LIN/LTL 487
SECOND LANGUAGE PEDAGOGY

WEEK 3

SPRING 2019

OUTLINE

- 1. Shrum, J. and E. Glisan (2016)
- 2. Minor, D. (2014)
- 3. for next class

GOALS

- Be familiar with important concepts in SLA
- Be able to analyze the SLA theories behind the teaching methods in the video

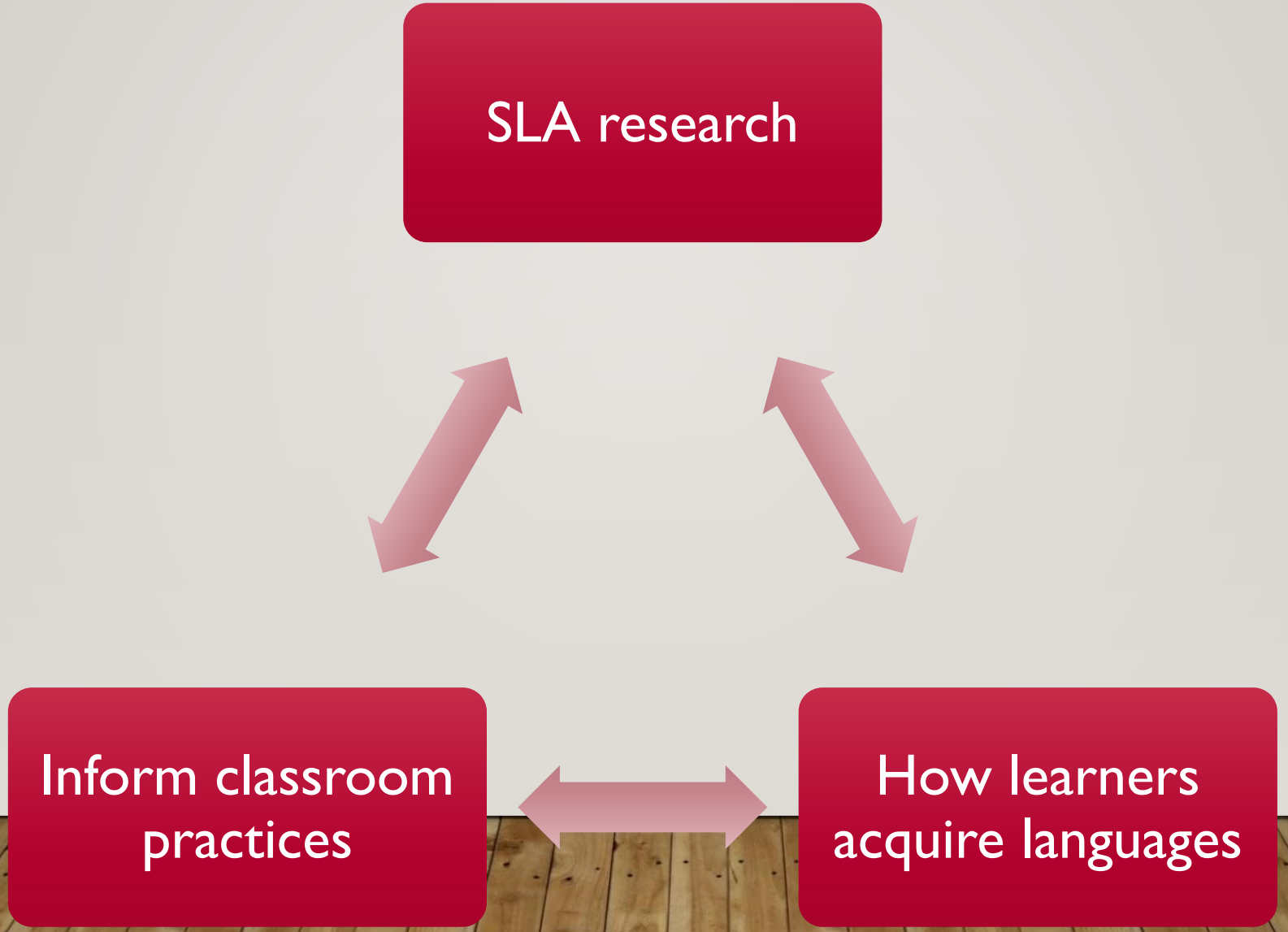
SHRUM, J. AND E. GLISAN (2016)

- Universal Grammar
- competence vs. performance
- communicative competence
- Krashen's Input Hypothesis
- acquisition vs. learning
- automatic vs. controlled processing
- procedural vs. declarative memory
- automaticity
- restructuring and backsliding
- U-shaped behavior
- variability in performance
- Interlanguage Theory
- Long's Interaction Hypothesis
- negotiation of meaning

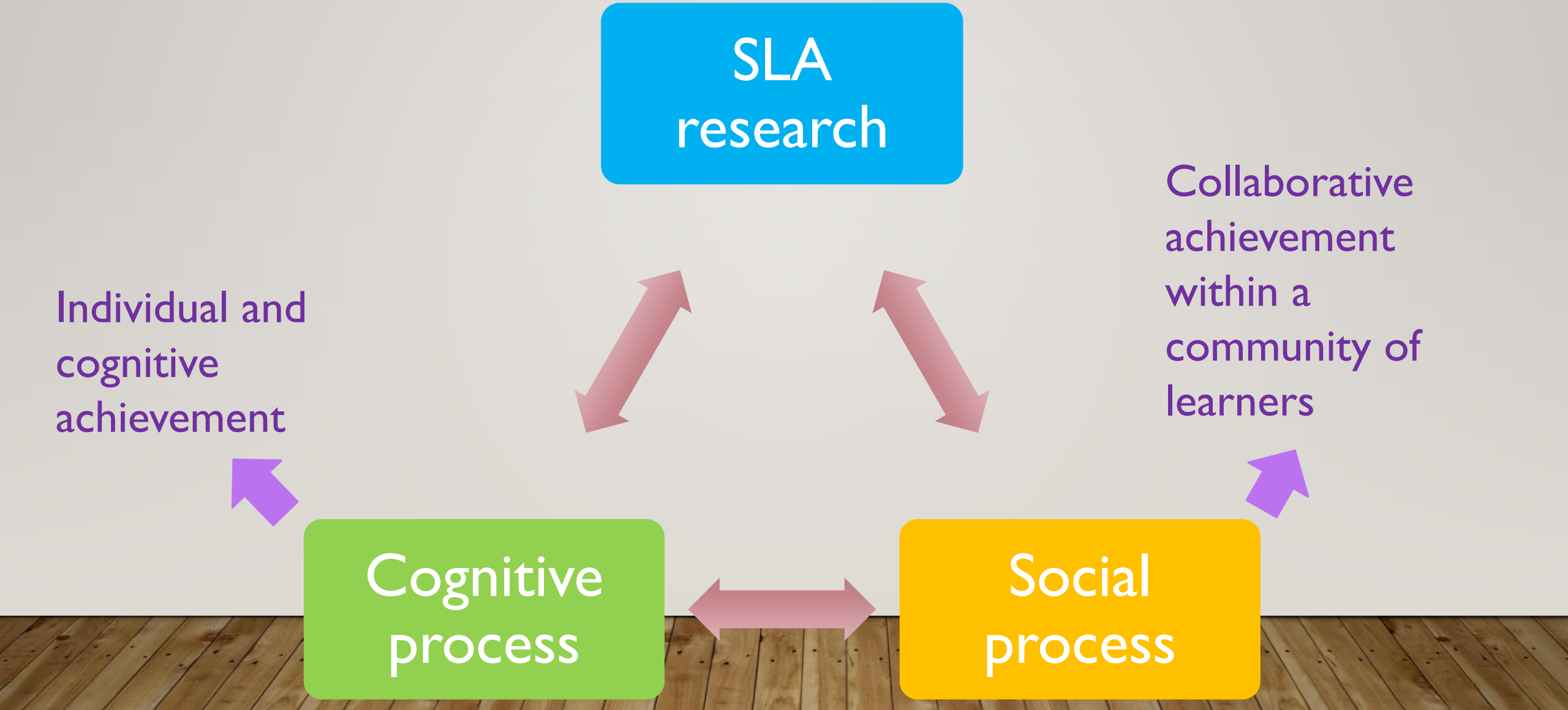
SHRUM, J. AND E. GLISAN (2016)

- Swain's Output Hypothesis
- sociocultural theory
- Vygotsky's Zone of Proximal Development
- scaffolding
- mediation
- language play
- interactional competence
- affect and motivation

What is the purpose of SLA research?



