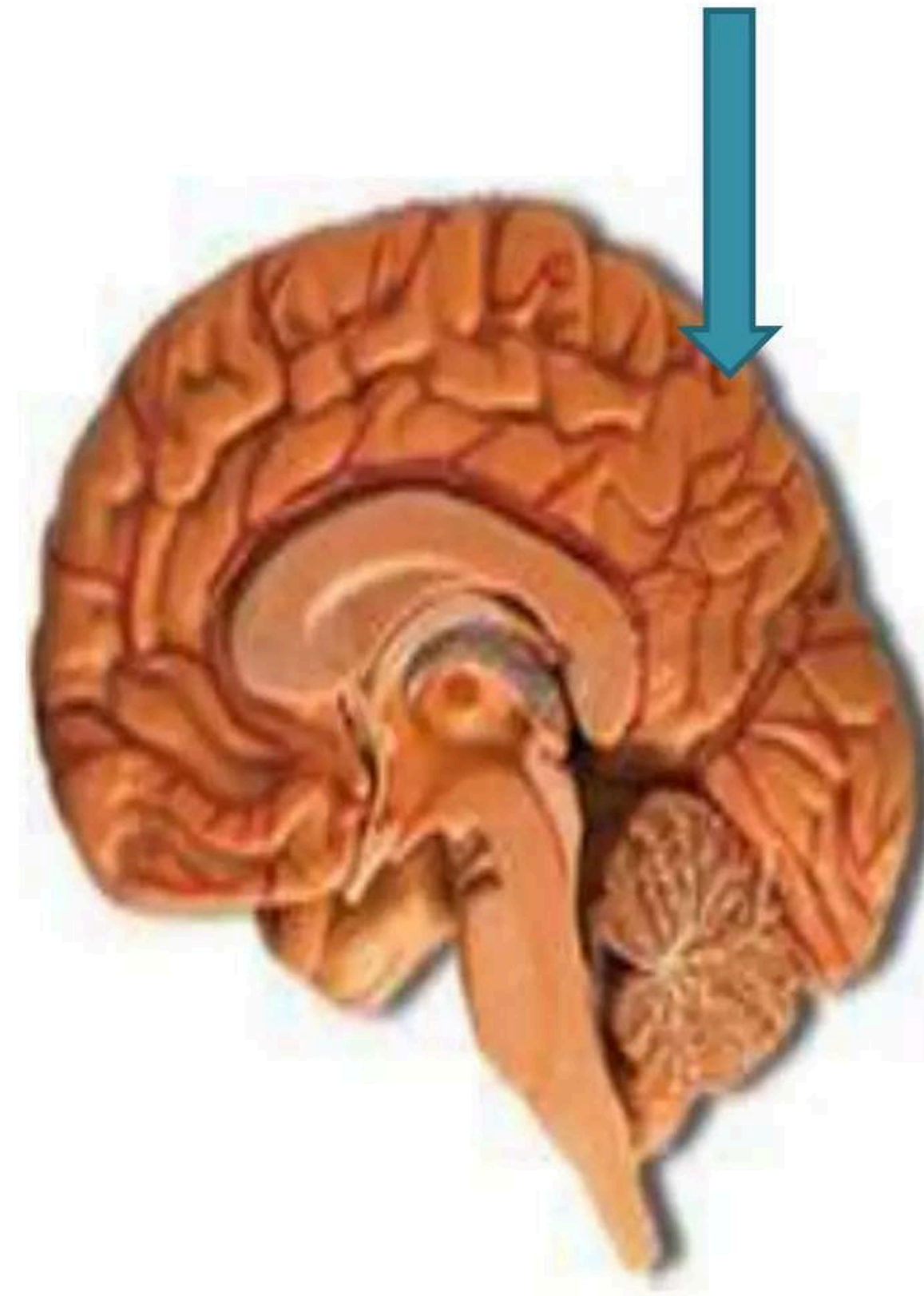
3- The Temporal Lobes (Hearing)

