

2009

İÖLP LANGUAGE ACQUISITION
DERS NOTLARI



0-Introduction

1. Languages learned mainly through imitation. ☹
Languages cannot be learned completely through imitation like parrot!
2. Parents usually correct young children when they make grammatical errors. ☹
They usually correct vocabulary or pronunciation errors.
3. People with high IQs are good language learners. ☹
Yes for some aspects of language but not all.
4. The most important factor in second language acquisition success is motivation. ☹
It is very important but not the most important.
5. The earlier a second language is introduced in school programs, the greater the likelihood of success in learning. ☹+
Strogly agree
6. Most of the mistakes which second language learners make are due to interference from their first language. ☹
Negative transfer
7. The best way to learn new vocabulary is trough reading. ☹
Important but not the best way among other useful waays like NLP.
8. It is essential for learners to be able to pronounce all the individual sounds in the second language. ☹
It is hard and sometimes impossible
9. Once learners know roughly 1000 words and the basic structure of a language, they can easily participate in conversation with the native speakers. Ø
Some people can be engaged in conversations easily with limited vocabulary knowledge, on the other hand others can not participate in conversations despite their rich vocabulary knowledge.
10. Teachers should present grammatical rules one at a time, and learners should practice examples of each one before going on to another. ☹
Is is out of analatical thinking and not being used recently.
11. Teacher should teach simple language structures before complex ones. ☹
Not anymore
12. Learners' errors should be corrected as soon as they are made in order to prevent the formation of bad habits. ☹
It can be true for ALM (Audio Lingual Method) but not today's curricula.
13. Teachers should use materials that expose students to only those language structures which they have already been taught. ☹
The input should be slightly above the level of the learner (i+1).
14. When learners are allowed to interact freely (for example, in group or pair activities), they copy each other's mistakes. ☹+
Group or pair activities are highly enjoyable and interesting. Learners even correct eachother's errors.
15. Students learn what they are taught. ☹
16. Teacher should respond to students' errors by correctly rephrasing what they have said rather than by explicitly pointing out the error. ☹
Explicit correction is not used anymore
17. Students can learn both language and academic content (for example science and history) simultaneously in classes where the subject matter is thought in their second language. ☹



1-Language Learning in Early Childhood

Language acquisition is the most fascinating and amazing aspect of human development. (The speed and the rate of acquisition)

Milestones & Developmental Sequences^(p1)

There is a high degree of similarity in the language development of children all around the world.

- Early vocalization of tiny babies ('cries) when they are hungry or wet.
- Cooing and gurgling sounds (3-6 months): infant can notice the difference between sounds even like "pa" & "ba"ⁱ
- Babblingⁱⁱ: *The babies' own vocalization period*
- **At 12 months:** one-word utterances.
- **At 18 months:** two-word utterances.
- **At the age of 2-3:** (Telegraphic Speech Stage)
 - Simple sentences occur
 - No grammatical morphemes
 - No function words (preposition, article, conjunction, pronunciation)

- Reflects the word order of the language s/he is hearing.

- **At the age of 4:** the child masters the basic structures of his/her language at this age, they can ask questions, repeat real events, give commands, create stories about the imaginary ones and use grammatical morphemes correctly.

WUG TEST is created by Jean Berko Gleason

A test for explaining the child's knowledge of language. *Especially applied for evaluating the children's plural & past ability*

- Imaginary pictures and words.
- This is a memorisation but an application test.

Grammatical morpheme^(p3)

Cross-sectional study: Short term, with the learners who are at different ages and stages)

Longitudinal study: Same type of learners, age, stage (by Roger Brown)

There is an order of acquisition,ⁱⁱⁱ

- | | |
|--|-------------------|
| • Present progressive <i>-ing</i> | Mommy running |
| • Plural <i>-s</i> | Two books |
| • Irregular past forms | Baby went |
| • Possessive <i>-s</i> | Daddy's hat |
| • Copula (real verb) | Annie's happy |
| • Articles | the & a |
| • Regular past <i>-ed</i> (may cause overgeneralization) | She walked / goed |
| • 3 rd person singular (Simp. Pre.)-s | She runs |
| • Auxiliary be | He is coming |

The children didn't acquire the morphemes at the same age or rate.^{iv}

Example:

"The cat played in the garden."

If the child produces the utterance above s/he is not expected to produce _____.

- a) Mummy's book
- b) Daddy fell down
- c) Annie eats cake
- d) Tom is fat
- e) Tom drank the milk

*A child who mastered grammatical morphemes at the bottom of the list is sure to have mastered those at the top, but the reverse is not true.

*Though children follow the developmental sequences with the same order, they do not master a step at the same age.

Metalinguistic Awareness : to be aware of language is composed of structures far beyond the meaning.^v

Example: Which one is a longer word? Caterpillar or Train?

Negation^(p4) vi

Stage 1:

- "no" as the first word of the utterance (also can be used alone)

Example:

No, No go, no cookie

- "any" with accompanying shake of head

Example:

Any bath!

Stage 2:

- Placing "no" in front of a verb.

Example: Daddy no comb hair.

- rejection sentences with "don't"

Example: Don't touch that

Stage 3:

More complex sentences. They use "no - don't - can't" but still cannot apply to different persons or tenses

Example:

I can't do it.

He don't want it

Stage 4:

Same forms of auxiliary be, modals

Example:

I didn't have supper.

He doesn't want it. **BUT** I don't have no more candies.

Questions^(p5)

What → where & who → why (2nd year) → how & when

Stage 1:

- One, two, three word utterances & rising **intonation**.

Example:

Cookie? Mommy book?

- Some correct chunks can be seen.

Example:

What's that? Where's daddy?

Stage 2:

- Declarative sentences with rising **intonation**.

Example:

You like this? I have some?

Stage 3:

Noticing the question patterns. Pretty much **fronting** usage.

Can I go?

Are you happy? **BUT**

Is teddy is tided?

Do I can have a cookie?

Why you don't have one?

Why you caught it?



Stage 4:

- Subject-auxiliary **inversion**. Resembles Stage 3 but more complex

Example:

Are you going to play with me? (Interchange between subject and auxiliary)

Do dogs have tails (***)Unpresent auxiliary appears!

- BUT there are still problems with Wh questions.

Example:

Why you are going?

The pre-school years(p7)

- By the age of **FOUR** most children can...
 - ask questions ,
 - give commands,
 - report real events,
 - create imaginary stories,
 - they master basic structures of languages.
- Vocabulary growth (several words a day)
- Complex grammar (passive, relative clauses)
- Pre-school effort (their aim is changing) to interact in variety of contexts
 - Interacting with unfamiliar adults
 - Learning an aggressive language (to defend their toys in playground)
 - Talking on the phone with invisible grandparents
- Acquisition of different language registers :
 - Realising that adult to adult language is different from adult to child talk and reflecting this in their games with different voices.
- Little Metalinguistic Awareness
 - Drink the chair (somehow CORRECT)
 - Cake the eat (cannot understand what the problem is)

The school years(p8)

The school brings new opportunities for language development.

- metalinguistic awareness (palying with words, riddles, tongue twisters, etc.)^{vii}
- astonishing growth of vocabulary (from several hundreds to a thousand a year)
 - school words → homework, map, rubber,...
 - academic (science) words → population, latitude, ...
 - reading for pleasure → fiction or non-fiction texts

Dee Garner's research shows that reading a variety of texts is essential for vocabulary growth.

Non-fiction texts are better that they give access to see different forms of words.

(mummy - mummies - mummified)

- Children from different regions or ethnic backgrounds develop STANDARD VARIETY.
- Children develop different REGISTERS^{viii} (style)
 - Geography, maths, history, science use different vocabulary
 - Teachers, directors, friends use different vocabulary
- For some children school means another language.

Explaining first language acquisition(p10)

The behaviorist perspective: Say what I say(p10)

Popular in 40s & 50s in the USA

The best known proponent is **SKINNER**

positive reinforcement (praising)

imitation & practise= habit formation

The quality and the quantity of the language children hear, the reinforcement they are exposed to shape their language behaviour. (see pages 10-11)

Imitation : Word for word **repetition** of all or part of someone else's utterance

Mother Shall we play with the dolls?

Lucy Play with dolls

Practice : repetitive manipulation of form

Cindy He eat carrots. The other one eat carrots. They

both eat carrots.

- Children's imitation is selective, not random. They imitate what is new (not what is available in the environment) and when it becomes a part of their linguistic system they give up, then find a new one. (page 12)
- Some children repeat themselves and make elaborations on adult talk.
- The rate of imitation is different from one child to another.

- Behaviorism crashes on creativity

- Patterns in Language^x

Mother Maybe we need to take you to the doctor. (page 13)

Randall Why? So he can doc my little bump?

- Unfamiliar formulas

Father I'd like to propose a toast. (page 14)

David I'd like to propose a piece of bread.

- Question formaton: (fronting is also an example of creativity against behaviourists)

Are dogs can wiggle their tails?

Are those are my boots?

Are this is hot?