TWO PERSPECTIVES IN SLA RESEARCH



Language learning as an individual (cognitive) achievement

COMPETENCE & COMMUNICATIVE COMPETENCE

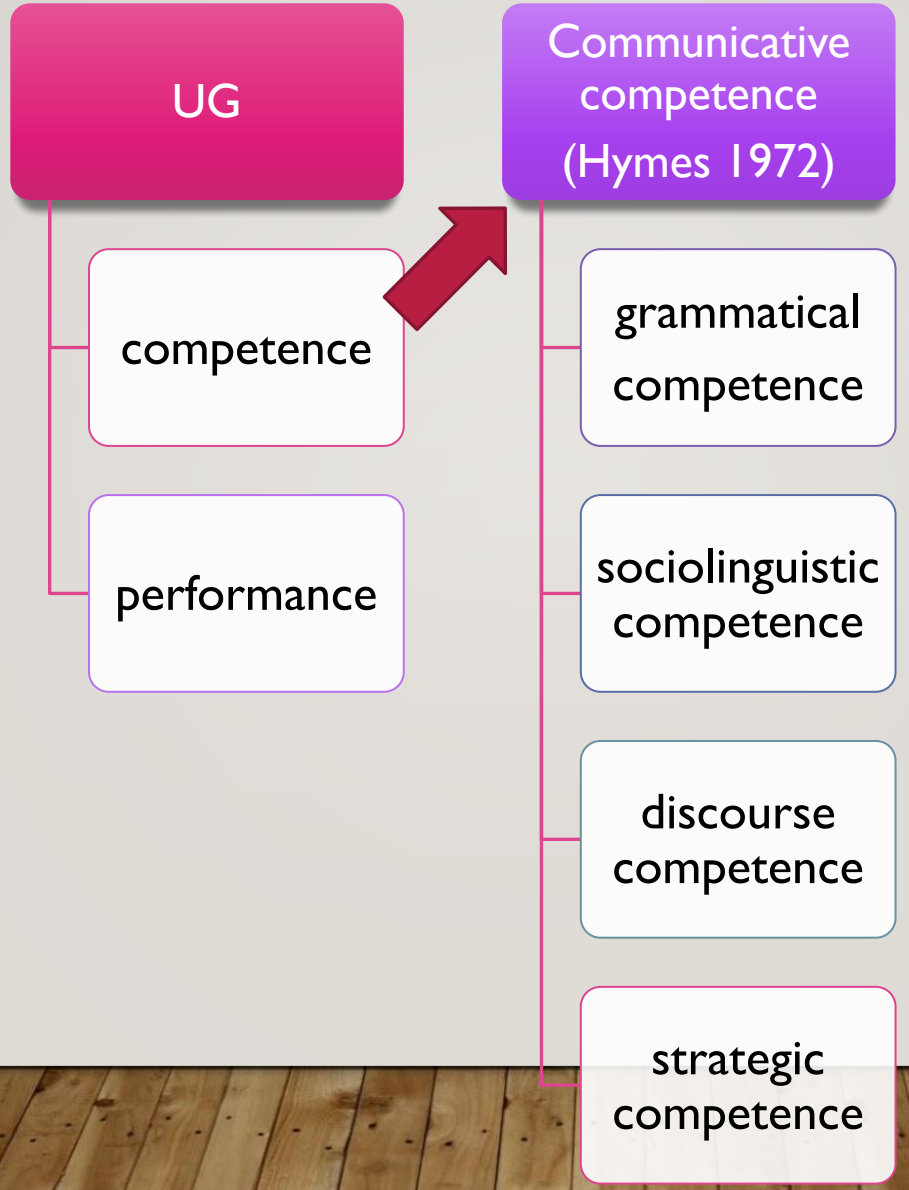
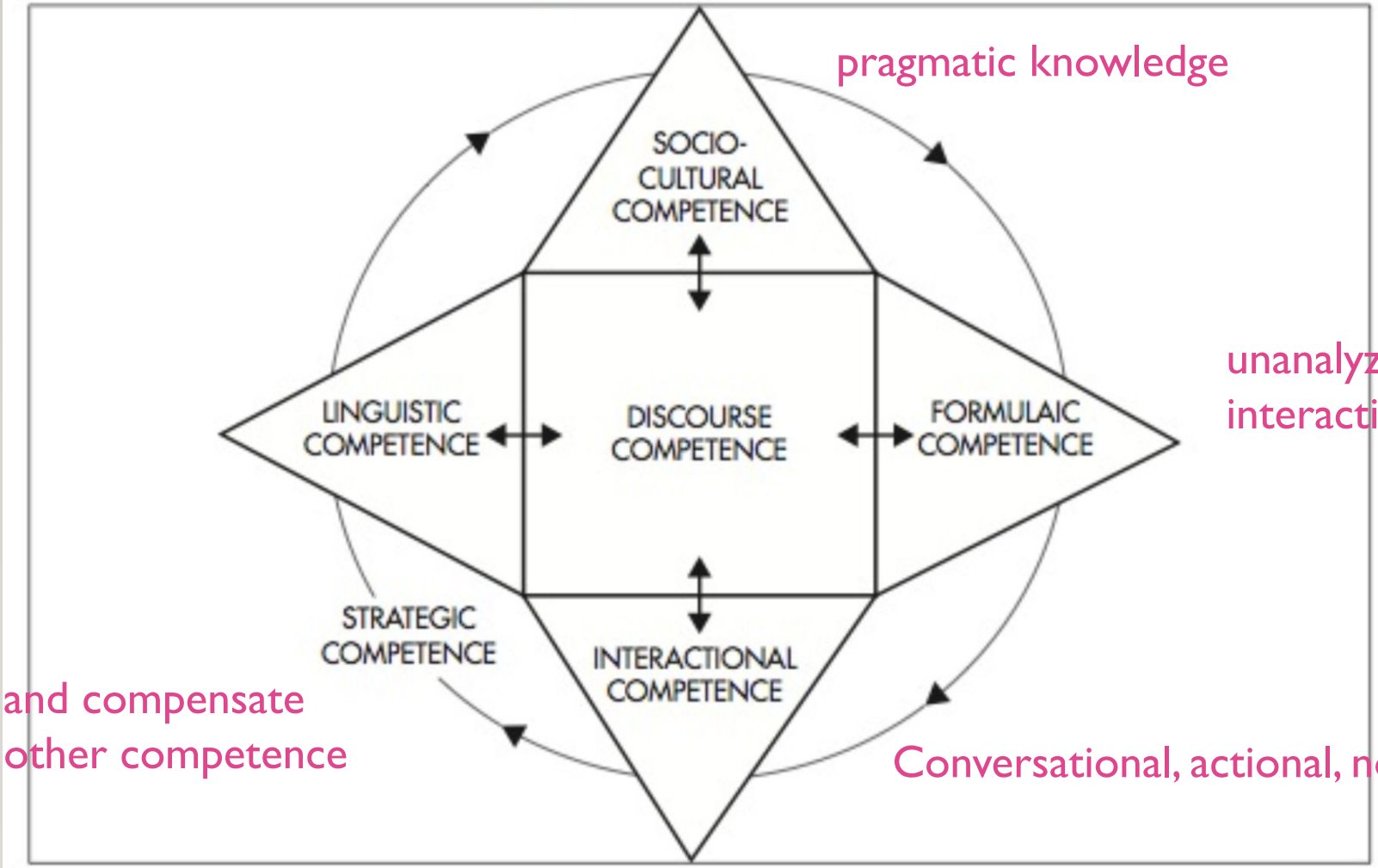