- Processes auditory stimuli
- Subdivisions into

i) Wernicke's Area (associated with speech comprehension)

ii) Broca's Area (associated with speech production)
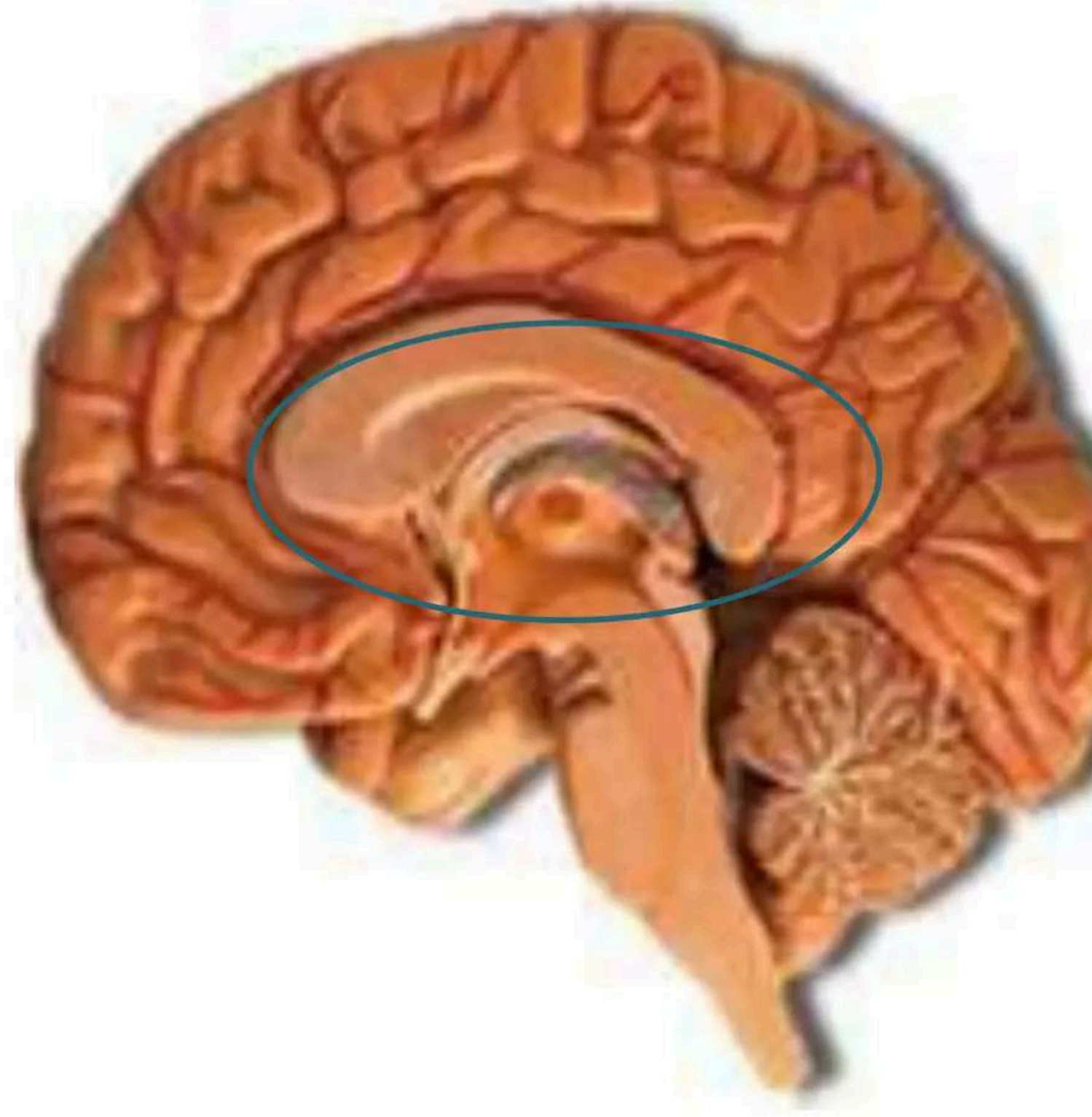
4- The Occipital Lobes (Seeing)