- Order of events

You took all the towels away because I can't dry my hands. (he is looking for towels and can't find them)

- Behaviorism was challenged because children acquire the same structure despite the variety in input^x

➤ Behaviourism cannot purely explain language acquisition. It can only explain some regular and routine aspect of language (vocabulary, grammatical morphemes, etc.)



The innatist perspective: It's all in your mind^(p15)^{xi}

NAOM CHOMSKY

All children are biologically **pre-programmed** for language acquisition

There are some universal properties that underlie all languages. Our **innate** capacity contains these properties.

Principle : Universal (shared) properties of languages

Eg : structure dependency

Parameter : not shared properties

According to Chomsky;

The logical problem of language acquisition of behaviourists is the fact that children come to know more than what they hear.^{xii}

★ Behaviourist theory fails on this!

• **1st Support Proof:** Logical problem

How do children acquire complex grammar?

Adult talk is full of uncomplete sentences, false starts, slips of tongue,...^(page 16)

- John saw *himself*.
- **Himself* saw John.
- Looking after *himself* bores John.
- John said that *Fred* liked *himself*.
- * John said that Fred liked himself.
- John told *Bill* to wash *himself*.
- **John* told Bill to wash *himself*.
- John promised Bill to wash *himself*.
- John believes *himself* to be intelligent (non-finite clause)
- John believes that *himself* is intelligent (finite clause)
- John showed a picture of himself.

• **2nd Support Proof:**

All children acquire their native languages.

Eg.--> children with abusive parents
children with caring parents
children who are deaf

children who are little cognitive abilities

This is a specific module for language acquisition. Innatism can explain complex grammar.

The Critical Period Hypothesis (CPH)^(p17)^{xiii}

Eric Leneberg

Children who are not given access to human speech in their infancy or early childhood will not acquire any language if these deprivations go on for too long.

Natural Experiments : **Victor & Genie**

Victor

France 1799, found in a forest, 12 years old.

Itard devoted five years to Victor. He developed socialisation, memory and judgement but his production contained two words: "milk" and "Oh God!". Response only to natural & wild sounds

Genie

California /USA 1970, 13 years old.

She used unusual grammatical structures. overused formulaic patterns and there was a huge gap between comprehension and production. (after 5 years)

These children don't certainly show the presence of critical period. We don't know if any of them had specific language disorders, brain damages or developmental delays.

• What about deaf children? (to innatism)

Elissa Newport's Research : **Deaf Signers**

- Native Signer
- Early Signer (4-6 years old)
- Late Signer (12 years old)

Native Signers used the sign language better than **Early Signers**.

Early Signers used the sign language better than **Late Signers**

This report support the critical period for language acquisition. (weathe gestural or oral)

The interactionist / developmental perspectives: Learning from inside and out^(p19)

MOTTO → "learning from experience"

- Cognitive and developmental** psychologists (Interacionists) argue that innatists too much emphasize the final state (competence^{xiv}) and fail to deal with developmental stages.
- What children need is available in the environment.
- Acquisition is similar to and influenced by other kinds of skills and information.
- Acquisition is one of the remarkable success of children in learning from experience.
- Gives importance to the final stage - competence

Jean Piaget (language is a tool)

Language was one of a number of **symbol systems** that are developed in childhood.

Language can be used to represent knowledge that children have acquired through physical interaction with the environment.

- He analysed the cognitive development of children
 - object permanence**: knowing that things hidden from sight are still there.
 - stability of quantities regardless of their appearance**: knowing that ten pennies spread out to form a long line are not numerous than ten pennies in a squeezed line.
 - logical inferencing**: figuring out which properties of a set of rods (size, weight, material, etc.) cause some rods to sink others to float on water.
- He concluded that acquisition is partly related to cognitive development.
- Children develop concepts before they use language to label them^{xv}

Lev Vigotsky (language is the goal)

Language primarily originates from **social interaction** (Sociocultural Perspective)

Zone of Proximal Development (ZPD) : The metaphorical "place" in which a learner is capable of a higher level of

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performance because there is support from interaction with an interlocutor. In Vygotsky's theory, learning takes place through and during interaction in the learner's ZPD.

→ conversation with adults and other children.

- ✓ Thought (word knowledge) is essentially internalised speech, speech emerged in **social interaction**.
- ✓ Cognitive development, including language development, arises as a result of **social interaction**.
- ✓ Greater importance is attached to the conversations themselves. With learning occurring through the social interaction.

Cross cultural research^(p20)^{xvi}

"Child Directed Speech" (modified input)

Catherine Snow analysed the properties of Child Directed Speech in North America in middle class families.

- ★ Slower rate of delivery
- ★ Higher pitch
- ★ More varied intonation
- ★ Paraphrase
- ★ Repetition
- ★ Stress on key words
- ★ Simpler sentences
- ★ Topics about the child's immediate environment or experiences known by parents.

→ This is not universal but language specific.

→ All children have an environment to hear language. Changes culture from culture

The importance of interaction^(p22)^{xvii}

"Jim" → 3 years and 9 months

Child of deaf parents

No exposure to language



Only exposure TV
 Used a little unusual structures
 An adult interlocutor interacted with him regularly
 He made remarkable progress
 ★ TV is insufficient because...
 ○ no comments that they are understood.
 ○ no paraphrase

○ no repetition
 ○ no adjustment
 TV is useful after acquisition

Connectionism (a reaction to innatism) (p23)

MOTTO → "Learning in general"
KEY WORDS → association, connection, link, pruning^{xviii}
 ★ What children need is present in what they hear.
 ★ Computer Simulations: *****
 ○ Generalise what you are exposed to
 ○ Makes creative mistakes (goed)^{xix}
 ★ **Overextension**
Word what it represents process

Cat → pet, all these cats labeling
 Cat → all kinds of furry animal generalisation
 Cat → a specific kind of furry animal pruning
Grammar → making associations about words phrases and grammatical structures.
 Tense – Adverb
 Article – Noun
 Verb Form – Number/Person

Language disorders and delays (p24)

Some children have some specific language disorders such as dyslexia, articulatory problems or deafness.
 *professional help is needed.
 Some children are misdiagnosed:

These are subtractive bilinguals
 -children with minority languages
 -children speak different varieties of language

Childhood bilingualism (p25)

Bilingualism : The ability to use more than one language. The word itself doesn't specify the degree of proficiency in either language.
 ★ Being exposed to more than one language may have positive effects on metalinguistic awareness.^{xx}
Simultaneous Bilingualism^{xxi} : Being exposed to two languages virtually at birth. Those Children called Simultaneous Bilinguals.

Sequential Bilingualism^{xxii} : Children who are exposed to second language called Sequential Bilinguals.
Subtractive Bilingualism^{xxiii} : Partially or completely losing the first language as a second language is acquired. Children who are cut off from their language and submerged into another language in their early schooling or daycare (ex: children of immigrants) are called Subtractive Bilinguals
Additive Bilingualism : Learning a second language without losing the first.



2-Explaining Second Language Learning

Contexts for language learning (p29)

Learner characteristics (p30)

Knowledge of a language (L1) can lead the learners of a second language (L2) to make errors that L1 learners would not make.

Cognitive maturity & metalinguistic awareness allow older learners to solve problems and engage in discussions about language.

	L1		L2	
	Young Child (at home)	Young Child (Playground)	Adolescent (classroom)	Adult (on the job)
Learner characteristics				
Another language	-	+	+	+
Cognitive maturity	-	-	+	+
Metalinguistic awareness			+	+
World knowledge ^{xxx}	±	±	+	+
Anxiety about speaking			+	+
Learning conditions				
Freedom to be silent	+	+		
Ample time	+	+		
Corrective feedback (grammar and pronunciation)			+	+
Corrective feedback (meaning, word choice, politeness)	+	+	±	±
Modified input ^{xxv}	+	+		

Learning conditions (p32)

Foreigner Talk^{xxvi} : The modified or simplified talk language that some native speakers address to L2 learners. A special category of foreigner talk is *Teacher Talk*

Behaviorism (p34)

Imitation, Positive Reinforcement, Practice, Habit formation

Second language applications: Mimicry & memorization (p34)

North America 40s-70s

Best proponents are Nelson **Brooks**, Roberto **Lado**

Mimicry & memorization

Gave birth to ALM

Gave birth to Contrastive Analysis Hypothesis (CAH)^{xxvii}

CAH was developed by structural linguists

They say; "All the errors the learner made is stem from the L1 influence (habits)"

L1 & L2 similarities brings success

L1 & L2 differences causes failure

Transfer (interference) : The influence of L1 knowledge in L2. "L1 influence" is a preferred term.

Positive Transfer (cognate)^{xxviii} :

blouse – bliüz, sweeter – süveter, telephone - telefon

Negative Transfer^{xxix} :

I am knowing. I am loving

★ *Researchers found out that not all the errors are because of L1 interference. Learning is a process of identifying similarities and differences.*

★ *Adult L2 learners produce sentences that sound more like child's.*

★ *These kind of problems can be overcome through repetition & memorisation (according to behaviorists)^{xxx}*

The innatist perspective: Universal Grammar (p35)

Lydia **White**

- "The best perspective in learning L2"
- "L2 learners may sometimes need explicit information about what is not grammatical in L2."
- "explicit correction is sometimes necessary."