FIGURE 1.1 Communicative Competence



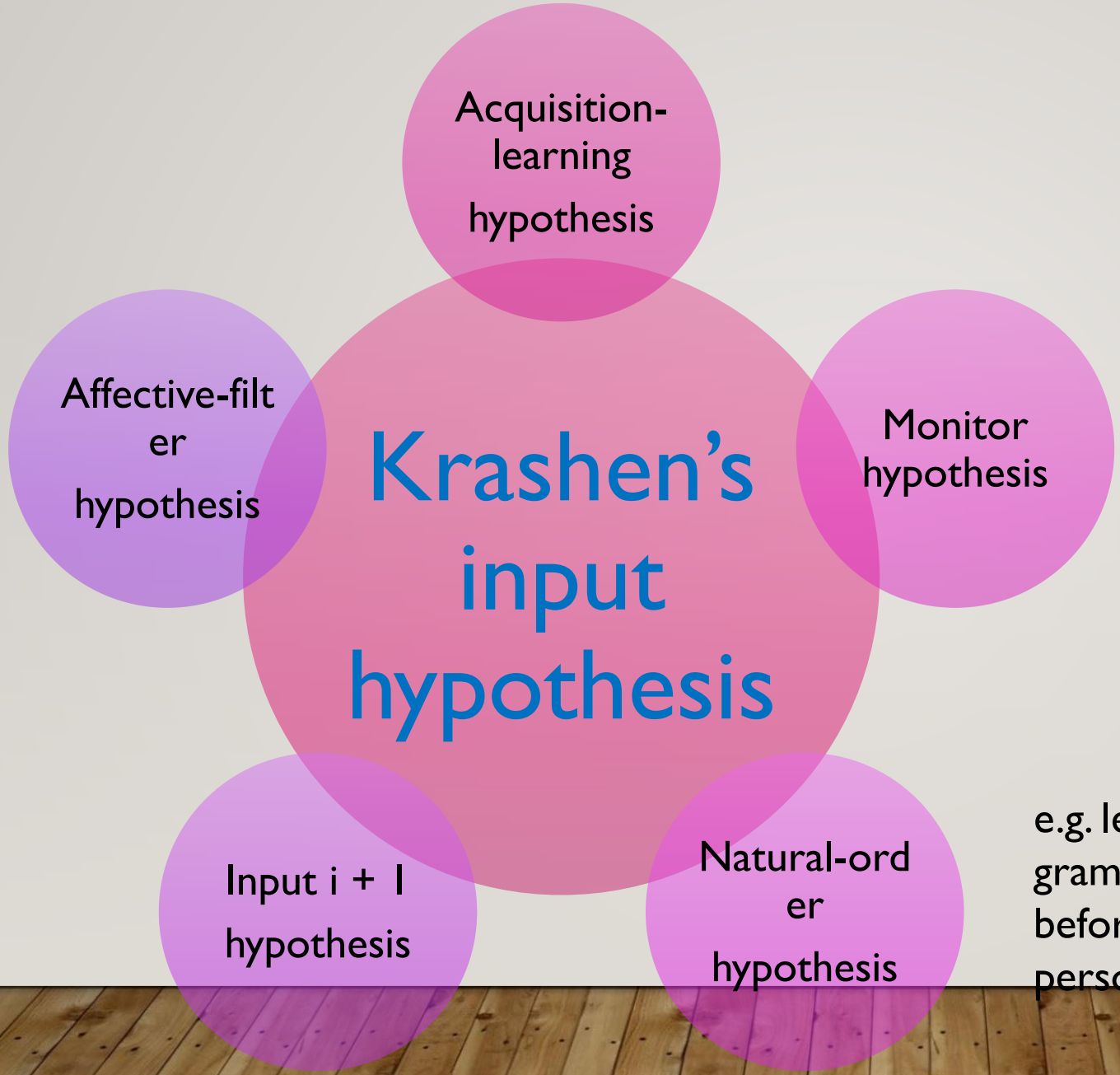
Source: *Intercultural Language Use and Language Learning* by Alcon Soler, Eva. Reproduced with permission of Springer, Netherlands, in the format Book via Copyright Clearance Center.

pragmatic knowledge

unanalyzed chunks used when interaction with others

Communicate and compensate deficiencies of other competence

Conversational, actional, non-verbal



Conscious knowledge of rules that 'monitors' language output

e.g. learners acquire the grammatical morpheme -ing before the morpheme third person -s.

Implications of Krashen's input hypothesis on vocabulary teaching

NOUN	VERB	ADJECTIVE	ADVERB
Domesticity (rare)	Domesticate	Domestic	Domestically
Ethnicity	X	Ethnic	Ethnically
Immigration/immigrant	Immigrate	X	X
Implementation	Implement	X	X
Imposition	Impose	Imposing	Imposingly
Integration	Integrate	Integrated	X
Interaction	Interact	X	X
Minority	X	X	X
Reliance	Rely	Reliable/reliant	Reliably/reliantly
Status	X	X	X
Commitment	Commit	Committed	Committedly (rare)
Communication	Communicate	Communicative	Communicatively
Cycle	X	Cyclical	Cyclically
Grant	Grant	X	X
Negativity/negation	Negate	Negative	Negatively
Outcome	X	X	X
Removal	Remove	Removable	X
Task	X	X	X
Emergence	Emerge	Emergent	X

CRITICS OF KRASHEN'S THEORY

- 1. have not been empirically tested in language-learning environments;
- 2. concepts such as comprehensible input and learning-acquisition distinction are not clearly defined or testable;
- 3. his model presents far too simplistic view of the acquisition process.

CRITICS OF KRASHEN'S THEORY

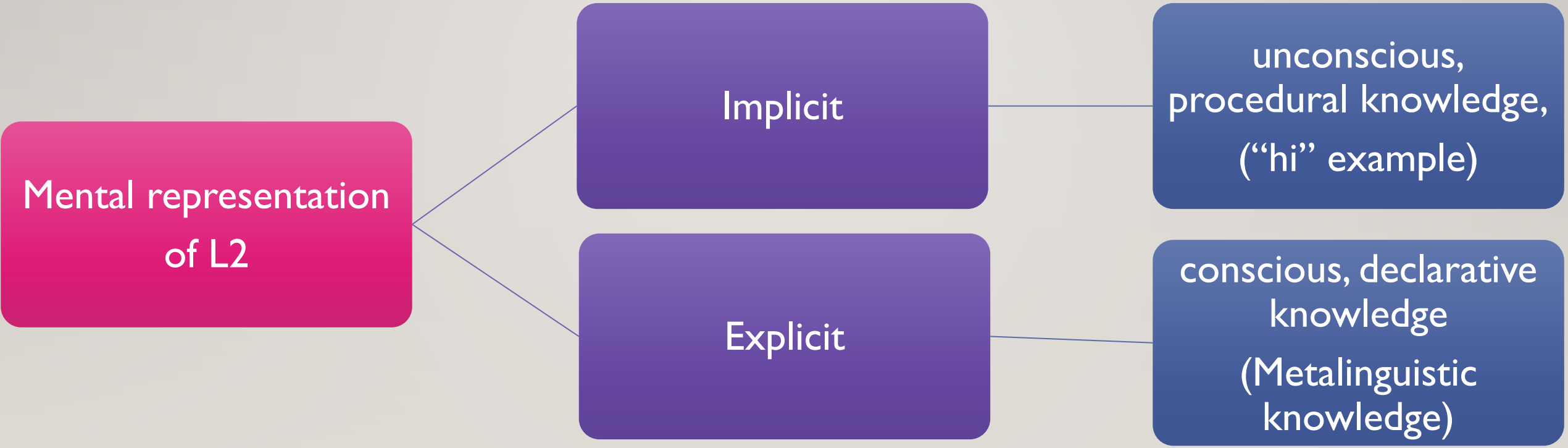
- 4. diminishes the role of the learner (teacher's the only source for comprehensible input)

LANGUAGE PROCESSING

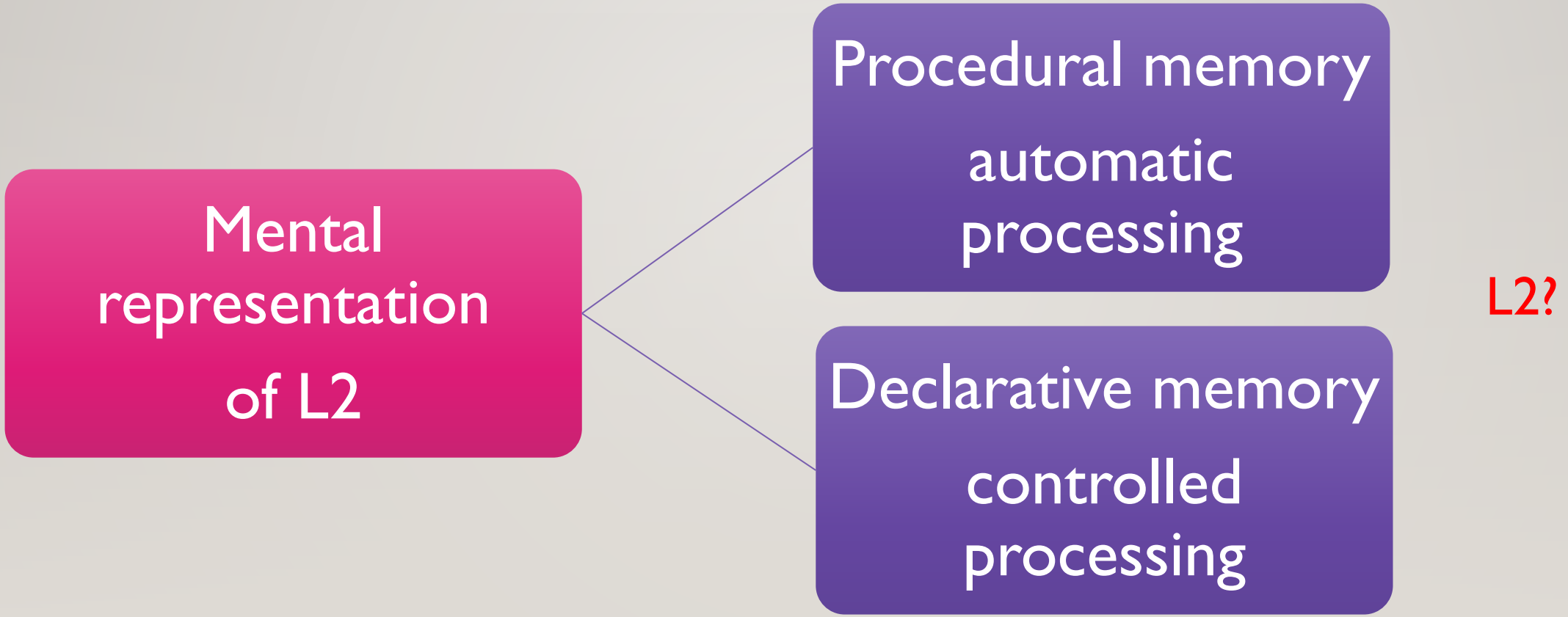
- Additionally, if language can be learned unconsciously, how do we explain variability in performance?