- Located at lower central back of brain
- Processes visual stimuli

Two main areas of language in the brai

- Broca' s area
- Wernicke's area

Wernicke's area
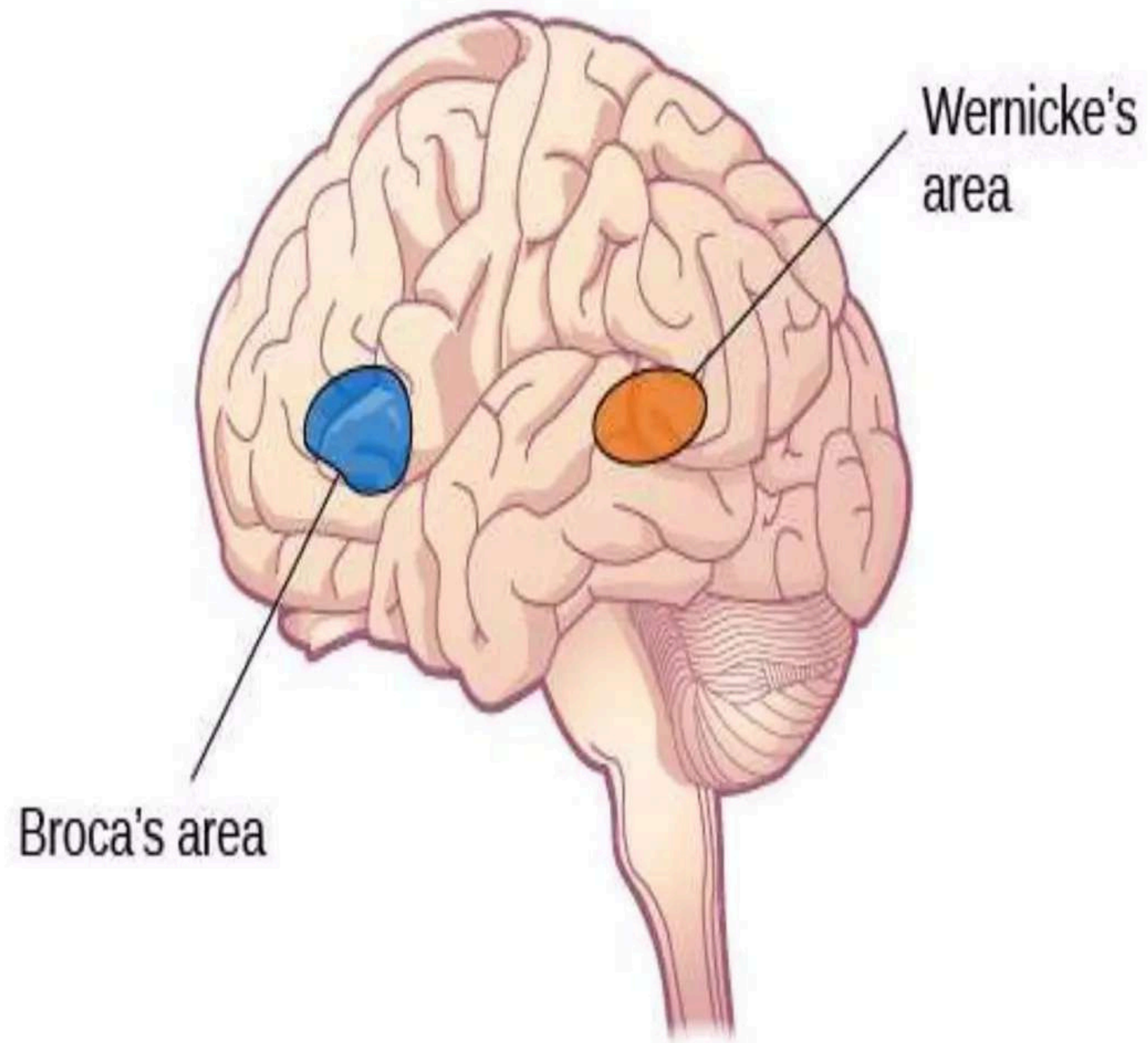
Broca's area

Broca's area

- Paul Pierre Broca (1961, 1965) observed that an area in the left frontal lobe (Broca's area) appeared to be **responsible for the ability to speak.** He noted that an injury to the left side of the brain was much more likely to result in language loss than was an injury to the right side.

