Chapter 2

Second Language Acquisition
Success Stories

- L2 Students you’ve seen who:
  - Began with little or no target language skills
  - Struggled through with limited assistance
  - Succeeded (became competent speakers)

- May be:
  - English as target or other language...
  - A student, friend or yourself...

- Together we’ll relate the story to SLA concepts
Whaddya ‘Know”…

*Challenge: Relate each of the below to ESL teaching…*

- phonetic system
  - the sounds of the language
- phonological system
  - the sound patterns of the language
- lexical system
  - the words or vocabulary of the language
- morphological system
  - the patterns of word formation of language
- syntactic system
  - the structure of sentences of the language
- semantic system
  - the meanings of words and sentences of the language
- pragmatic system
  - how the language is used in the context of spoken discourse
Dave’s Language Model

Pragmatics

Reception: *Listening, Reading, etc*

Semantics

Syntax

Pronunciation

Phonology

Phonetics

Intonation

Culture

Vocabulary

Idioms

Morphology

Meaning & Usage

Style

Register

Dialect
Say What?!

- Metaphors
- Idioms
- Phrasal verbs
- Sarcasm
- Irony

*So... How do we teach these?*
‘Powerful’ Language

- Prestige $\rightarrow$ SAE
  - Written media
  - Aural/Oral media
  - Formal settings

- Code &/or Style switching
‘Personal’ Language

- Ebonics
  - Black English
  - African American English
- Spanglish
- Appalachian English
- Etc.

Cultural heritage // Self-worth
Language Family Tree

- English
  - German
    - Dutch
  - English Finish
  - Finish
  - Chinese (S) Chinese (S)
    - Chinese (M) Chinese (M)
      - Grpa Chinese (M)
      - Grma Chinese (M)
      - Grma Chinese (M & S)
        - Grpa Chinese (M & S) English
  - Dad English, Chin, Jap
  - Mom Chinese (M), Eng, Jap

Questions:
- Family feelings: Language
- Lost? Why/not?
  - Education
  - Literacy
  - Employment

Patterns:
- Cultural groups
- Other factors:
  - Education
  - Literacy
  - Employment
How We ‘Get’ It: L1

- Behavioralist
- Innatist
- Interactionist

*Whaddya Think?*
How We ‘Get’ It: L2

- Behavioralist
  - Audio-Lingual Approach
    - Listen → Speak → Read → Write
  - Error-phobic

- Innatist
  - SLA similar to FLA *(Krashen – More to Come)*

- Interactionist
  - Let nature take its course...
Krashen’s Hypotheses

- Acquisition–Learning
- Monitor
- Natural Order
- Input
- Affective Filter
Krashen Take-Aways

- Focus on Communication
- Accept Silent-Period
- Create Low-Anxiety Learning

Krashen on Reading...
To the extent that linguistically, culturally and academically diverse students are able to work together to accomplish learning tasks, thinking through procedures and problems as a group, they create the moment to moment sharing of linguistic and cognitive resources that can lead to not only academic learning, but also respect and rapport amongst each other (Gutierrez, et al, 2001)

Perego & Boyle: p. 58
SLA in School

- Formal study vs. immersion
- Age, social cognitive & personality
- Teacher expectations
- Social vs. academic language
- Comprehensible input
- Errors – Explicit & Implicit correction
Discussion

- Your own L2 learning experience
  - Age
  - Culture
  - Context / Environment
  - Hardest?
  - Easiest?
    - Why?
  - Level of proficiency
  - Theory in the teaching?