Within a single learner, overtime, within contexts & across different learners?

LANGUAGE PROCESSING



LANGUAGE PROCESSING



L2?

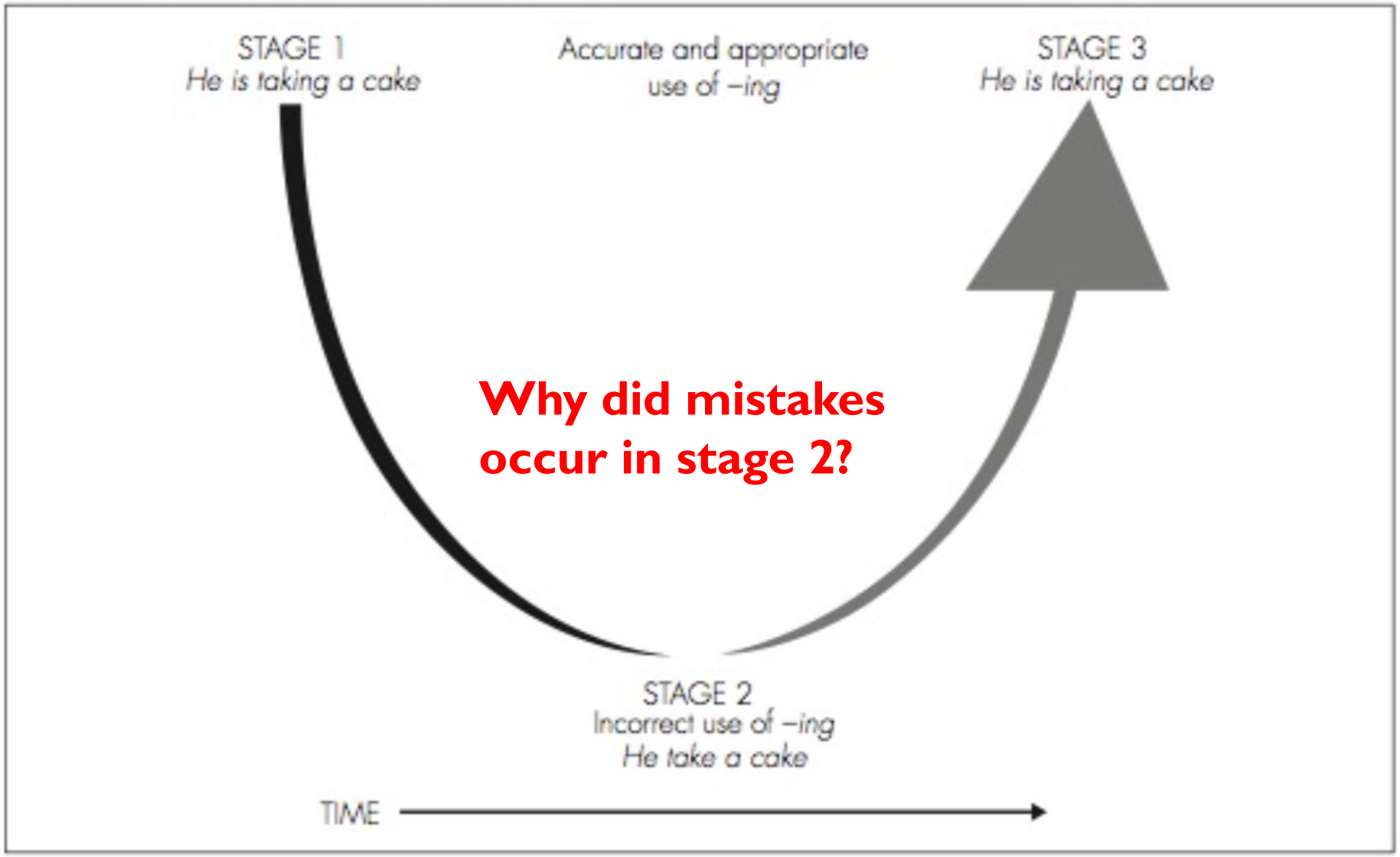
LANGUAGE PROCESSING

How to facilitate automaticity in L2?

Automaticity in L2

- Not just accelerated behavior, but performance over which one has greater control
- Not just adding grammatical rules, but through repeated practice
  - **Restructuring:** change the knowledge representation to be more specific and analyzed

FIGURE 1.3 U-Shaped Behavior



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IMPLICATIONS IN L2

- 1. errors might be signs of restructuring—teachers need to be patient
- 2. knowing the rules +use the rules
- ≠ ability to use it in communication

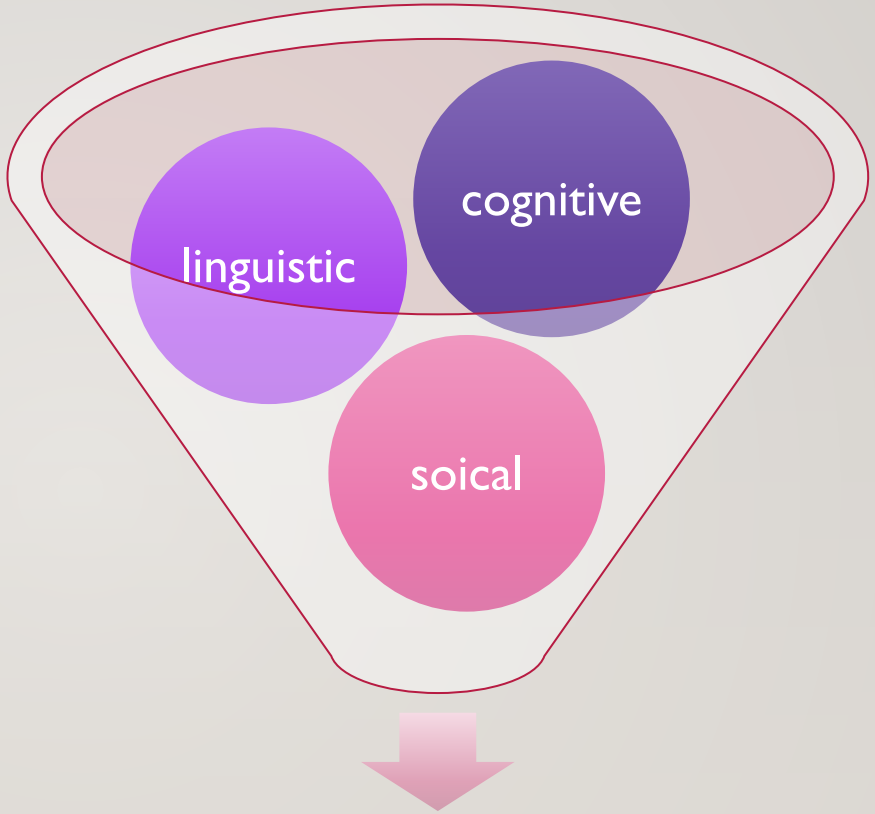
IMPLICATIONS IN L2

- "…neither the knowledge of the rule, nor the use the rule when consciously constructing sentences directly contribute to acquisition—only the repeated use of the resulting utterances servers as the input from which linguistic competence is implicitly abstracted"
- (Paradise 2009)