Bonnie Schwatz

- "There is still logical problem (Learners know more than they are expected to)"
- "Instrucion and feedback change only the superficial appearance of language performance and do not really affect the underlying systematic knowledge of the new language."

Some linguists

- "No need to assume Universal Grammar (UG)"

- "UG may be present and available to L2 learners, but that its exact nature is altered by the acquisition of other languages."

Vivian Cook

- "No need for corrcive feedback, only changes superficial appearance of language, it has no effect on underlying (systematic) knowledge."
- "The knowledge of UG must be available to L2 learners as well as L1 learners."
- ★ Innatists analyse competence (knowledge of language), not performance (actual use).
- ★ They used judgement of grammaticality to make a knowledge competent.

Second language applications: Krashen's 'monitor model' (p36)

There are 5 hypothesis

1. **Acquisition-Learning Hypothesis** :

We acquire things uncosciously, then conscious learning comes (form & ruling)
acquisition → learning



→ Acquisition requires meaningful interaction in the target language in which speakers are concerned not with the structure but meaning^{xxxix}

2. Monitor Hypothesis

Acquired system : initiates speaker's utterances, responsible for spontaneous language use (unconscious) daily & instant

Learned system : acts as an editor or **monitor** . makes minor changes and polishes the production of *acquired system* (conscious)

works while writing or a similar processes going on.

Example:

- 1) Which one works with learned system?
 - a) Speaking
 - b) **Writing** → CORRECT
 - c) Making jokes
 - d) ..
 - e) ..

★ *Acquired and learned systems works saperately not together.*

★ *So called monitor or editor is "learned system" here.*

★ *Learned system works when there is plenty of time*

3. Natural Order Hypothesis :

There are predictable patterns for learning L2

★ *The easiest ones are not the firsts to learn.*

Example:

Even though German makes use of inversion to form questions, German learners of English will pass through a phase of asking questions without inversion.^{xxxix}

4. Input Hypothesis :

Comprehensible input → **i+1** (a step beyond the level)

i → the level of the learner's

5. Affective Filter Hypothesis^{xxxiii} :

Affect → a metaphorical barrier that prevents learning related to learner needs, feeling, motive, attitudes, emotional states.

★ *This hypotesis is the *first spark* for Humanism.*

★ *Krashen's ideas have been the source of ideas for researches for L2 and also CLT^{xxxiv}, CBA^{xxxv} and immersion prgrams^{xxxvi}*

Current psychological theories:

The cognitivist / developmental perspective^(p38)

Information processing^(p39)

★ *A process of integrating new rules into an existing system, **readjusting, reconstructing** untill all the pieces fit.^{xxxvii}*

☼ Building up knowledge that can be called automatisation.

- **Search for** the knowledge
- **Store** the knowledge
- **Use** the knowledge automatically
*gradullay becomes **automatic***

☼ 1st step is paying attention (Norman Segalowitz)

☼ First focus is on the words then deals with the grammar.

☼ Human brain can focuses on only one thing because it is limited. After analising an catagorising it, makes it automated. Than focuses on another information.

☼ Learners pay attention to the words at the erliest stages and than when they become automated they pay attention to another aspect.

☼ Becoming automatized → through experience & practice

- Everything that effects learning is practice

☼ Practice is not a mechanical process as in Behaviorism. It requires learner's cognitive affords. It may sometimes be

unconscious, so being exposed to ,and comprehension of, a language feature may be counted as practise.

Skill Learning → like riding bike or driving car (by Robert DeKeyser)

- a) **Declarative Knowledge** : knowledge that
- b) **Precedural Knowledge** : knowledge how

➤ Declarative knowledge sometimes forgotten (by proficient speakers)

DK → practice → PK

Restructuring^{xxxviii} : sudden bursts of progress (non-gradual learning) (by McLaughlin)

Example:

At the beginnig.....**ate**

At the end.....**eated**

Saw → seed / sawed

(DO NOT LOOK OVERGENERALISATION)

Look at timing error

Transfer Appropriate Processing:

Information is best retrieved in situations that are similar to those in which it was acquired.^{xxxix}

Connectionism^{(p41)xl}

☼ No need to asuume UG

☼ What is innate is ability to learn

☼ Learners make a network of connections between words, structures.

☼ Frequently heard → strong connections

Less frequently heard → weak connections

☼ They do not accept innatism

☼ Role of **enviroment** emphasized

☼ Throuh **exposure** (thousands of times) → I say / he says / she says → every subject

Question from an Exam:

"The language that we used is predictable and formulaic"

Which view?

Answer : Connectionism

★ Focus on **exposure**.

★ Language is **formulaic**.

★ Concentrates on grammar.

★ Much of the language we use in ordinary conversations is **predictable**.

Key phrases :

- *Learning in genaral*
- *Computer program*
- *Overgeneralisation errors^{xli}*
- *Memorisation*
- *Simple generalisation*

The competition model^(p42)

➤ Closely related to th connectionist perspective.

➤ Little bit more **meaning** and **lanuqaqe use**.

➤ Acquisition is not only acquiring the forms but also language use and memory.



- Through **exposure** (thousands of times) → learners come to understand how to use the **cues** with which a language **signals**.
- The relationship between the words in a sentence may be signalled by **word order**, **grammatical markers** and the **animacy** of the nouns in the sentence can be used as cues by the learners of the language.^{xliii}
- A 2-3 year-old child interpretes the sentence;
 - *Box push the boy → Natural Agent (S/he understans the sentence as “The boy puches the box” by using **animacy**)
 - When s/he becomes 4 years old
 - *Box push the boy → Subject is “box” (s/he uses word order and sees the sentence as nonsense!)

Second language applications: **Interacting, noticing, processing** (p43)

Interaction Hypothesis

Proponents → Michael Long, Teresa Pica, Susan Gass, Evelyn Hatch

Long agreed with Krashen
comprehensible input (i+1)
focused more on “how could input be made
comprehensible”

modified inteaction is necessary for making input
comprehensible.

- Comprehensible input doesn't always mean simplification.
- It also requires elaboration, slower speech rate, gesture, contextual clues.

★ *Interactional modification makes input comprehensible.*

★ *Comprehensible input promotes acquisition*

Therefore,

★ *Interactional modification promotes acquisition.*^{xliii}

Conversational Modifications^{xliv}

- Comprehension Checks : Do you understand? Is it clear?
- Clarification Request : Could you repet that please?
- Self Repetition / Paraphrase :

(these are the ways to make input comprehensible acording to Long)

*In his revised work he difined “Negatiation for meaning”^{xliv}

★ Under guidance it is possible for an 8 year-old learner to perform tasks of 12 year-olds. (Vygotky < ZPD < Interactionism)^{xlvi}

Noticing Hypothesis

Can not be evaluated^{xlvii}

Competence & performance is for only to compare

Richard Schmidt → nothing is learned unless it has been noticed.

“becoming aware of” is important for learning.

Susan Gass → learning is a process when learners come to understand that sth. is different from they expected.

- Having learners see and hear themselves in videotaped interactions.

The sociocultural perspective (p47)

Cognitive Theories

★ Speaking & thought are related but independant process

Sociocultural → Speaking & thought are interwoven

Quite similar to Vygotky's social intaractions theory^{xlix}

ZPD^l → people co-construct knowledge or skills

i+1 → input is external factor (comprehensibility is emphasized)

- In the interaction hypothesis, the emphasis is on the individual cognitive process in the mind of learner.
- In Vygotky's theory, greater importance is attached to the conversations themselves. With learning occuring through the social interaction.

Second language applications: **Learning by talking** (p47)

Meril **Swain** → Comprehensible Output Hypothesis

“Collaborative Dialog”

★ This is both social and cognitive activity.

★ Language use and language learning can **co-occur**.

Learners can gain control over their mental process by the help of what they say to others and what others say to them.

Theory into practice (p49)

Innatism → no emphasis on developmental sequences (emphasis on final stage)

Interactionism → no emphasis on innate abilities

★ Emphasiz the role of modfication in conversational interaction

Critics : much of what learners need to know is not available in the input, and so they put greater importance on innate principles that learners draw on. ☺

Cognitive Theories → complex grammar?

Summary,

Feedback is important for both behaviourism and interactionism.^{li}



3-Individual Differences in L2 Learning

- The success on L2 learning varies greatly
- *Characteristics often believed to predict success in language learning* : **outgoing personality, intelligence, aptitude, motivation, age.**

Who is "a good language learner"? (p54)

★ Some people learn languages more quickly than others.