Wernicke's area

- Wernicke (1874) identified a nearby area which is adjacent to the part of the cortex that **processes audio input** (Wernicke's area) are also being central to language processing.
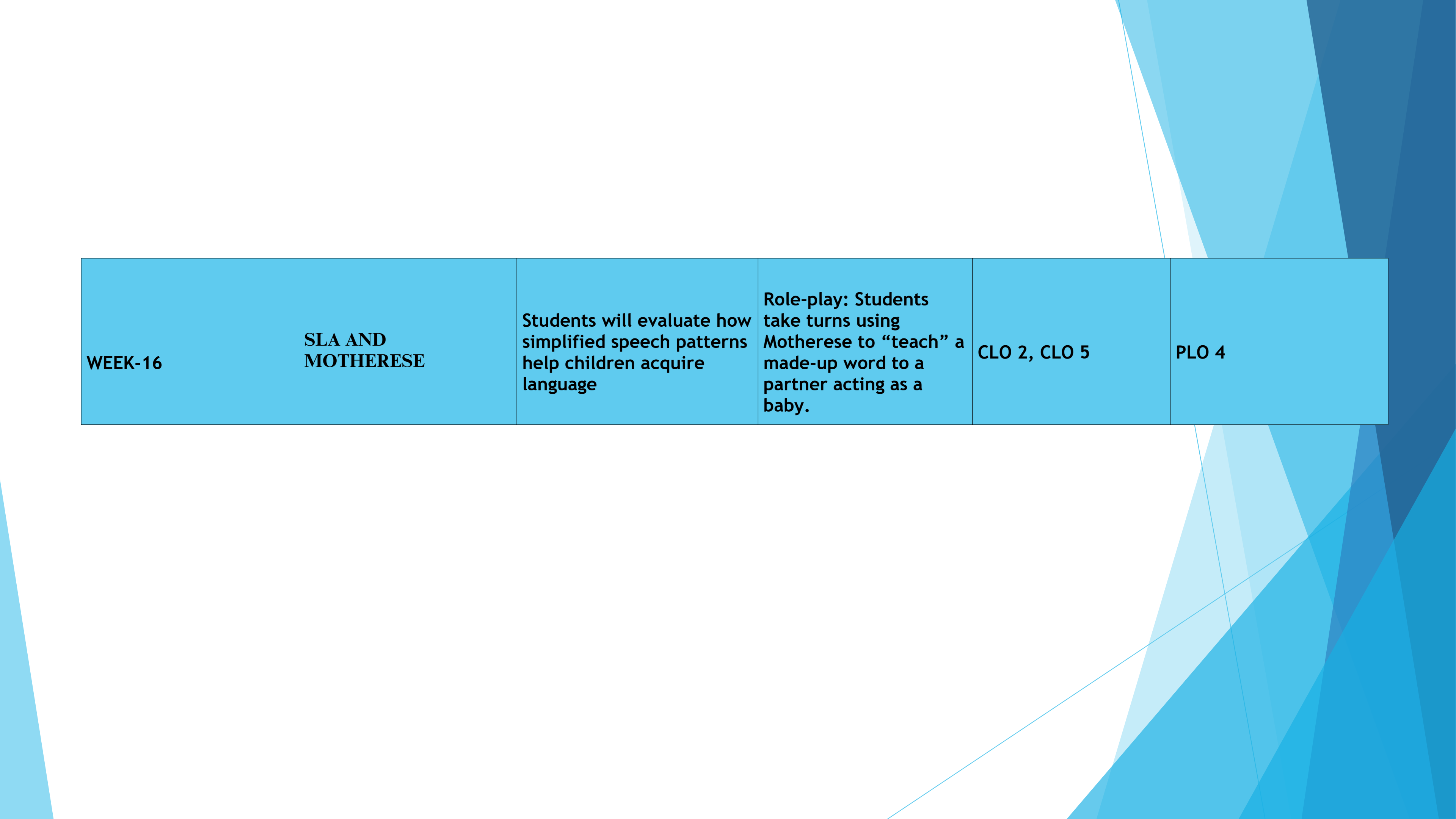
- <u>For the vast majority of individuals, language is represented primarily in the left half (or hemisphere) of the brain</u> within an area (including both Broca's area and Wernicke's area) around the Sylvian fissure (a cleavage that separates lobes in the brain).