Language learning as a collaborative (social) achievement

SOCIOCULTURAL THEORY (VYGOTSKY 1978)

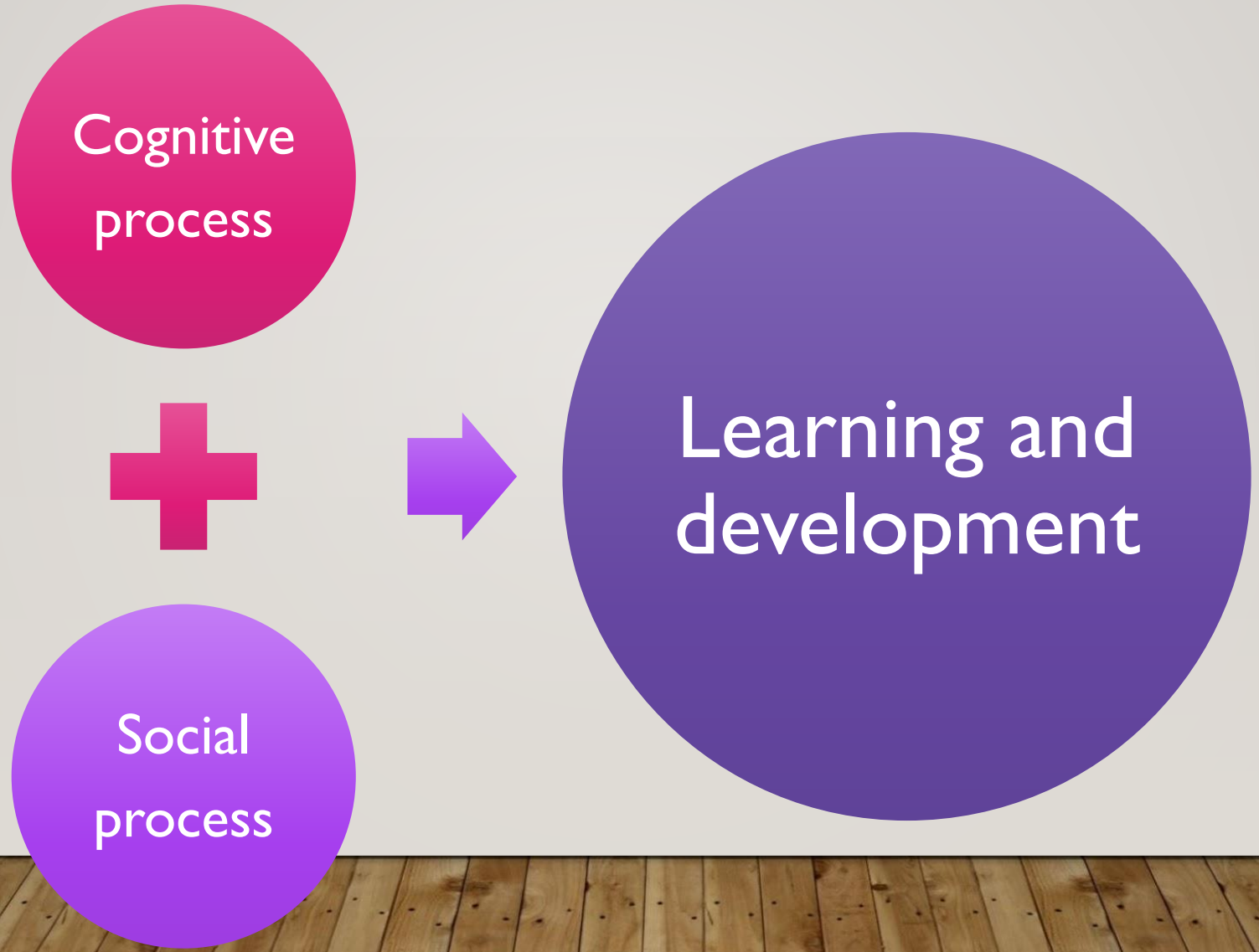
Our development is "inherently linked to the cultural, institutional and historical settings in which it occurs" (Wertsch 1994)