A good language learner (in 5 point scale):

a. is a willing and accurate guesser	3 pts
b. tries to get a message across even if specific language knowledge is lacking	3 pts
c. is willing to make mistake	2 pts
d. constantly looks for patterns in language	3 pts
e. practises as often as possible	2 pts
f. analyses his/her own speech and speech of others	3,5 pts
g. attends to whether his/her performance meets the standards s/he has learned	3,5 pts

h. enjoy grammar exercises	5 pts
i. begins learning in childhood	1 pts
j. has an above-average IQ	4 pts
k. has good academic skills	4 pts
l. has a good self image and lots of confidence	2 pts

Character categories : motivation, intellectual abilities, personality, learning preferences

Research on learner characteristics (p54)

1. A group of learners are selected and given a questionnaire about variables such as motivation.
2. A proficiency test is applied
3. "correlation" is discussed (motivation-success)

Problems :

- ★ Variations such as motivation, extroversion, intelligence cannot be directly observed or measured.
- ★ The variables are not independent from each other.
 - ✦ Motivation
 - ✦ Frequency of interaction
 - ✦ Willingness to interact

✦ Opportunity of interaction

The most serious error in interpreting correlation :

"If two variables tend to increase or decrease together they thought to be related."

- ★ The language proficiency tests used in different studies do not measure the same kind of knowledge.
- ★ IQ is not a suitable measurement to measure *conversational fluency*, but more suitable for measuring *metalinguistic knowledge*.^{lii}
- ★ Motivation & Success (Aptitude ↑ → favourable contexts)

Intelligence (p57) "to perform on certain kinds of tests"^{liii}

A research in Canada, French Immersion Programme showed that high levels of intelligence may be related to vocabulary, reading, grammar but not for oral production skills.

- ★ IQ tests is strong predictor of the learning that involves analysis and rule learning.

Aptitude (p57) "(specific) ability to learn"

There are some aptitude tests such as:

(MLAT) *Modern Language Aptitude Test*

(PLAB) *Pimsleur Language Aptitude Battery*

These tests measure abilities such as^{liv}:

- ◆ to identify and memorise new sounds
- ◆ to remember new words
- ◆ to figure out grammatical details from language samples

- ◆ to understand the particular function of words in sentences
- In the past when the teaching was based on GTM and ALM aptitude was thought to be a good prediction of success but now it is not. (because of communicative approaches.)^{lv}
→ If the learners are matched according to their abilities, both teacher and learner satisfaction can be provided.

Learning styles (p59)

Learning styles : individual's habitual, natural & preferred way of absorbing, processing and retaining new information and skills

Perceptually;

1. **Visual Learners**^{lvi} : Cannot learn until they have seen it
2. **Aural Learners**^{lvii} : learn best by ear
3. **Kinaesthetic Learners**^{lviii} : learn by physical action (role-play, miming)

Cognitively;

- a. **Field-Independent** : analytic learners (pick out details)^{lix}
- b. **Field-Dependent** : holistic learners

There is a misunderstanding that only one type of method, textbook or activity suits learner.^{lx}

Personality (p60) ^{lxi}

- ★ Personality said to be more associated with communicative ability.^{lxii}

Extraversion → Generally thought to suit L2 learning.

Successful learners are quiet learners.

- ★ Learning is not correlated with extraversion.

Inhibition^{lxiii} discourages risk taking.

This is a property of adolescents because they are more self-conscious

Learner Anxiety → feeling of worry, stress, nervousness

öneri ve tavsiyeleriniz için : o_nur@hotmail.com

- ★ Anxiety was thought to be permanent feature of personality, but it can be temporary, context-specific and dynamic.^{lxiv}
- ◆ Not all types of anxiety is bad (**tension** = sort of good anxiety)
- ◆ Tension facilitates learning.

Willingness to communicate → when lack of anxiety, empathy, dominance, talkativeness, etc.

Personality variable may be important for communicative skills not for rule learning or language analysing.



Qualitative Research : measuring learners' scores on personality questionnaires and relating these to language test performance. (detailed description)

Quantitative Research : understanding and investigating personality variables is needed to adequately capture their depth of complexity. (numeric measurement)

Motivation and attitudes (p63)

Motivation in L2 is defined in terms of two factors:

- learner's communicative needs
- learner's attitudes towards L2 community

- Instrumental Motivation**^{lxv} : language learning for more immediate or practical goals.
- Integrative Motivation** : language learning for personal growth or cultural enrichment.

Sometimes it is difficult to distinguish them.

Zoltán Dörnyei described motivation in 3 phases.

- Choice Motivation → getting started and setting goals
- Executive Motivation → carrying out the necessary tasks to maintain motivation.
- Motivational Retrospection → students' appraisal^{lxvi} of and reaction to their performance.

Example^{lxvii}

Motivation in the classroom

→ If classrooms are places that students enjoy coming, if content is interesting and relevant to their age and abilities, if the goals are challenging but yet manageable and clear, then motivation is retained.

Richard Schmidt & Graham Crookes

- Motivating the students into the lesson
 - Varying activities, materials and tasks
 - Using co-operative rather than competitive.
- ★ Competitive goals may decrease motivation because they discourage weaker students.^{lxviii}

Identity and ethnic group affiliation (p65)

Social factors at more general level can affect motivation, attitudes and language learning success. Such as "social dynamic" or "power balance of the languages".

- ★ Loyalty to ethnic background may result in retaining a strong foreign accent willingly.^{lxix}
- ★ "Majority group learning a minority language" may have different attitudes and motivation than "minority group learning a majority language".

It is impossible to predict the aspect of social factors but we shouldn't overlook^{lxx} them.

Bonny Norton

Concepts such as instrumental and integrative motivation do not adequately capture the complex relations of power, identity and language learning. Instead;

Investment : capture the relationship of the learner to the changing social world.

Kellen Toohey

Classroom assigned identities → hardworking / lazy, talkative / quiet^{lxxi}

- ★ These identities may cause isolation of the learner.
- ★ Identities are not static and can change over time

Learner beliefs (p66)

All learners, particularly older ones, have some beliefs and actions about how the instruction should be delivered (because of post-experience) and assumptions.^{lxxii}

In communicative environments, learners complain about the absence of form based teaching (corrective feedback + teacher corrected introduction)

- ★ Most learners desire corrective feedback. Whereas few teachers think that it is desirable.

Age of acquisition and the Critical Period Hypothesis (p67)

child of immigrant families → nativelike mastery

parents of immigrant families → no nativelike fluency (accent, word-choice)

EXCEPTION : Joseph Conrad (A native Polish, an author of English literature.)

CPH → Adults are not as successful as children because they use their general learning abilities (because the innate mechanism is over) and these abilities are not as effective as innate ones

Younger learner	Older learners
More time to devote language	Less time to devote language
More opportunity to speak	Less opportunity to speak
No strong pressure to speak fluently	Strong pressure to speak fluently
Less complicated	More complicated
Tolerance to errors	No tolerance to errors
No embarrassment	Embarrassment
No sense of inadequacy	sense of inadequacy
Motivation	Motivation (may increase or decrease)

The Critical Period : more than just accent

Morphology, syntax, accent

Mark Patkowski →

67 learners (immigrant)

Begin learning at different ages, living in the USA for at least 15 years.

This research supports the idea that learning in childhood is very important.^{lxxiii}

Rate of the learning

Adults are more successful than children in the early stages of learning.^{lxxiv} (metalinguistic awareness, memory strategies, problem solving tasks)

This research measured pronunciation, auditory discrimination, grammatical morphemes, grammatical complexity, sentence translation, grammaticality judgement, vocabulary, story comprehension and story telling.

Grouping:

- Children, as young as 3 years old
 - Older children
 - Adolescent
 - Adult
- ★ Adolescents were the most successful and adults followed them in the first year.

Critics: Tasks are too difficult for children.

At what age should the instruction begin?

If the goal is nativelike mastery

→ beginning to learn as early as possible

If the goal is basic communicative skills

→ age is not matter.

Instruction rate is as important as age.



4-Learner Language

Studying the language of L2 learners (p77)

- As teachers we analyse learner language all the time. We analyse it to know what we can expect to accomplish in the classroom.
- Teacher analyse learner language by trying to see what learners have learned (thoughts vs. learned) and by trying to notice how their language differs from the target language.

Student A : I *buyed* this ticket.

Student B : I *bought* this ticket.

("Student A" knows more than "student B" because in L2 learning irregular past comes before regular past.)

→ this error shows progress

- L2 learners produce sentences that are not exactly like those they have heard because learner language operates on its own rules.

Sometimes decreases in correct forms may mean progress.

Contrastive analysis, error analysis, and interlanguage (p78)

→ According to CAH all errors stem from L1 influence. **BUT**

- A similar version of CAH would predict that errors are bi-directional

Both "a native English, learning French" and "a native French, learning English" make the same kind of errors. (developmental errors)

Eric Kellerman :

Learners have intuitions about what they can transfer or not. (idiomatic expressions, metaphorical expressions)

Error Analysis (EA) → learner language has a developing system on its own. (it is rule governed and predictable)

- EA is a detailed description and analysis of the errors.
- EA didn't predict the errors (like CAH) rather tried to discover. EA investigates learner errors after they are made.

- EA makes a comparison between the errors a learner have made in producing L2.
- EA aim to describe, analyse and classify the kinds of errors learners make in detail and then hypothesizes possible sources of errors.