- Subsequent researches have shown that many more areas of the brain are involved in language activity than was thought earlier: language activity is not localized, but core linguistic process are typically housed in the left hemisphere.

- As brain matures and has less plasticity: an area of the brain becomes less able to assume the functions of another in the event it is damaged.

- Lenneberge, 1967, proposed that children had only a limited number of years during which they could acquire their L1 flawlessly.

- If they suffered brain damage to the language areas; brain plasticity in childhood would allow other areas of the brain to take over the language functions of the damaged areas, but beyond a certain age, normal language would not be possible. This is the Critical Period Hypothesis.

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| WEEK-16 | SLA AND MOTHERESE | Students will evaluate how simplified speech patterns help children acquire language | Role-play: Students take turns using Motherese to "teach" a made-up word to a partner acting as a baby. | CLO 2, CLO 5 | PLO 4 |

MOTHERESE / PARENTESE

Parentese

Parentese is a kind of speech that child receive when they are young . Parentese helps parents and caregivers to connect with their babies and helps babies to develop language skills.
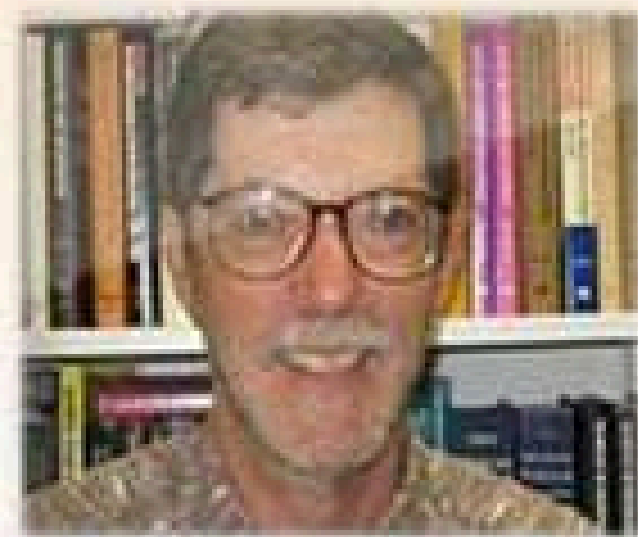
Who talks PARENTESE?

This sing-song speech, often accompanied by exaggerated facial expressions, seems to be used by almost everyone who talks to a baby.

Parentese is not merely an English-speaking practice. It's spoken around the world.

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Parentese in LAD

- **Robert Lee Hotz states,** "Evidence that the ability to think in terms of formulas and rules is not just something that must be learned through schooling, as some scholars have argued, but is also a fundamental characteristic of every human mind."

Does Parentese dumb down language?

- Using Parentese makes it easier for children to learn language. That is true whether you're talking about a "biiiiiig dog" or a "gigaaaaaantic canine". Whichever words you use around your child are the ones they will learn, so use as many as you possibly can!

When should I use Parentese, and when should I use Baby Talk?

You should NEVER use baby talk. Don't use it around kids, don't use it around infants, and DON'T use it around adults.

- **Baby Talk will actually delay speech and language development and teach children the wrong way to speak.**
- Example- Mummy **WUV** me because I am **STOWNG and SMAWT**
- **Wuv> love**
- **STOWNG> Strong**
- **SMAWT> smart**

"Parentese has a melody to it. And inside this melody is a tutorial for the baby that contains exceptionally well-formed versions of the building blocks of language,"
-Patricia Kuhl, a University of Washington neuroscientist.

The use of parentese seems to benefit infants in three ways, she believes.

1. It makes the sounds of vowels more distinct from one another.

2. It produces expanded vowel sounds not produced in ordinary adult conversations.

3. This exaggerated speech allows mothers to produce a greater variety of vowel pronunciations without overlapping other vowels.

# Features of Parentese

2. Short and simple Vocabulary:

Parents use simple words when they talk to children [common words]

Parents also use simplified phonology and structure of words.