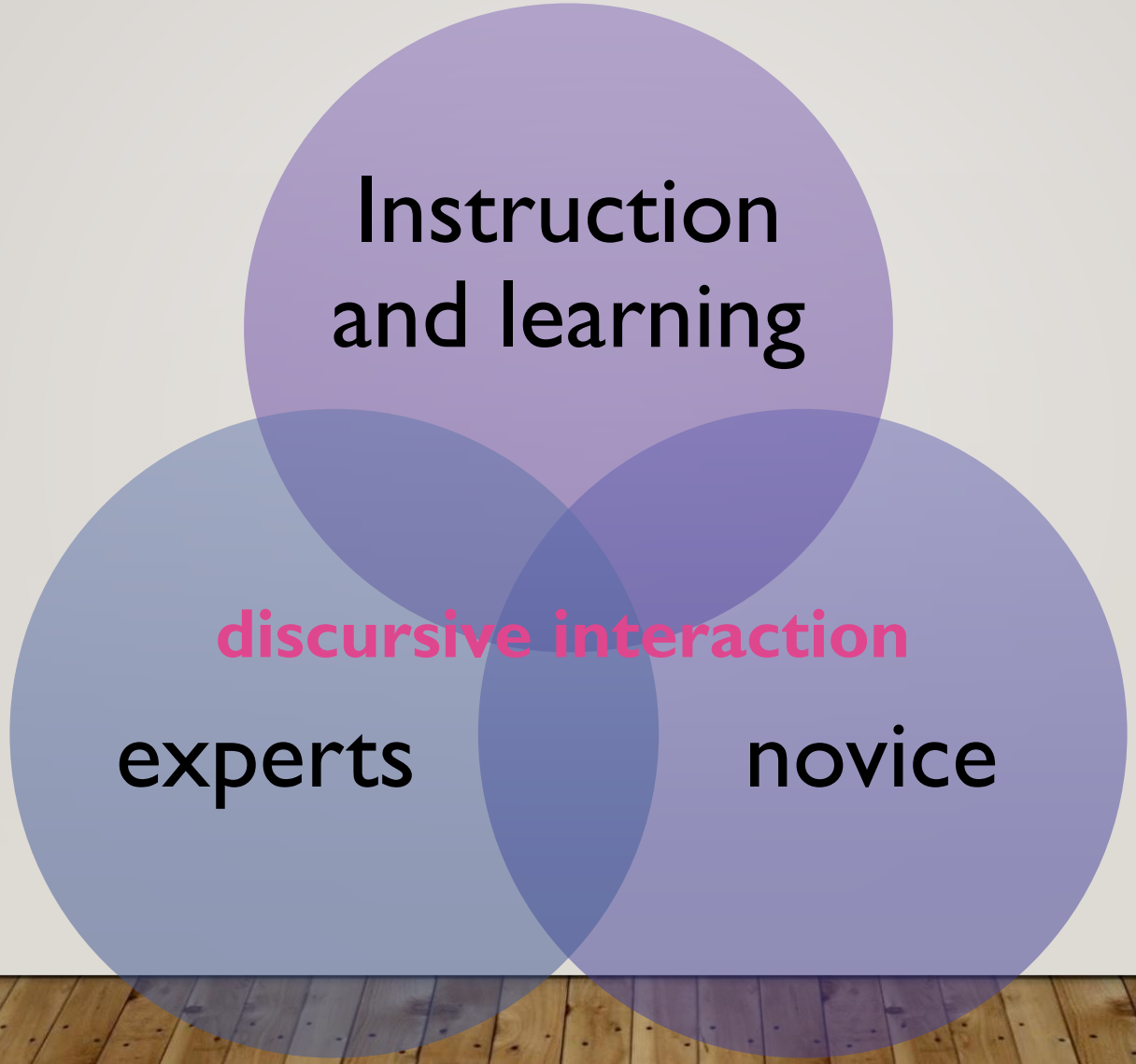
Socioculturally constructed

Share Your EXPERIENCE

SOCIOCULTURAL THEORY

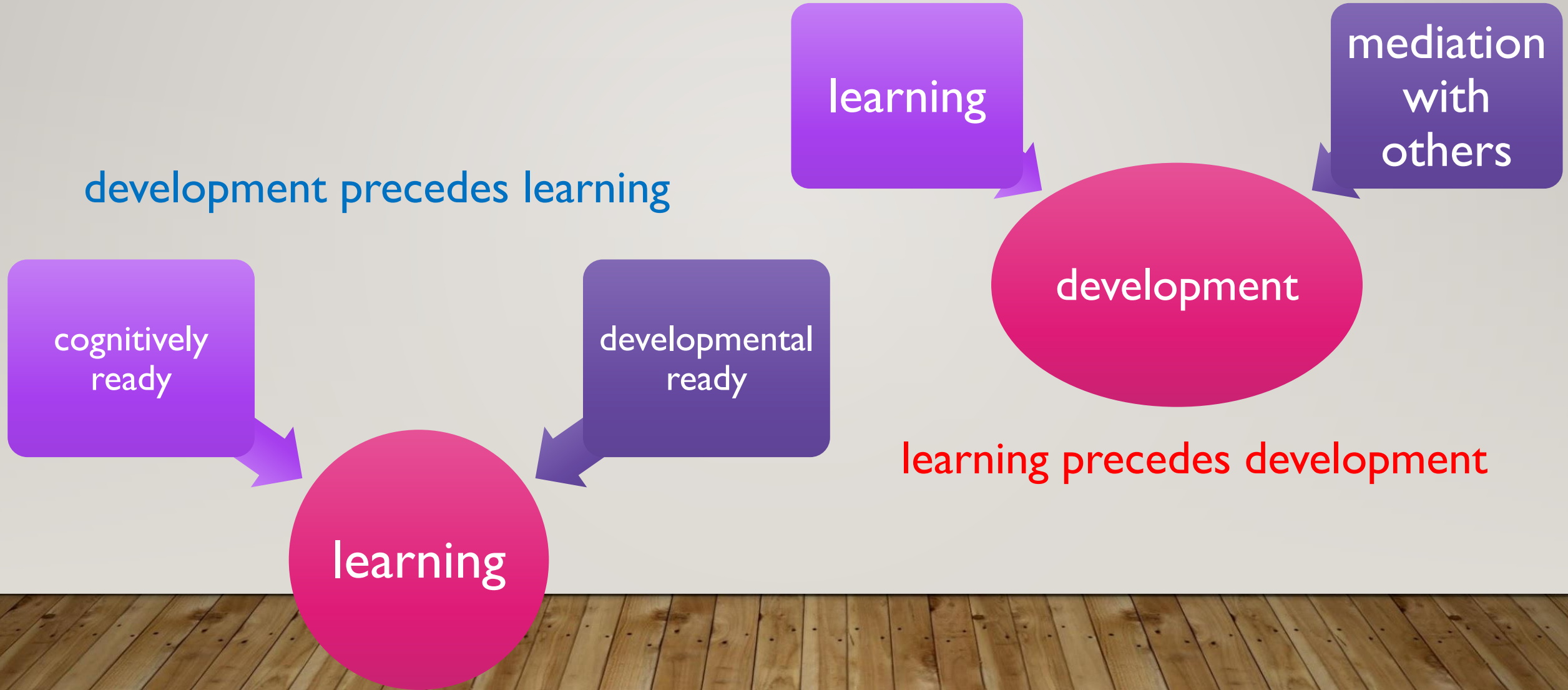


SOCIOCULTURAL THEORY

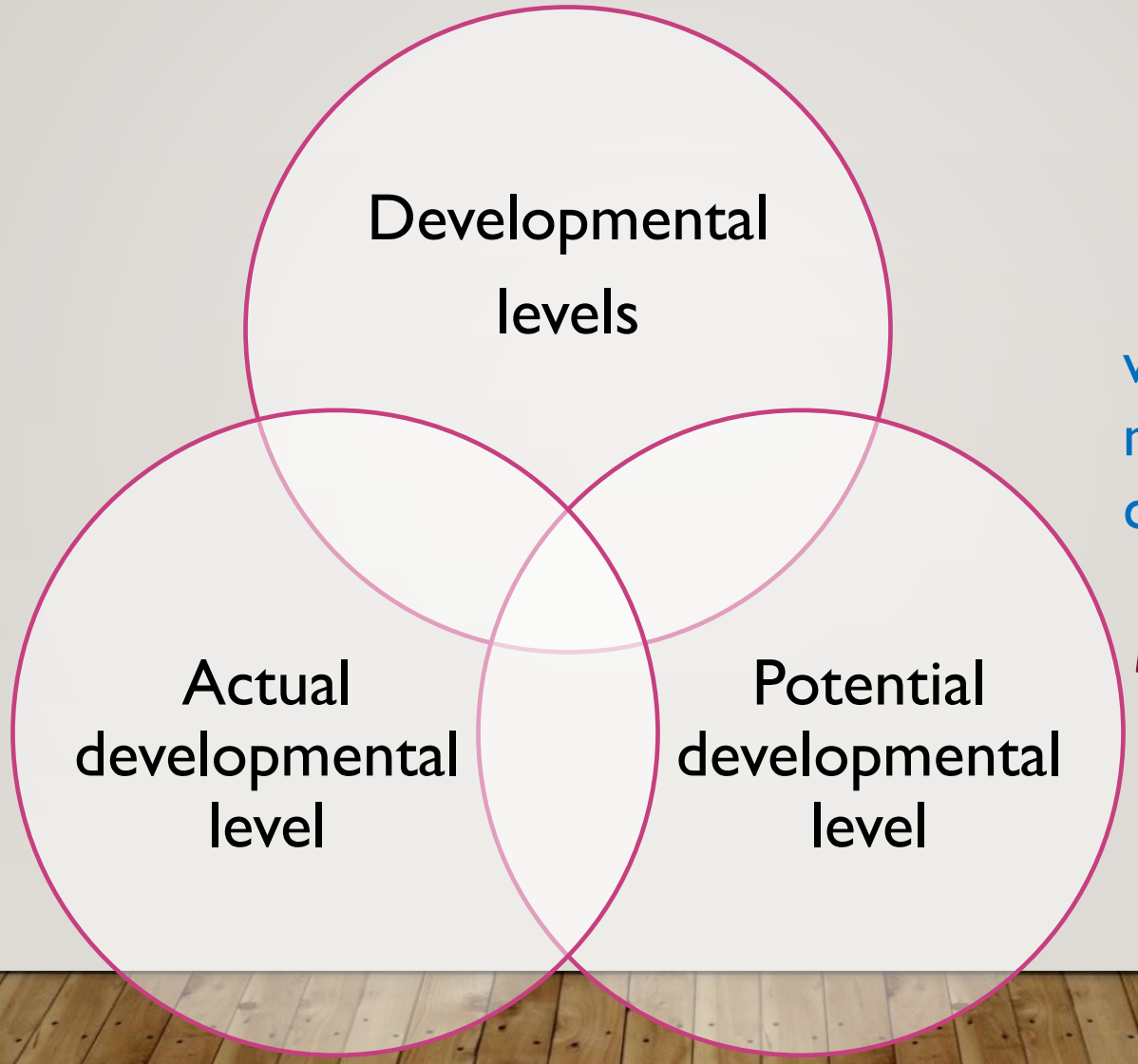


Vygotsky (1978)

Piaget (1979)



SOCIOCULTURAL THEORY



with assistance or mediation of adults/more capable peers

ZONE OF PROXIMAL DEVELOPMENT (ZPD)