Pit **Carder** :

When learner produce correct sentences they may simply be repeating and imitating.

Larry **Selinker** → **Interlanguage** (developing L2 knowledge of a learner) → It is systematic but dynamic.

It has some characteristics :

- of L2
- of the previous learned languages
- of some errors (omission of grammatical morphemes or function words)

Fossilisation : permanent error

Developmental sequences (p82)

As in the first language acquisition there are predictable patterns in L2 learning.

- Cognitive development
- Experience
- L1 influence

Grammatical morphemes (p83)

Researchers find "**Obligatory Contexts**" for each morpheme.

yesterday → past simple

two → plural -s

(if we see "yesterday" in a sentence that sentence should probably be in a past tense, and if we see "two" in a sentence there should be some plurality there)

For analysis;

- they count obligatory contexts separately,
- count the correctly supplied morphemes
- divide the number of obligatory contexts to the number of correctly supplied morphemes to find the percentage accuracy for each morpheme.
- Then the score of the morphemes ranked from high to low to produce "**Accuracy Order**".
- The developmental sequences in L2 is not identical to the sequence in L1.

Krashen's summary of L2 grammatical morpheme acquisition sequence

Present progressive -ing	Mommy running
Plural -s	Two books
Copula (real verb)	Annie's happy
Auxiliary be	He is coming
Articles	the & a
Irregular past forms	Baby went
Regular past -ed (may cause overgeneralization)	She walked / goed
3 rd person singular (Simp. Pre.)-s	She runs
Possessive -s	Daddy's hat

- In higher boxes, higher accuracy than lower boxes, but within boxes, there is no clear pattern of difference.

Researchers reviewed this research and found some variables :

- Saliency (how easy to notice the morpheme)
- Linguistic complexity (how many elements you have to keep track of)
- Semantic Transparency (how clear the meaning is)
- L1 influence
- Frequency of input

Negation (p85)

Stage 1 - "no" or "not"

Before the verb or before the element neglected

I no ride it. No bicycle.

- Italian & Spanish learners may stay longer at this stage because of the similarity of their native languages.

- Sometimes L1 influence may slow down learners' progress.

Stage 2 - "don't" (no person, no plurality, no tense)

I don't can sing.

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She don't use it.

Stage 3 - "Am, is, are, can + not"

I can not ride it.

He is not lazy.

- They come not home (German speakers → transfer error)

Stage 4 - All the auxiliaries

She doesn't work

I didn't want these



Questions(p86)

Stage 1 - One word utterance, sentence fragments

Dog? Four children?

Stage 2 - Declarative sentences

It's a monster in the right corner?

- French speakers may assume that in English declarative sentences are optional in spoken language

Stage 3 - "WH" fronting, "do" fronting

Do you have a shoes on your picture?

Where the children are playing?

Does in this picture there is 4 astronauts?

Is the picture has two planets on top?

Possessive determiners(p88)

Stage 1 (Pre-emergence) - Using "definite article" or "your" for all persons, genders, and numbes

The little boy play with the bicycle (instead of "his")
He have band-aid on the arm, the leg, the stomach. (instead of "his")
This boy cry in the arm of your mother. (instead of "his")
There is one girl talk with your dad. (instead of "her")

Stage 2 (Emergence) - Using "his" or "her" but only one of them.

The mother is dressing her little boy, she put her clothes, her pants, her coat.

Stage 4 - Inversion in WH + copula ; Yes/No questions with other auxiliaries

Where are you?

What is it?

Is there a fish in the water?

Stage 5 - Inversion in all cases

What are you doing

Stage 6

Negative questions

Tag questions

Embedded questions

The girl making hisself beautiful. She put the make-up on his hand, on his head, and his father is surprise.

Stage 3 (Post-emergence)

Differentiated "his/her" but not when the object possessed has naturel gender.

The girl fell on her bicycle. She look his father and cry.

The dad put her little girl on his shoulder.

Stage 4

Error free use of "his/her"

Relative clauses(p90).

Accessibility Hierarchy

Subject	The girl who was sick went home.
Direct object	The story that I read was long.
Indirect object	The man who(m) Susan gave the present to was happy
Object of proposition	I found the book that John was talking about.
Possessive	I know the woman whose fater has just died.
Object of comparison	The person that Susan is taller than is Marry

Example Asked in Exam:

2) Which one is hardest?

- The man from whom i borrowed a book is a lawyer. (indirect object)
- The man whose daughter gratuated from high school is a lawyer.(possessive) → HARDEST** (indirect object)
- The man whom i met yesterday is a lawyer. (indirect object)
- The man who works in this firm is a lawyer. (subject) → EASIEST
- The man Mary danced with is a lawyer. (indirect object)

Reference to past(p91)

- At early stages, teachers don't use past, instead they give the events in order or give time/place.
I come home. I washed hands.1988 highschool, Ankara very cold.
 - Than they begin to use grammatical morphemes, but probably not past.
Me working long time. Now stop.
 - Irregular Past → I bought food
 - Regular Past → *I buyed food
- ★ Learners are more likely to mark past tense on some verbs than others.

Example:

I broke the vase. (easy to mark as past)

My sister fixed it with glue. (easy to mark as past)

→ Easy because the end point of the verbs can easily be determined by the learner.

She seemed happy last week. (difficult to mark as past)

My father swam in the lake. (difficult to mark as past)

- ★ The verbs that can easily be determined by the learners called "accomplishment" and "achivement" verbs.

Example:

I ran three miles. My brother took an aspirin and went to bed.

- ★ They have difficulty with "activity"(that may continue for some period) or "state"(that may perceived as constants) verbs.

Example:

I swam all afternoon.(activity verb → difficult)

He seemed happy to sit by the lake.(state verb → difficult)

Example Asked in Exam2008:

3) Which one is easier?

- He bacame ill.
- He used to travel a lot.
- He always wanted to be a lawyer.
- He loved his mother.
- He cleaned the house**

Movement through developmental sequences(p92)lxxxix

- Developmental stages are not closed rooms. There may be overlapping between them.
- Moving to a stage means increasing new forms and frequency of them rather than disappearance of earlier ones.
- Correct questions at Stage 1 are chunks.
- Correct forms at early stages may not be based on underlying knowledge.
- Conditions of stress or complexity may cause negative effect.
 - Similarity to L1 at a particular stage makes it difficult to move beyond that stage.
 - Learner is not necessarily make fever errors at higher stages.



More about L1 influence (p93)

L1 influence may cause avoidance

A research (comparatively) :

English learning French & Russian

Russian learning French & English

The research shows that there are substantial similarities between learners' interlanguage in the early stages.

Vocabulary (p96)^{xc}

- until 1980's vocabulary was neglected aspect of learning. Researchers focused on syntax and morphology to reveal the universals of language acquisition.
- The most important thing → "correct word"
- In English there are 100.000-1.000.000 words (depends on how you count)
- An adult educated English speaker is expected to know 20.000 words (2000 for daily communication)
- ★ The first step is "recognition of words" (= making distinction between a word and a non-word)

Pragmatics (p100)^{xcii}

→ Studies the contextual meaning and how we use language in different contexts.

- Learners need skills for interpreting, requests, responding, apologies or admires, recognising the humour in speech, meaning, conversations and using speech acts. (warning, informing, requesting, apologising,...)

A sentence may have different meanings :

Is that your dog? (admire-request)

Interlanguage Pragmatics :

→ Tries to discover the relationship between proficiency level of learners and comprehension-use of pragmatic features.

ALM, GTM → no opportunities to learn pragmatic features.

CLT, Task Based, Content Based Methods → learning pragmatic features is possible in classroom (role-plays, group & pairworks)

- ★ There are more opportunities to learn speech acts in Content-Based Courses.^{xciii}

Acquisition of Requests in English^{xciv}

Stage 1 (Pre-Basic)

Highly context-dependant, minimal language, no syntax.

Eg: *Me no blue. Sir.*

Stage 2 (Formulaic)

- Reliance on unanalysed formulas and imperatives.
- Chunk usage starts.
- Formulaic and memorised routines.

Phonology (p104)

ALM : pronunciation is the central area instruction on "segmentals" (workig on minimal pair drills)^{xcvi}

CLT : less importance to pronunciation instruction on

"suprasegmentals" (rhythm^{xcvii}, stress, intonation)

Learners who receive instruction on suprasegmentals are better than the others (recent work shows)

CAH → L1 influence

Another research on bilinguals :

Group 1 : Finnish-Sweedish learning English

Group 2 : Sweedish-Finnish learning English

Learners' interference errors were mostly related to Swedish surprisingly. (*Sweedish is closer to English than Finnish.)

- This provided by
 - seeing or hearing frequently
 - Borrowed words
 - Cognates (positive transfer)^{xcv}
- ★ If cognate has a similar form but different meaning or If cognate is noticed easily in writing but not in pronunciation, this may cause problems in learning.
- Stephen Krashen → leaning with little intentional effort (by reading for pleasure)
- Some others reject → learners generally read fiction and this is not useful for academic vocabulary.

