



# Second Language Acquisition/ Learning

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# 1. L2 & FL Setting:

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- **L2 and FL setting:**

*L2 setting:* language spoken by the surrounding community.

*Teaching English in USA or UK. (ESL)*

*FL setting:* language not spoken by the surrounding community.

*Teaching English in KSA , Egypt, or China. (EFL)*



## 2. Bilingual & Second Language Acquisition:

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- **Bi or multi/lingual language acquisition & SLA:**

Bi or multi/ lingual language acquisition: the acquisition of two or more languages beginning in infancy or before three years.

SLA: the acquisition of a second language by someone ( child or adult) who acquired a first language.



### 3. L2 Learning & Acquisition:

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- Acquisition and Learning:

- Acquisition: the gradual development in using L1 or L2 naturally in *communicative situations*.

- Learning: the conscious process of accumulating knowledge of language, in an *institutional setting*.

- Learning → knowledge about language → accuracy

- Acquisition → communication → fluency

- Therefore, L2 language learners tend not to develop the same kind of proficiency as L2 acquirers.



## 4. Acquisition Barriers:

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- *From your point of view, Why do you think L1 is different from L2 acquisition/learning?*
  - Insufficient time of learning.
  - Age of acquisition/learning.



## 4.1.1 Age & Acquisition:

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- *Do you think that adults L2 learners can achieve native speakers proficiency?*

Adult L2 learners can *hardly and rarely* achieve native –like proficiency. Most of those who were considered to be successful language learners mastered the morphological, the syntactic and the semantic system but not the phonological system of L2.



## 4.1.2 Age & Acquisition:

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- *Why do you think that adult L2 learners rarely achieve native speakers proficiency?*

The answer to this question is closely tied to the *Critical Period Hypothesis* (CPH), which suggests that adults who learn language after the time of puberty, would find more difficulty to acquire another language fully.

Age is one of the most controversial issues in SLA. There are contradictory views about CPH.



## 4.1.3 Age & Acquisition:

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- *What is the optimum age for learning a second language? Why?*

During the years from ten to sixteen since the flexibility of our inherent capacity of language is not completely lost, and the maturation of cognitive skills allow for more affective analysis of the regular features of the L2 being learned.



## 4.2. Affective Factors:

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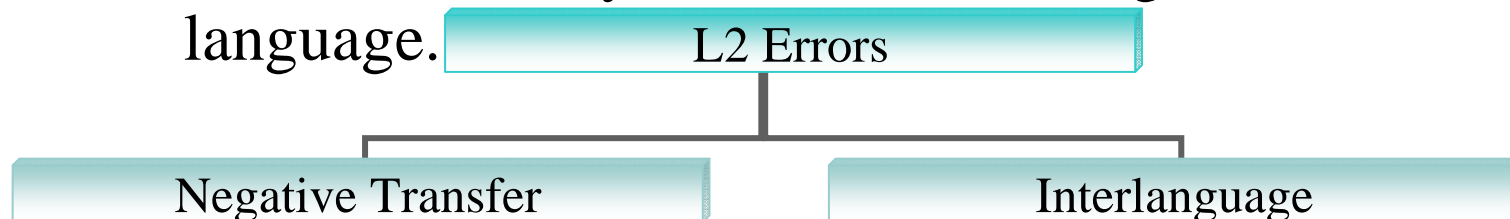
- *As L2 or FL language learner, what do you think that there are other factors influence/hinder the learning process?*
- 1. Self-consciousness.
- 2. Embarrassment.
- 3. Stress.
- 4. Lack of interest in the language culture.
- 5. Lack of motivation/unwillingness.
- 6. Dull textbooks.
- 7. Unpleasant classrooms.
- 8. Exhausting schedule of study.
- These negative feelings or experiences are *affective factors* that can create a barrier to acquisition.



## 5. Errors and SLA:

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- When students learn some foreign language they do it gradually. They start with simple words and grammar constructions and proceed to more complex structures. The methods that are most frequently used to teach foreign languages stress that certain factors in the process resemble the process of the first language acquisition.
- Therefore, in SLA an '*error*' is a clue of the active learning process being made by the student as he or she tries out ways of communicating in the new language.





## 5. Errors and SLA:

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- What is the difference between *errors* and *mistakes* in language acquisition?
  - Error : represent a gap in the learners knowledge.
  - Mistake: the learner is not able to perform what he / she knows.

## 5.1. Transfer:

Transfer means using sounds, expressions and structures from the L1 when using the L2.

### Transfer

#### Positive Transfer

The use of a feature from L1 that is *similar* to L2 while using L2.

- 1- Positive transfer can facilitate SLA.
- 2- It can result in an *overuse* of certain structures.

#### Negative Transfer/Interference

The use of a feature from L1 that is *different* from L2 while using L2.

- 1- It is common in the early stages of L2 learning and often decreases as the learner develops familiarity with the L2.
- 2- It can result in an *avoidance* of certain structures.



## 5.2. Interlanguage/ Mental Grammar:

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- The language of L2 learners contains a large number of ‘*errors*’ that does not belong to L1 or L2.
  - This suggests that there is a system responsible of all L2 production containing the features of L1 and L2 and other independent features.
  - This system is known as *interlanguage or mental grammar*.
- \* L2 learners change their mental grammar from time to time by adding , omitting , and reconstructing rules as they increase in the complexity of L2 knowledge.



## 5.2. Interlanguage/ Mental Grammar:

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- If L2 learner seems not to be progressing any further, it can be said that his interlanguage '*fossilized*'.
- Fossilization does not occur in L1 acquisition and is unique to SLA.
- Although only 5% L2 learners develop as native speakers, interlanguage is not designed to fossilize. It will naturally develop and become a more effective means of L2 communication.

## 6. Motivation:

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Motivation is one of the factors that could positively influence SLA.

Several kinds have been identified:

a- Instrumental motivation → Functional reason

*e.g. pass examination, get a better job, get a place at university.*

b- Integrative motivation → Social reason

*e.g. interested in L2 people and culture, to be accepted in L2 society.*

c- Resultative motivation → As a result not cause of success.

*e.g. getting high grades.*

d- Intrinsic motivation → the learning task and context

- The four types are complementary not oppositional.

- Finally, motivation is a highly complex and dynamic phenomenon; it varies according to the task and context.



## 7. Input and Output:

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- Like L1 acquisition, SLA requires both social interaction and the physical ability to send and receive sounds.
- There are two important elements in the development of L2 ability:

Input (receiving L2)  Output (speaking L2)

a- input: the language that the learner exposed to.

- It must be comprehensible, by using simpler structure and vocabulary, which is known as *foreigner talk*.
- L2 learners need *negotiated input* where they can receive a comprehensible input and produce an output in communicative situations.



## 7. Input and Output:

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b- Output: the language that the learner produced.

- Output plays an important role in L2.
  1. Learners can discover the gaps in their interlanguage.
  2. They can try out rules whether they lead to successful communication or negative feedback.
  3. Identify their problems.



**Next**

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## **Language and Regional Variation**