What learners can do without help

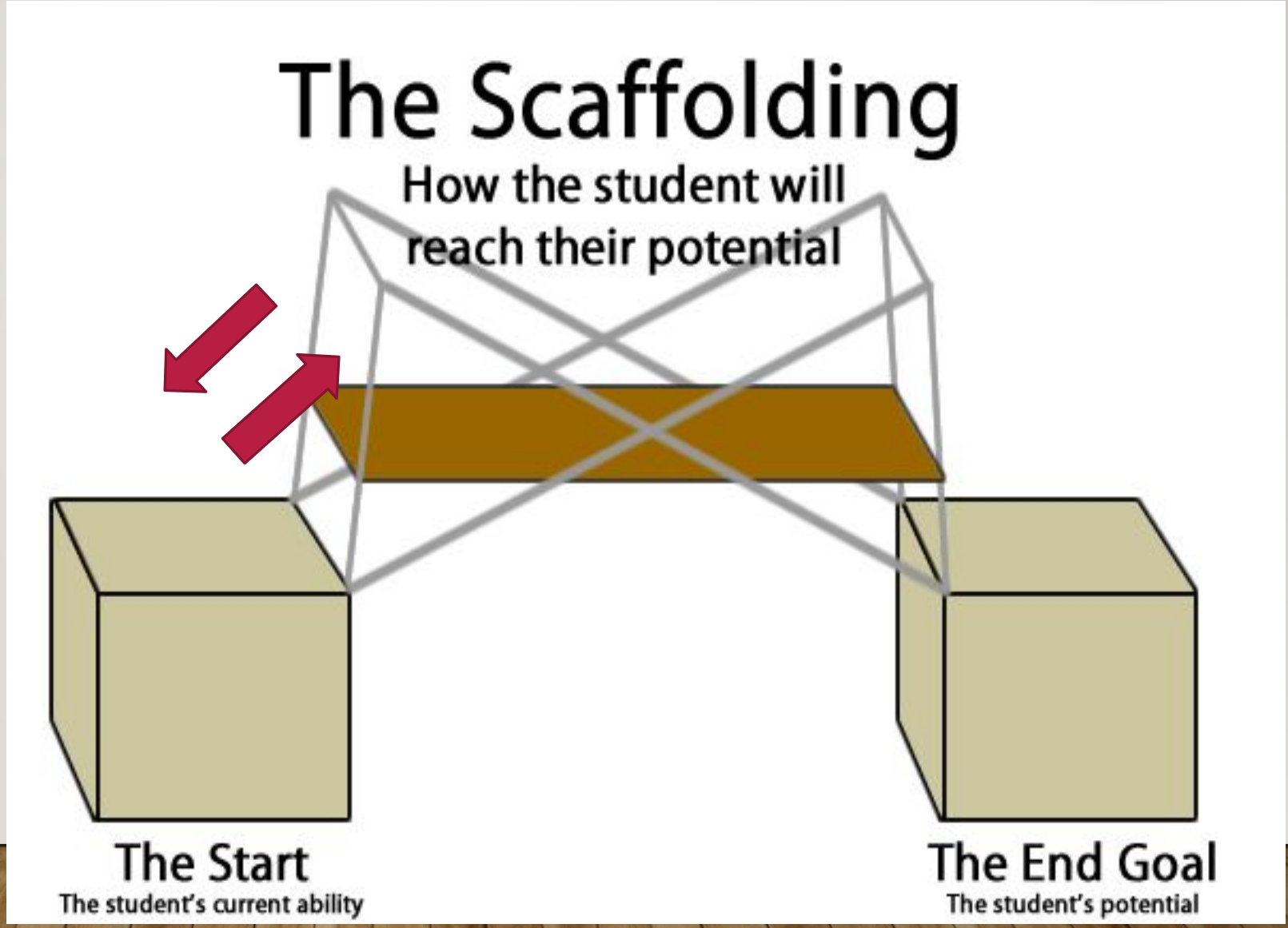
What learners can do with help

What learners cannot do

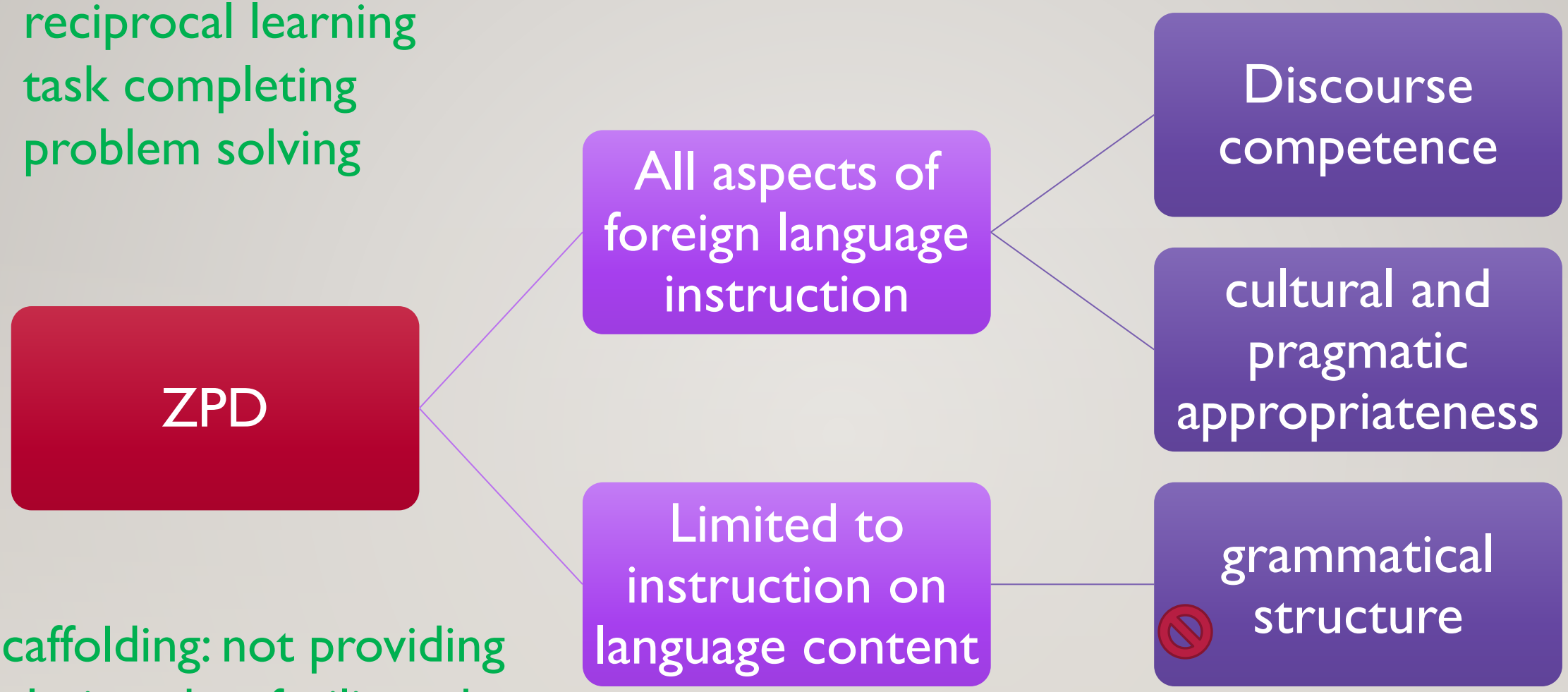
SCAFFOLDING IN THE ZPD

Teacher's role:

1. Assistance is contingent on what the novice is doing (not what teacher thinks);
2. When to turn the task to the novice to perform the task solo



reciprocal learning
task completing
problem solving



Scaffolding: not providing solutions but facilitated to search for solutions

i + 1 (Krashen)