➤ Use of imperatives.

Eg: *Let's play the game. Let's eat breakfast. Don't look.*

Stage 3 (Unpacking)

Less use of formulaic patterns, mitigation (softening a negative input)

Eg: *Can you pass the pencil please?*

Can you do another one for me?

Stage 4 (Pragmatic expansion)

Increased use of mitigation, more complex syntax.

Eg: *Could I have another chocolate because my children – I have five children.*

Can I see it so I can copy it.

Stage 5 (Fine tuning)

Speech variation according to goals, participants, contexts.

Eg: *You could put some blue track down here.*

Is there any more white?

→ Another research ok "Rejecting Suggestions" showed that

Non-native	Native
Passive (didn't initiate conversation)	Active
Rude	Polite
Inappropriate (before the progress)	Appropriate
Less mitigation ^{xcv}	More mitigation

(Spanish speakers) → I e-speak

(Turkish speakers) → "t" for "th"

(better) perception by dictation vs. (worse) production = complex relationship

accent ? → does not necessarily cause negative effects on pronunciation instruction, exposure, experience, motivation

^{xcviii}



5-Observing Learning and Teaching in L2 Classroom

Natural and instrtional settings^(p109)

★ Some students in structure-based classes may have opportunities to continue learning the target language outside the classroom.

→ Topics in **Communicative** and **Task-Based** intructions are often general interest to the learner (such as “how to reply an advertisement from a newspaper”). But in **Content-Based** intructions the focus on the subject matter (such as “history, maths, science”).

Observation schemes^(p114)

They differs in:

- The catagories they contain
- Whether they are quantitive or qualitative
- Throughout the lesson or audio recognition

COLT : Communicative Orientation of Language Teaching (a famoun observation theme)

Aim : how differences in teaching practices are related to differences in L2 learning

Contexts for language learning^{xcix}

Characteristics	Natural Acquisition	Structure-Based Instruction	Communicative Instruction	
			Teacher-Student	Student-Student
Learning one thing at a time	-	☑	-	-
Frequent feedback on errors	-	☑	☑	☑
Ample time for learning	☑	-	☑	☑
High ratio of native speakers to learners	☑	-	-	-
Variety of language and discourse types	☑	-	☑	☑
Pressure to speak	-	☑	-	-
Access to modified input	☑	☑	☑	☑

It has two parts :

Part A ^c	Part B ^{ci}
Teaching practices in terms of focus, content and organisation of activity types	Specific features of language used by teacher or learners How much language? Question types?

Genue question : the questions that asked to get answer

Display question: the questions of which the answers are already known by the teacher.

Classroom comparisons^{ci}

Corrective feedback in the classroom^(p125)

Explicit Correction^{ciii} → “Oh you mean...”, “You should say...”

S : *The dog run fastly.*

T : *“Fastly” doesn’t exist. “fast” does not take -ly. That’s why I picked “quickly”*

Recast^{civ} → teacher reformulation all parts of the error

S1 : *Why you don’t like Marc?*

T : *Why don’t you like Marc?*

S2 : *I don’t know. I don’t like him.*

Clafication Request :

Metalinguistic Feedback : “can you find your error” kind.

S : We look at the people yesterday.

T : What is the ending we put on verbs when we talk about the past.

S : e-d.

Elicitation^{cv} : “It is a”, “How do we say n english?”

Repetition : pure repetition with intonation maybe.

Study 1 – Recasts in Context-Based Classrooms^{cvi}

Most frequent feedback → recasts ← less student uptake

★ not all context based teaching is good language teaching.

Study 2 – Recasts & Private Speech

Private speech was obtained by microphones. Students noticed recasts and reacted in their private speech when it was not addressed to themselves, but addressed to other students.

Study 3 – Recasts & Uptake (reaction)

Students noticed and reacted recasts and we may say that recasts positively contribute to L2 learning.

Study 4 – Corrective Feedback in Context

Teacher-Student Interaction:

- Context exchanges when the teacher imparts^{cvi} knowledge or asks questions about the curriculum. = **RECAST**
- Management exchanges when the teacher talks about an organisation of an activity or appropriate classroom behaviours. = **RECAST**
- Communication exchanges (meaningful) = **RECAST**
- Form-focused exchanges (except grammar) = **EXPLICIT CORRECTION**

Errors → most frequent in communication exchanges (**c**)

Explicit correction → most frequently noticed

Least frequently noticed activity is (b)

Feedbacks → management exchanges

Questions in the classroom^(p130)

Study 5 – Teacher’s Questions in ESL Classrooms

Michael **Long** : quantity of display or referential questions (genue questions)

Native&Non-Native Interaction : referential questions are most frequently asked

ESL Classrooms → display questions are most frequently asked
The type of interaction should be changed (does not resemble real world)

Communicative Instructions → referential questions (genue questions) are more frequent (they both developpe their cognitive process and language use)

Display questions may be used in a more productive or useful way.



Example: drill-like format

Do you have a brother?

Does he have a brother?

Does she have a brother?

Study 6 – Scaffolding^{cvi} and Genre & Display Questions

Scaffolding : the language used to support another speaker's communicative success

Missing vocabulary, incomplete sentences

Örnek p131

★ If we use display questions written scaffolded interaction, it may be more useful and productive.

Study 7 – Open & Closed Questions

Closed Questions : with short answers

Open Questions : with long answers (explanations or reasoning)

Ethnography(p133)

Ethnographies are detailed long-term (extensive) studies. They try to analyse the impacts of social, cultural or political realities on learner's cognitive, social and linguistic development.

There are no pre-determined categories. There is an observer (participant or non-participant).

If a student comes from a culture where the science is a symbol of respect, the teacher should know this (not to cause misunderstanding)

Study 9 – Language in the Home & School^{cix}

Nine families in Solomon Islands.

At home → rich language use & good communication, different types of discourse

At school → failed

Because of formal language use at school and restrictions of L1 use

The real reason → parents questioned their children and express their fears about children's success. These behaviours cause negative effects on their learning.

Study 10 – Separation of L2

Summary(p135)

Open Questions are much more effective for learning and developing language.

CLIL → Content Based Integrative Language Learning

Open Questions requires high level of competence (teacher)

Study 8 – Wait Time

Wait Time : the amount of time teacher pauses after having asked a question.

In Instructional Based & Communicative Instructions, teacher pauses only a second or two (than paraphrases or repeat the question.). This is a *SHARED POINT* of them.

It is difficult to find the balance (too much silence or early response?) We may lead students to provoke fuller answer or expand their ideas.

Learners in primary school.

There are 2 groups

Native English & from other languages (sit in front of teacher desk)

The interaction between the native group and others not allowed. (except for material exchange)

Copying the task of other or repeating the production not allowed. Research shows that children develop their language by repeating others or copying them.

The children who are not native couldn't learn anything.

Study 11 – Socio-Political Change & Foreign Language Classroom Discourse

Hungary, secondary school

The teacher uses a political activity (Feléles). The students prepared material and resented to the class. The class successfully communicated with each other. They used complex structures and lots of forms. This study shows that socio-political realities have effect of L2 learning.



6-2nd Language Learning In The Class.

Six proposals for classroom teaching (p137)

Qualitative Research → detailed & long term (ethnographies, case studies)

Quantitative Research → Numeric & descriptive

Action research → aims are local and specific to teaching environment

Experimental research → research used to test a hypothesis about learning and teaching.

Experimental group & control group

1. Get it right from the beginning (p138)

GTM	ALM
<ul style="list-style-type: none"> Based on teaching classical Latin & Greek Purpose : to read the literature Grammar rules Vocabulary Translation General thought about GTM : good mental exercise to develop intellectual abilities Reading passage, translation, comprehension questions (in L1), drawing attention to a grammar rule, fill in the blanks. 	<ul style="list-style-type: none"> Based on behaviourism and contrastive analysis hypothesis Primary emphasis pronunciation Repetition No permission to speak freely (errors may become bad habit)

Research Findings:

GTM → used successfully by adult learners with good metalinguistic knowledge of L1

ALM → used successfully by a government personnel training program in the USA.

We still don't know whether form-based teaching or meaning-based teaching is good.

These form-based instructions do not guarantee high levels of accuracy on form.

Study 12 – Audio-Lingual Pattern Drill

Canada, 11-16 year-old children. This research showed that the order of learning grammatical morphemes was different in ALM instructions from that of natural setting.

He is cooking → he is want → he want

Repetition decrease – accuracy → failed

Study 13 – Grammar + Communicative Practice

48 collage students, learning French

There was significant difference on linguistic competence.

Higher scores of communicative group on communicative tasks.

Communicative Group
One-hour communicative task
Culture Group
French Culture (film, music, art), one-hour
Control Group
Grammar & Pronunciation drills in language laboratory.