Technical, formal and scientific words are not found in parentese

- byebye not good bye
- wawa not water
- mama not mother
- granma not grandmother

- Give / provide.
- See / notice
- Hard / tough

Mother's Day

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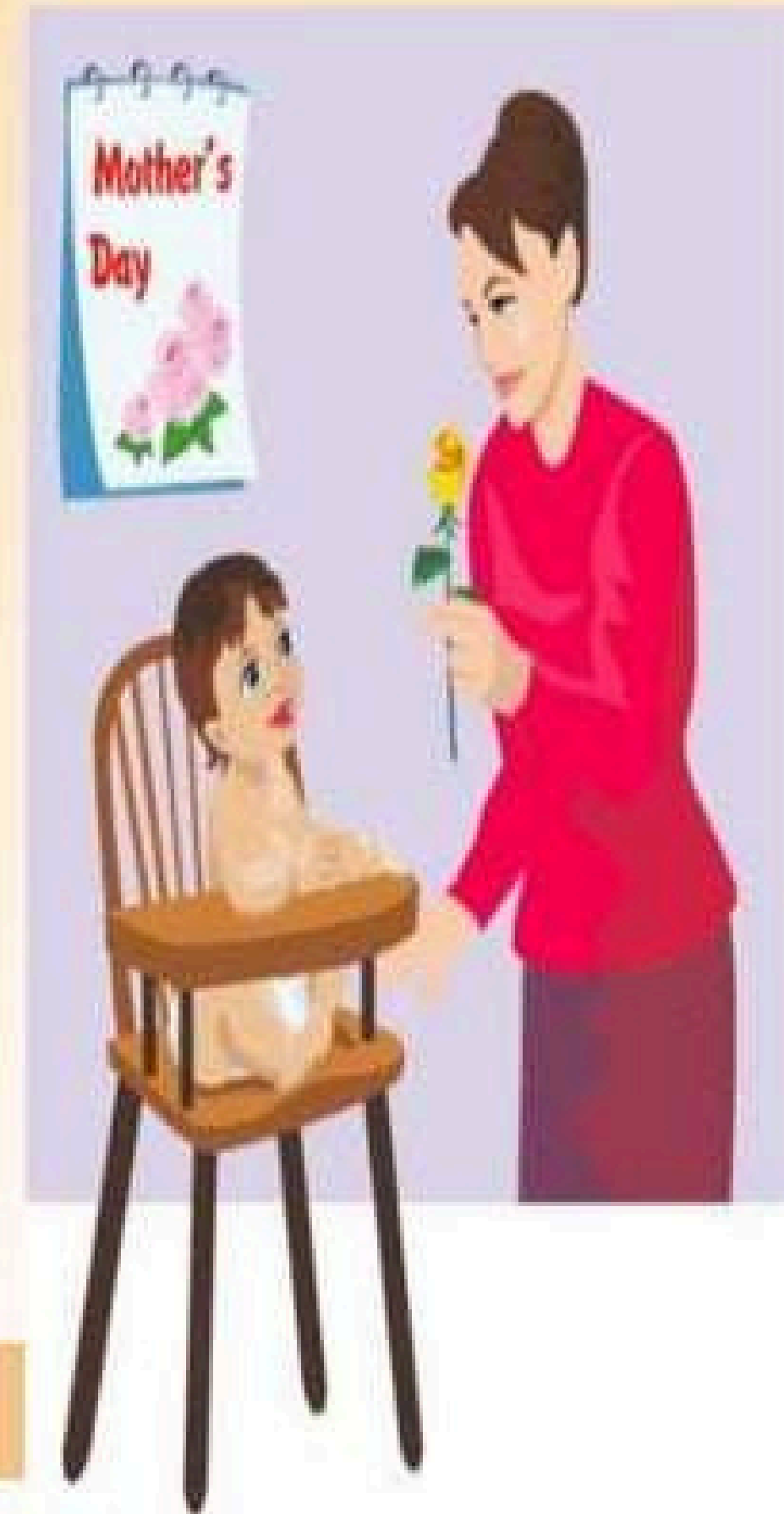
3.Grammaticality of input

The speech directed to children is grammatical and simplified. Parents do not use ungrammatical sentences.

Grammaticality help children to discover and apply structures that govern sentences.