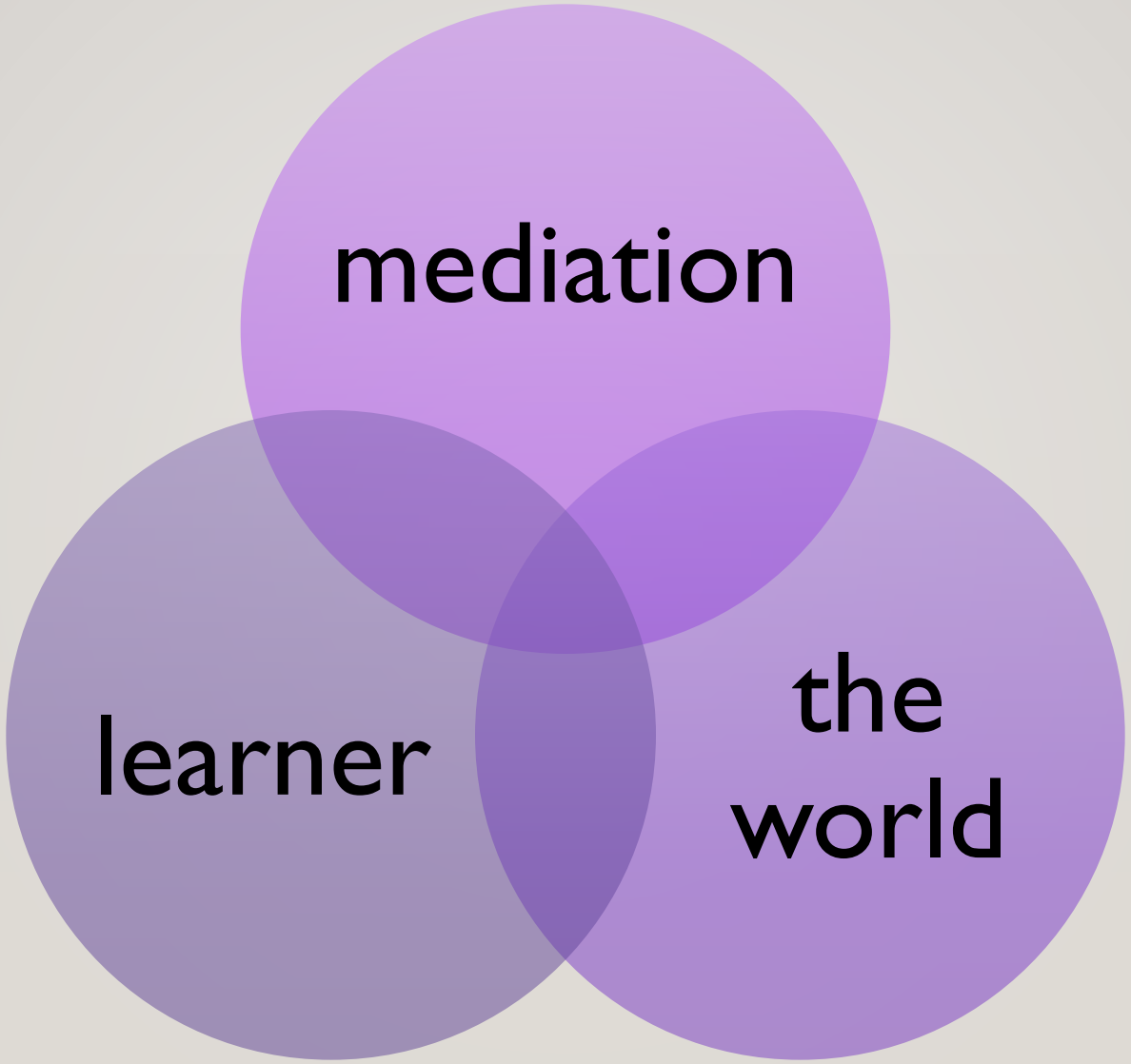
- Cognitive process
- Language & input

≠

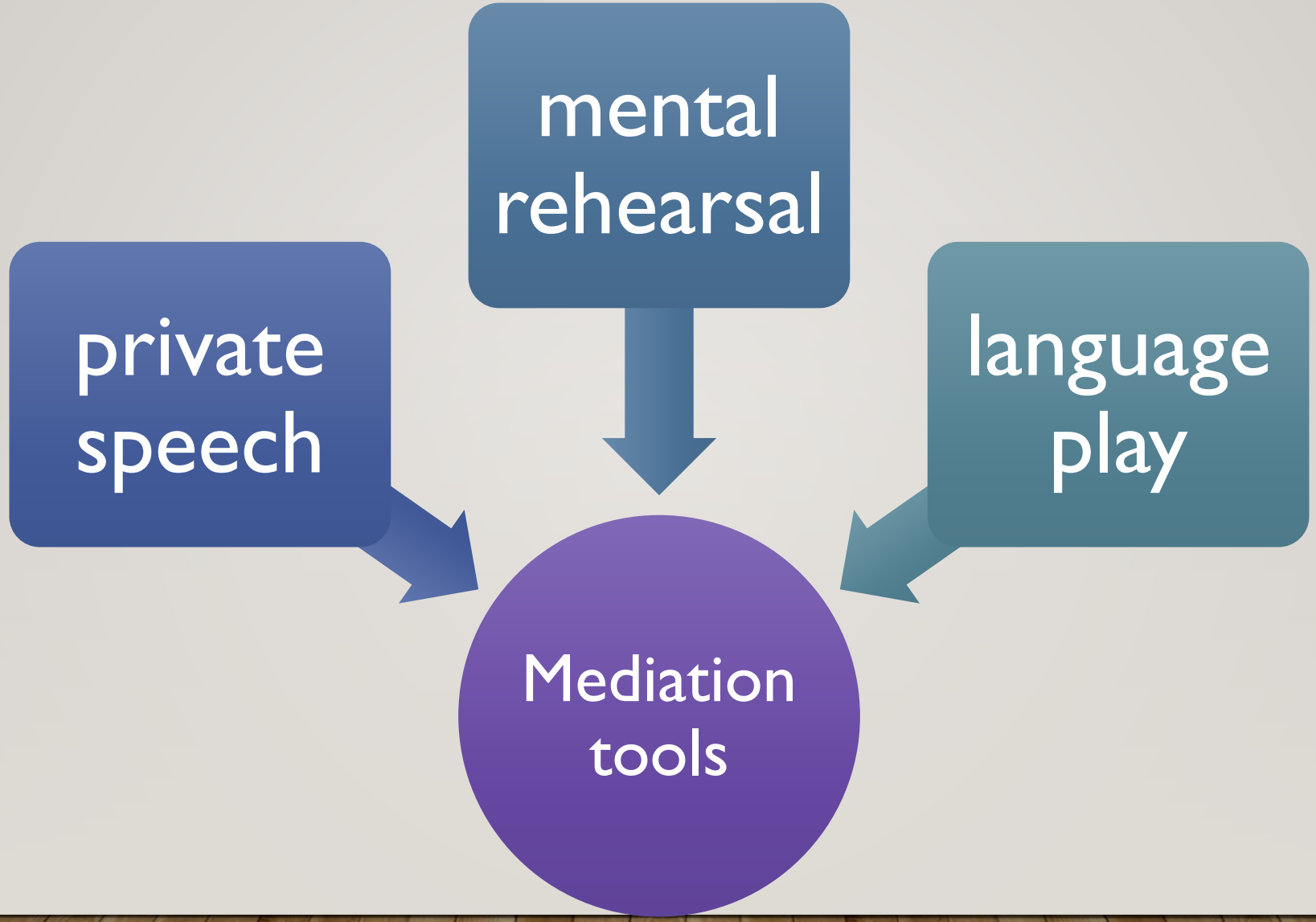
ZPD

- language learning = language use
- through collaboration & interaction in a social setting

MEDIATION IN THE ZPD



opportunities talking in SL
teacher assistance
visuals
Mediation tools
textbook


mental rehearsal
private speech
language play
Mediation tools

VIEW AND REFLECT

- **Context: French, Kindergarten**
- Jai Scott's French immersion class uses the topic of chicken pox, from Marc Brown's story, *Arthur a la varicelle* (*Arthur Has the Chicken Pox*), and a French song, and total physical response (TPR) movements to learn new vocabulary for the parts of the body.

VIEW AND REFLECT

- **Context: French immersion, Kindergarten**
- The class practices emerging literacy skills by matching vocabulary labels to a drawing of a person. Finally, students do a cut-and-paste activity, labeling a drawing of a person with words for body parts that they had practiced in the song.

VIEW AND REFLECT

- 1. How does Mr. Scott guide the students from use of the L1 to use of the L2?
- 2. How does he help students recognize words in French?
- 3. Describe how the children's literacy emerges as seen in this class.

VIEW AND REFLECT

- 4. How are the following theoretical elements from Chapter 1 illustrated by means of the teaching and learning that take place in this video?
  - input *i* + 1
  - sociocultural learning
  - variability in performance
  - ZPD
  - affect and motivation

VIEW AND REFLECT

- Video: http://www.learner.org/resources/series185.html#
- (1:30, 13:00, 17:15, 20:00)

MINOR, D. (2014)

- History of second language acquisition. In *On being a language teacher*, p. 97-114. New Haven: Yale University Press.

THOUGHTS/DOUBTS/QUESTIONS/CHALLENGES IN THE CLASSROOM

- Read each other's entry
- Comments on their entry
  - interesting/insightful/provocative thoughts
  - points needed clarification

NEXT CLASS

- Readings (for presentations):
- 1. Brandl, K. (2008). Principles of Communicative teaching and task-based instruction. In Communicative language teaching in action: putting principles to work (third edition, pp. 1-38). N.J.: Pearson Prentice Hall. https://bit.ly/2IRqByI (sample chapter from the publisher)

- 2. Bateman, B & Lago, B. (2011). Methods of language teaching. (DVD video). London: Routledge, Taylor & Francis Group.
- Video available at: http://hlr.byu.edu/methods/content/index.html

NEXT CLASS

- Readings (for journal entry):
- 3. Richards, J.C. and T.S. Rodgers (2014). The nature of approaches and methods in language teaching. In Approaches and Methods in Language Teaching (pp. 20-43). Cambridge University Press. (PDF on Canvas)

NEXT CLASS

- Journal entry instructions:
  - Submission: upload to Quercus before next class (Jan. 29), and bring a hard copy to the class
  - See rubric for other requirements.

introduction

summary

Presentation

group discussion

wrap up

PRESENTATION INSTRUCTIONS

- 1. introduction to the purpose and structure of your presentation
- 2. summary of main points/points that you resonate with
- 3. debriefing session in which your group engages the class in a discussion of the important issues or pedagogical activities arising from the presentation (group discussion journal entry)
- 4. wrap up

PRESENTATION INSTRUCTIONS

- Length: 30-40 minutes
  - Suggested time frame:
    - 1 & 2 (summary): 15 minutes
    - 3 (discussion): 10 minutes
    - 4 (wrap up): 5 minutes
- Assessment: see the rubric & labor of division