Interpreting the Research

Learners who receive ALM or GTM instruction are often unable to give their interactional messages or interact with others in L2

GTM or ALM → does not mean high levels of competence

2. Just listen...and read (p143)

Krashen → Comprehensible Input

No need to speak, no need to drill.^{cx}

Study 14 – Comprehension- Based Instruction for Children

Comprehension- Based Program	Regular Program
no oral practice	practice
no feedback	teacher feedback
no explicit grammar	explanation
listen & read	writing

Began at 8 years old

After 2 years later → no significant difference (even in speaking)

After 3 years later → regular group was better (especially in writing)

Study 15 – Reading for Words

Adult immigrants in Canada

29 participants (different levels or ages). These adults took books to home and read for 6 weeks. (There was a huge library in the class containing all kinds of and all levels of books.) Their vocabulary development is remarkable.

The more students read the more vocabulary they learn (they notice the development)

After a certain level (Intermediate) daily words do not satisfy them.

They should read to gain new vocabulary.

Study 16 – TPR

Krashen → Comprehensible Input

TPR → Graded Input

Teacher gives physical commands and children do activities to show

their comprehension. Children aren't allowed to speak. Later, at advanced levels, they may take the role of teacher

Study 17 – Input Flood

Young French-speaking class learning English. Their subject was adverb placement in English. The teacher gave materials that contained hundreds of examples. Their learning was incomplete. They should see both what is grammatical and what is not grammatical.

* The point that this research *fails* is to be seen only the correct structures by the students not the wrong ones!^{cx}

Study 18 – Enhanced Input^{cxi}

→ Drawing the attention of the learner to certain item by writing **bold** types, underlined or CAPITAL letters.

The students noticed but didn't learn how to choose the right one.

When the students received explicit explanation and fill in the blanks exercise, then progress appeared.

Study 19 – Processing Instruction

→ Giving students contexts that they cannot comprehend without knowing the right forms.

The emphasis seems to be on meaning, but the way is form

Interpreting the Research

Comprehension Based programs may be an excellent way to begin learning. For advanced learners it may be a good supplement.



3. Let's talk (p150)

- * comprehensible input & conversational interaction
- * negotiation of meaning
- * genuine questions
- * groupwork / pairwork
- * repetition with a questioning intonation
- * task-based teaching

Research Findings

Long : conversational interaction promotes acquisition
updated → interaction + learner capacities + corrective feedback

Study 20 – Learners Talking to Learners

18 participants : 12 non-native (intermediate & advanced) + 6 native
Int. ↔ Int. more talking
Int. ↔ Adv. more talking (most talking)
Int. ↔ Native
* vocabulary and grammar errors → no difference
* genuine questions and negotiation of meaning observed

Study 21 – Learner Language & Proficiency Level

A task required students' communicating information on a map.
Sender has the map and describes the route
Receiver draws the route

Group 1	Group 2
<u>High-proficiency : sender</u> little talk	<u>High-proficiency : receiver</u>
<u>Low-proficiency : receiver</u> little talk	<u>Low-proficiency : sender</u> more talking more variable language use

- * Teacher should place low-proficient learners in dominant roles in pairworks.

Study 22 – The Dynamics of Pairwork

Four distinctions of interaction:

- Collaborative Interaction : two learners highly engaged with each other's ideas.

4. Two for one (p155)

- * Working on language and subject matter
- * Content-Based teaching
- * Bilingual education
- * Immersion
- * CLIL- Content-Based language integrated learning

Study 25 – Immersion Programs in Canada

Some researchers concluded that French Immersion was a great success developing fluency of learners, confidence while using L2 and success on academic subjects.

Recently, some researchers argue that learners lack of grammar

- little open question
- little extended answers
- teacher proficiency level (limited)
- classroom interaction routine
- feedback (noticing)

Study 26 – Late Immersion

Under stress in Hong Kong . Government changed the education system (1960). The aim was to develop Chinese English bilingualism. Students took their instruction in Cantonese until secondary school

5. Teach what is teachable (p160)

You should teach same items at the right time

"Developmental Features" (word order, question, negation, relative clause, possessives)

You can teach some items at any time

"Variational Features" (vocabulary)

You can not teach a stage-1 learner a stage-4 item.

- Dominant-Dominant Interaction : two learners unwilling to accept each others contributions
 - Dominant-Passive Interaction : an authoritation and yielding to the other.
 - Expert-Native Interaction : strong learner encourages and support to the other to carry out the task.
- * Collaborative Interaction & Expert-Native Interaction maintained L2 knowledge over time. Others → less maintenance

Study 23 – Interaction & L2 Development

Learners would produce questions.

Group 1	Group 2	Group 3
interacted with native speaker negotiation of meaning	No interaction observed	interacted with native speaker but input was premodified (simplified)

Match the level to the students no negotiation of meaning
Group 1 produces more advanced questions.

Study 24 – Learner- Learner Interaction

In a Thai classroom. Students discussed environmental problems. What facilitates communication? Learner talk was audio-recorded.
Learner Output
Negative feedback
(recast, clarification request,...)

Interpreting the Research

20,21,22,23 → positively contribute to teaching. (tells how to organise the pairwork.) we don't know the long-term effects of conversational interaction (whether it is beneficial or not)
In study 24, students noticed correction (recast, clarification request,...) because they were accustomed to grammar-based teaching

than English began. Teacher did his/her best to provide comprehension (preparing charts, reducing vocabulary, simplifying grammar,...) Students' English development (also other academic subjects) was a failure.

Study 27 – Inuit Children in Content-Based Programmes

Inuit → Aborigine group in Canada

Inuktitut → their language

These children took their instruction in their native language between the ages 5-7. Then they had to participate in immersion. They understood little. Their L2 development was little. They were from a minority group and afraid of losing their native language in the future.

Solution : to find the balance between L2 and academic objects.

Interpreting the Research

Content-Based Teaching has some advantages → exposure, genuine need, far communicative, learner production
It has some disadvantages with the majority-minority imbalances
We should supplement it with form-focused teaching.

Study 28 – Ready to Learn

Stage 2 learners, the subject is "word order"

Group 1	Group 2
Stage 3 <u>Instruction</u> moved easily into the stage	Stage 4 <u>Instruction</u> stayed in stage 2 or moved into stage 3



Pienmann concluded that, you can teach something when the student is developmentally ready.

Study 29 – Readies, Unreadies, Recasts

Readies	Readies (more advanced)
modified interaction recast (more improved)	modified interaction
Unreadies	Unreadies (more advanced)
modified interaction recast	modified interaction

No difference between more advanced and less advanced

Study 30 – Developmental stage and L1 Interference

French-speaking, ESL

They were stage 2 and 3 learners

They took stage 4 and 5 instructions on questions.

Comprehension-Based

No explicit teaching

No student production

No feedback

Stage 3 learners accepted inversion when the subject was pronoun but rejected when it was noun. Because in French, sentences with noun subjects are not inverted. The instruction matched their level but there was L1 interference.

Interpreting the Research

Study 28 shows that we can teach some items when the students are ready.

Study 29 shows that the type of instructional / interactional input is also important.

A study about relative clauses showed that low level learners learned them easily. This is a counter evidence for this proposal. Learners learned relative clauses in the same developmental order.

6. Get it right in the end (p165)

Form-Focused Instruction + Meaning-Based Instruction

- * Meaningful language use from the very beginning.
- * Sometimes explicit teaching is needed (when the whole class shares the same L1) to overcome L1 interference

166-167 örnekler.

- * Drawing attention of the learner to a certain item.
- * Some items can be thought when the students are ready.
- * Corrective feedback
- * We can say it is the mixture of “get it right from the beginning” and “let’s talk”

Study 31 – A Descriptive Study

Rare instruction of form.

Meaningful conversation

Students developed fluency and communicative activities

But they lacked of linguistic accuracy

Adverb Placement	
Group 1	Group 2
explicit teaching	no explicit teaching
corrective feedback	no corrective feedback

Immediate result : Group 1 was better

After a year adverbs disappeared.

Question Development	
Group 1	Group 2
explicit teaching	no explicit teaching
corrective feedback	no corrective feedback

Immediate and long-term result :

Group 1 was better Why?

Adverbs → not frequently heard

Questions → not frequently heard

Study 32 – Focus on the Conditional in French Immersion

The learners took explicit instruction, corrective feedback and

- communicative group works
- written and oral tasks
- self-evaluating activities.

The others continued usual classroom routines.

Study 33 – Focusing on Sociolinguistic Forms in French Immersion

In French there are two second person singular : “tous” and “vous” (formal / informal)

Group 1	Group 2
Role play	Usual Content-Based teaching
Form-focused	

instruction activities	
Did better than control group on written tasks (not oral)	

Study 34 – Focusing on Gender in French Immersion

In French there are two articles: “le” and “la”

8-year old children : activities based on children games, feedbacks, form-focused instruction.

They improved using articles but they failed to apply them to the new vocabulary. Because the teacher taught too much vocabulary.

Study 35 – Focusing on Verb Form in Content-Based Science Classroom

The subject was past tense. When the students were given form-focused instruction their understanding was better.

Study 36 – Recast and Prompts in French Immersion

Prompt : Elicitation, repetition, clarification request, metalinguistic clue.

