

Let's Recap



SLA: SECOND- LANGUAGE ACQUISITION



✓ **WHAT IS SECOND LANGUAGE (L2)?**

- It is a language which is not the native language but it is used at work or at school.
- Any language that a person uses other than a first or native language (L1).

✓ **LANGUAGE ACQUISITION VS LANGUAGE LEARNING**

ACQUISITION

- Sub-conscious process
- Learners are not aware of the grammatical rules
- Direct instructions are not required
- Natural way
- Usually deals with L1

LEARNING

- Conscious process
- Explicit grammar rules are taught
- Result of direct instructions of language rules.
- Formal, Less effective
- Deals with L2

✓ **ACQUISITION BARRIERS**

- For most people, the experience with an L2 is fundamentally different from their L1 experience and it is hardly conducive to acquisition.
- Critical age hypothesis
- Against this view, it has been demonstrated that students in their early teens are quicker and more effective L2 learners in the classroom than, for example, seven-year-olds.

✓ **KEY ISSUES IN SLA**

- What is the best age for learning a second language?
- How is second language vocabulary acquired?
- How do people learn to write in a second language?
- How important is grammar in acquiring and using a second language?

✓ **METHODS TO TEACH L2**

- The need for instruction in other languages has led to a variety of educational approaches and methods aimed at fostering L2 learning.
- The grammar-translation method (GTM)
- The direct method
- The audio-lingual method
- Suggestopedia
- The silent way
- Total physical response
- The natural approach
- The communicative approach

❑ **GRAMMAR-TRANSLATION METHOD**

- Learning is largely by translation to and from the target language.
- Grammar rules are to be memorized and long lists of vocabulary learned by heart.
- There is little or no emphasis placed on developing oral ability.

❑ The Direct Method

- In this method the teaching is done entirely in the target language.
- The learner is not allowed to use his or her mother tongue.
- Grammar rules are avoided
- there is emphasis on good pronunciation.

❑ **AUDIO-LINGUAL METHOD**

- The theory behind this method is that learning a language means acquiring habits.
- There is much practice of dialogues of every situations.
- New language is first heard and extensively drilled before being seen in its written form.

❑ SUGGESTOPEDIA

- The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks.
- By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

□ THE SILENT WAY

- This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say.
- No use is made of the mother tongue.

❑ **TOTAL PHYSICAL RESPONSE (TPR)**

- TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it."
- The method stresses the importance of aural comprehension.

❑ **COMMUNICATIVE LANGUAGE TEACHING (CLT)**

- The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in.
- The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

❑ **COMMUNITY LANGUAGE LEARNING**

- In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning.
- There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

□ THE NATURAL APPROACH

- This approach, propounded by Professor S. Krashen,
- stresses the similarities between learning the first and second languages.
- There is no correction of mistakes.
- Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

✓ **ERROR VS MISTAKE**

- Error – an inaccurate statement that the student does not know is inaccurate and/or does not know how to correct
- Error –a noticeable deviation from the adult grammar of a native speaker,
- reflects the competence of the learner (Does John can sing?).
- Mistake –refers to a performance error that is either a random guess or a “slip”, in that is a failure to utilize a known system correctly.
- Native speakers make mistakes.
- When attention is called to them, they can be self-corrected.

✓ **ERROR ANALYSIS**

- Human learning is fundamentally a process that involves the making of mistakes.
- Language learning is like any other human learning.
- L2 learning is a process that is clearly not unlike L1 learning in its trial-and-error nature.
- Inevitably, learners will make mistakes in the process of acquisition, and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors.
- Corder (1967) noted: “a learner’s errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.”

III. Learner language and errors

- Types of errors

- **Developmental errors:** the errors that might very well be made by children acquiring their L1 (e.g., “a cowboy go”).
- **Overgeneralization errors:** the errors that are caused by trying to use a rule in a context where it does not belong (e.g., “They plays toys in the bar”, “She bayed a dress.”).
- **Simplification errors:** the errors that are caused by simplifying or leaving out some elements (e.g., all verbs have the same form regardless of person, number or tense).
- **Misuse of formulaic expressions:** (e.g., “Santa Claus ride a one horse open sleigh to sent present for children”).
*See the lyric of Jingle Bell
- **Interference errors (transfer from L1):** (e.g., “On the back of his body has big packet” He has a shirt blow

**Any
Questions?**



I hope not

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