There are rare cases where ungrammatical sentences occur. This doesn't affect the acquisition of language.

Parents sometimes commit mistakes while they are talking. (slips of the tongue).Children do not imitate these mistakes and they are not influenced by them. This was a further evidence that support innate theory.

4.Exaggerated phonology

Stress is sometimes overused to make children understand.

Pauses are also used repeatedly to enable children to follow the parents' speech.

These feature are used more with younger children.

The language that is directed to 2-year-old child is different from that which is directed to 6-year-old

5.Short Sentences and Simple Structures

Parents use simple sentences when they talk to children [Subject,Verb,Object]
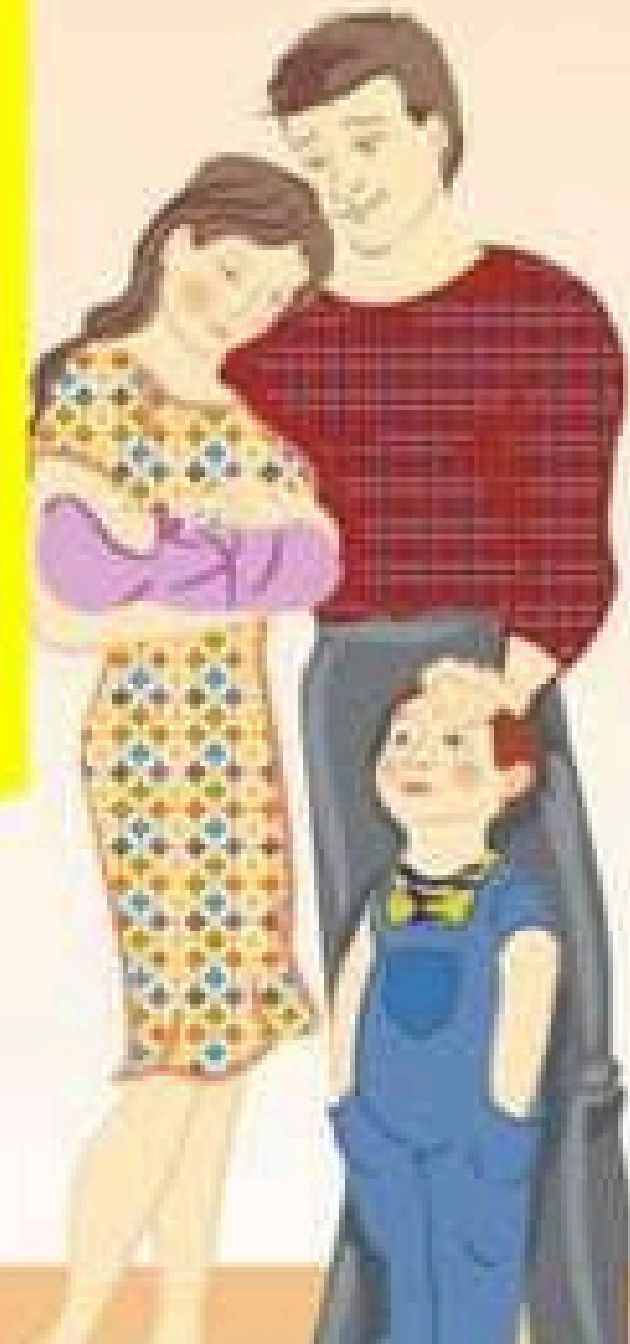
Compound and complex sentences are not found in parentese.

- The cat drank milk.
- The cat which you like drank milk.
- That the cat drink milk is a good thing to see.

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In Fine

- What was particularly interesting about the slide about motherese was the fact that motherese is found not only in English, but also in Russian, Japanese, Arabic, French, and Spanish. The use of motherese may be true for all languages

- Even in case of Child-directed, Deaf-Blind, Narrative and Informative Registers etc.

- Motherese goes along with the social interaction theory of language learning, and it seems to be an effective way for aiding children in acquiring language-which is also true for the language learning of deaf children and caretakers as well.

| WEEK-17 | Course Wrap-up and Assessment | Review, Final presentations or exams | Final project presentation: Apply SLA theories to design an innovative teaching plan. | CLO 1-5 | PLO 1-4 |