

1 **Learner Language**

The concept of learner language
Developmental sequences
New ways of looking at first language influence
Vocabulary
Pragmatics
phonology

2 **The concept of learner language**

- Creative
- Predictable sequences
- 1960s contrastive analysis
- 1970s error analysis
- Interlanguage—learners' developing second language knowledge
- Activity: The Great Robbery (p. 74)

3 **Developmental sequences**

- Second language learners, like first language learners, pass through sequences of development.
- Many of these developmental sequences are similar for first and second language learners, even among second language learners.
- Language heard most frequently are not always easiest to learn.

4 **Grammatical morphemes**

- While the accuracy order was not the same as in the first language studies, was similar among second language learners from different first language backgrounds.
- The learners first language has a more important influence on acquisition sequences.

5 **Negation**

1. No bicycle. No have any sand.
2. He don't like me.
I don't can sing.
3. You can not go there.
She don't like rice.
4. It doesn't work.
She doesn't wants to go.

6 **Questions**

- Developmental stages for question formation (Table 4.1, p 79)
- Activity: learner's questions (p. 80-83)

7 **Relative clauses—accessibility hierarchy**

8 **Reference to past**

1. Refer to events in the order in which they occurred or mention a time or place that show that the event occurred in the past.
January. It's very cold.
2. attach a grammatical morpheme

The people worked in the fields.

3. Overgeneralization
She rided her bicycle.

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Movement through development sequences

- Systematic and predictable sequences of acquisition.
- Overlapping between stages
- Learners slip back to an earlier stage under conditions of stress or complexity in an communicative interaction.

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New ways of looking at first language influence

- Researchers rejected the interpretation of contrastive analysis which made transfer the explanation for all of a learner's difficulties of the target language.
- First language interacts with development sequences.

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L1 influence on SLA

- Learners may linger longer at a certain stage when perceive a similarity to their L1.
- They may learn a L2 rule, but restrict its application.
- They may avoid a feature in the target language which is different from L1.
- Similar but not identical features are most difficult.

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L1 influence on SLA

- Interaction involving the first language, some universal knowledge or processes and the samples of target language which learners encounter in the input.

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Vocabulary research

- Researchers in the 1972s and early 1980s were drawn to syntax and morphology because of the way error patterns and developmental sequences might reveal language universals.
- Now, the acquisition of vocabulary has become one of the most active areas in second language acquisition research.

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Vocabulary acquisition

- Importance of vocabulary
- Challenges (cp. 1st language acquisition)
- Second language learners are exposed to far smaller samples of the language to be learned.
- The contexts in which second language learners encounter new vocabulary may not be as helpful.

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Assess vocabulary acquisition

- The first step in knowing a word is to recognize that it is a word.
- Learners are instructed to check yes or no according to whether or not they know the word.
- The list also includes some items that look like English words but are not.
- The number of real words the learners identifies is adjusted for guessing by a factor that takes account of the number of non-words that are also chosen.

- A carefully constructed list can be used to estimate vocabulary size of even advanced learners.

16 Factors for vocabulary acquisition

- See word lists on p. 98
- Frequency
- Word length
- Meanings too easy to illustrate
- Word origins
- 1. Loan words
- 2. Cognates

17 How new words are learned

- Some SLA theorists have argued that second language learners can learn a great deal of vocabulary with little intentional effort.
- Krashen (1985, 1989) has asserted that the best source of vocabulary growth is reading for pleasure.
- Laufer (1992) and others have shown that it is difficult to infer the meaning and learn new words from reading unless one already knows 95 percent or more of the words in a text.
- Learners usually need to encounter a word many times in order to learn it.
- Hulstijn and Laufer (2001) provide evidence that Vocabulary development is more successful when learners are fully engaged in activities that require them to attend carefully to the new words and even to use them in productive tasks.

18 Learning strategies

- Keeping a notebook
- Looking words up in a dictionary
- Reviewing what has been learned

19 Pragmatics

- Pragmatics is the study of how language is used in context.
- The study of how second language learners develop the ability to express their intentions and meanings through different speech acts is referred to as interlanguage pragmatics.

20 Request (p. 102)

1. Pre-basic
2. Formulaic
3. Unpacking
4. Pragmatic expansion
5. Fine tuning

21 Refusal

- Differences between the way native and nonnative speakers communicated with their professors contributed to their greater or less success in negotiating their academic plans.
- Nonnative speakers tended to be passive and did not initiate.
- Nonnative speakers reject suggestions made by the advisor in ways that the advisors might find rude or inappropriate.
- Nonnative speakers were also much less adept than the native speakers at using initiation.

22 Teaching pragmatics

- Speech acts are hard to be taught in structure-based especially teacher-fronted class.
- In communicative, content-based and task-based class, there are more

opportunities not only for a greater variety of input but also for learners to engage in different roles and participant organization structures.

- Pragmatics can be successfully learned in classrooms and explicit rather than implicit instruction is most effective.

23  **Phonology**

- Audiolingual method—minimal pair drills
- Evidence for the critical period hypothesis suggested that native-like pronunciation was an unrealistic goal for second language learners
- Little attention was given to the teaching of pronunciation.
- When included, the emphasis was on rhythm, stress, and intonation, considered more likely to affect communication.

24  **Research on L2 phonology**

- Contrastive analysis has helped to explain some aspects of first language influence on second language learner's phonological development.
- Perception ≠ production
- The degree of difference between the learner's native language and the target language can lead to greater difficulty.

25  **Factors for L2 phonology**

- L1
- Type of exposure to the target language
- The degree of use of the first language
- Ethnic affiliation and sense of identity

26  **Teaching pronunciation**

- Recent studies suggest that pronunciation instruction can make a difference particularly if the instruction focuses on suprasegmental rather than segmental aspects of pronunciation.
- Decontextualized pronunciation instruction is not enough.
- A combination of instruction, exposure, experience and motivation is required.