Group 1	Group 2
form-focused instruction Recast	form-focused instruction Prompt (More improvement)
Group 3	Group 4
form-focused instruction No feedback	no form-focused instruction no feedback

Prompts may change learner’s interlanguage.

Study 37 – Focus on Form on Collaborative Dialog

Learners wrote a story in a task. Then they compared it with reformulated one and talked about it. This led to better understanding and learning.

Study 38 – Focus on Form in Task-Based Instruction

The subject was made and students worked on a task. It was a guessing game. First they worked in groups but they used modals little. Then the teacher became a communicator and drew their attention to certain forms.

Interpreting the Research

Form-focused instruction or explicit teaching may be beneficial in short term but we don't know the long term effects.

Study 37 shows that teacher is not the only person to teach

Study 38 shows that teacher may teach forms in task-based instructions

The implications of classroom research for teaching (p176)

Summary (p179)



7-Popular Ideas About Language Learning Revisited



Açıklamalar ve sınavlarda çıkmış sorular

- i (2009 1.Vize A1) → 2009 yılı 1. Vize A Kitapçığı 1. Soru
- ii Heceleme dönemi
- iii (2009 1.Vize A4 / Final A3-10)
- iv (2009 Final A9)
- v Dilin anlamdan öte yapılardan oluştuğunun farkında olmak
- vi (2009 1.Vize A5)
- vii (2009 1.Vize A10)
- viii Konuya göre sözcük seçimi
- ix (2009 1.Vize A6-7)
- x (2009 Final A8)
- xi (2009 1.Vize A12)
- xii (2009 1.Vize A11)
- xiii (2009 1.Vize A13)
- xiv Native speaker'in beyinde unconscious oluşan knowledge.
- xv (2009 1.Vize A2)
- xvi (2009 Final A7)
- xvii (2009 1.Vize A17 / Final A6)
- xviii (2009 1.Vize A4)
- xix (2009 1.Vize A9)
- xx (2009 1.Vize A16)
- xxi (2009 Final A3)
- xxii (2009 1.Vize A15)
- xxiii (2009 Final A2)
- xxiv (2009 1.Vize A19)
- xxv (2009 1.Vize A18)
- xxvi (2009 1.Vize A20)
- xxvii (2009 1.Vize A23-25)
- xxviii (2009 2.Vize A29-30)
- xxix (2009 1.Vize A26) (2009 2.Vize A23-24)
- xxx (2009 1.Vize A24)
- xxxi (2009 1.Vize A21)
- xxxii (2009 Final A16)
- xxxiii (2009 1.Vize A22)
- xxxiv Community Language teaching
- xxxv Content-Based Approach
- xxxvi Eski anadolu lisesi sistemi
- xxxvii (2009 1.Vize A27)
- xxxviii Öğrenmede beklenmedik değişiklikler. Mesela öğrenci başta yapması beklenen bi hatayı sonda yapıyor. (Bu her sene sınavlarda çıkmış bir konu. Bunu vermiş "Information Processing" istemiş)
- xxxix Öğrenilmiş bilgiler bezer koşul ve ortamlarda daha kolay çağrışım yapıp kullanılabilir.
- xl Temeli bağlantılılık ilkesine dayanıyor.
- xli Overgeneralisation error'un farklı aprochlara göre açıklanması üzerine sorular gelmiş (2009 Final A12-13-14)
- xlii (2009 1.Vize A30)
- xliiii İnputu comprehensible yapmanın tek yolu interactional modification ile olur. (Bunu ortaya atan Krashen, nasıl gerçekleştiğini açıklaysa Long.)
- xliv (2009 1.Vize A32)
- xlv Anlamın netleştirilmesi.
- xlvi (2009 1.Vize A33-34-35)
- xlvii Ölçülebilir değildir.
- xlviii (2009 Final A11)
- xlix Cognitive development, including language development, arises as a result of social interaction.
- i Birliktelik, sosyallik (interaction)→ input-output önemli
- ii (2009 1.Vize A31)
- iii (2009 2.Vize A2)
- iiii (2009 2.Vize A1)
- lv (2009 2.Vize A3)
- lv [see the research on page 58 in your book (last paragraph)]
- lvi (2009 2.Vize A6)
- lvii (2009 2.Vize A7)
- lviii (2009 2.Vize A8)
- lix (2009 2.Vize A5)
- lx (2009 2.Vize A9)
- lxi (2009 2.Vize A10-11)
- lxii (2009 2.Vize A13)
- lxiii Hata yapma korkusu (engellenme)
- lxiv (2009 2.Vize A12)
- lxv (2009 2.Vize A14)
- lxvi **Appraisal** : (n) estimation of value, assessment. (i.) değer biçme, kıymet takdir etme, tahmin.
- lxvii [see page 64 2nd paragraph]
- lxviii (2009 2.Vize A15)
- lxix (2009 2.Vize A16)
- lxx **Overlook** : (f.) gözden kaçırmak, dikkate almamak; önem vermemek.
- lxxi Öğrenciler neden ne kadar etkileniyor açıklanmamış ancak, young learnerlar bu fişlenmeden etkileniyorlar.
- lxxii (2009 2.Vize A17)
- lxxiii [See Page 71 for the tables that shows the result of the research]
- lxxiv (2009 2.Vize A18)
- lxxv (2009 2.Vize A1)
- lxxvi (2009 2.Vize A23-24)
- lxxvii (2009 2.Vize A20-24)
- lxxviii (2009 2.Vize A21)



boix	(2009 2.Vize A22)
boox	(2009 2.Vize A25) Buna dikkat edilmeli L1 sequence'den farklı!!!
booxi	Father erkek diye "his" kullanmış ☺
booxii	Bahsedilen kişi "little girl" olduğundan ötürü hata yapmış ☺
booxiii	Problem yok
booxiv	İnsan olunca "indirect object" nesne olunca "direct object".
booxv	(2009 2.Vize A26)
booxvi	Bare verb kullanıyo, olayları order of events şeklinde veriyö, geçmişte olduğunu yer veya zaman bildirerek belirtmeye çalışıyo.
booxvii	becomes easier because of the limitation of 3 miles
booxviii	(2009 2.Vize A26)
booxix	(2009 2.Vize A28)
xc	(2009 2.Vize A31)
xcii	(2009 2.Vize A29-30)
xciii	Durumsal anlamı inceleyen bilm dalı
xciv	(2009 2.Vize A33)
xcv	(2009 2.Vize A32)
xcvi	Mitigate : make less severe; softening a negative input. (yatıştırma, azaltma, hafifletme)
xcvii	Telaffuz. En çok ALM önem veriyor buna! Bunun için tek sesler üzerinde telaffuz eğitimi vermiş
xcviii	Rhythm : (n.) beat, regular pulse or accent (in music, etc.); meter, recurrent beat in poetry or prose; cyclical pattern of events or elements : (i.) vezin: ahenkli üslup: şiir ve müzikte ahenk, ritim, düzen, düzenlilik; ahenkli hareket: ahenk, uyum. rhythmical (s.) mevzun, ahenkli, uyumlu, düzenle, ritmik. rhythmically (z.) ahenkli olarak
xcviii	Syllabus p213 SORULAR 1. Neden sonuç ilişkisi verir. YES. Causal relation var. 2. Proficiency testler grammar ve reading ölçer 3. Intelligence L2 öğretiminde bir başarı göstergesi olamaz 4. Appetite → NO
xcix	(2009 3.Vize A1-2-3)
c	Dersle ilgili genel unsurlar
ci	Daha spesifik. Öğretmen veya öğrencilerin konuşma şekillerini inceliyor.
cii	(2009 3.Vize A6-7-8)
ciii	Bu hatalı doğrusu şöyle,şunu kullan, bunu kullan şeklinde. Genelde uzun cevap olur tek cümle olmaz pek.
civ	Öğretmenler tarafından en çok kullanılan ancak öğrenciler tarafından en az anlaşılan feedback → recast
cv	Yanlış kısma kadar söyleyip kalanını öğrenciden beklemek.
cvi	Eski Anadolu lisesi sistemi; fen, matematik, coğrafya gibi derslerin yabancı dilde verilmesi.
cvi	Impart : Inform (bilgi vermek)
cvi	Scaffolding : (n.) a temporary structure on the outside of a building, made of wooden planks and metal poles, used while building, repairing, or cleaning. ☺the materials used in such a structure. © Oxford University Press, 2004
cix	Kitapta support amaçlı tüm davranış şekillerini ifade amaçlı kullanılmış bir terim.
cx	Evdeki ve okuldaki dil kullanımını incelemiş.
cxii	Bir manada Slient Way!
cxiii	Başarısız olduğu nokta; öğrencilerin sadece doğru yapılarla muhatap olması, yanlış yapıları görmemesi
cxiii	Pekiştirilmiş

Yazarın Notu :

Bu belgenin hazırlanmasında uzun zaman ve emek harcanmıştır. İşe yaradığını bilmek beni mutlu edecektir. Kullanımınıza sunduğum bu notları beğendiyseniz bir "Allah razı olsun" ya da bi teşekkür maili beni çok sevindirecektir.
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