

# Language Learning Acquisition

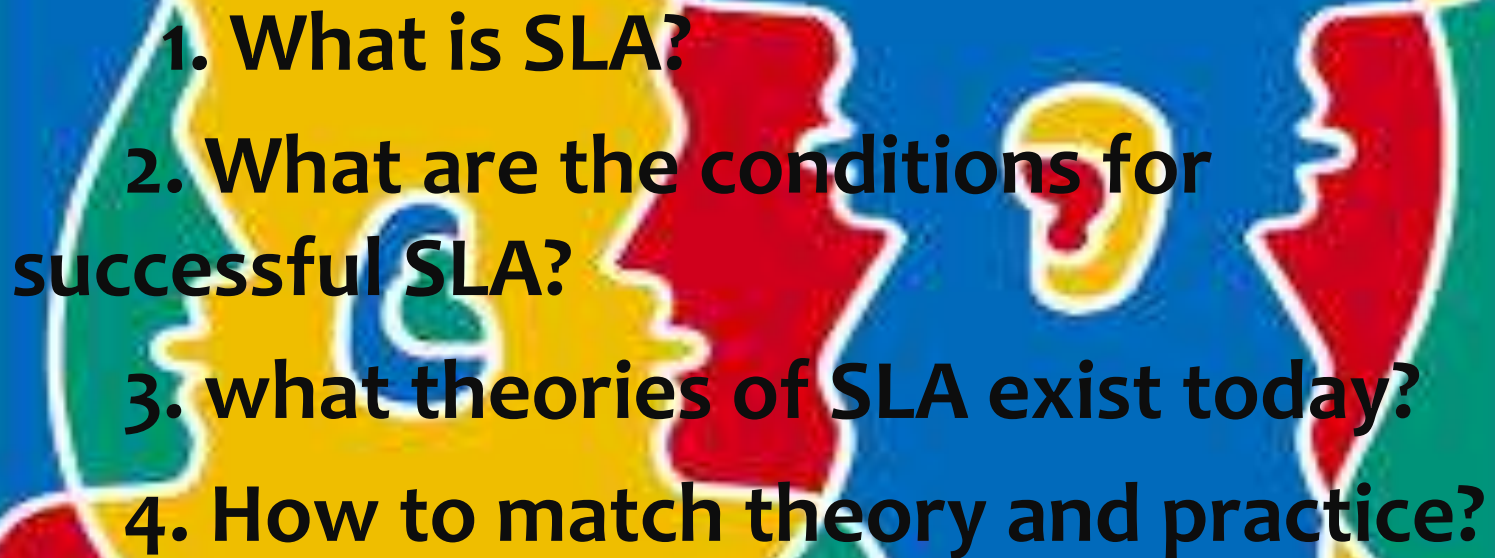
## Theories of SLA



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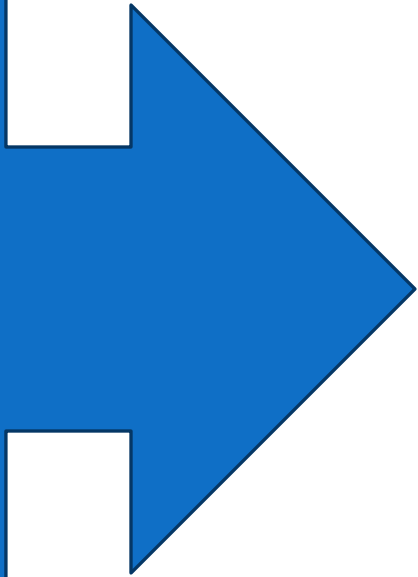
# Questions to answer:

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- 1. What is SLA?**
  - 2. What are the conditions for successful SLA?**
  - 3. what theories of SLA exist today?**
  - 4. How to match theory and practice?**

# What is a SLA theory?

Taxonomy (Yorio, 1976)

1. Understanding of what L is, what learning is and what teaching is
2. Knowledge of children's first L learning
3. Differences between adult and child learning and between L1 and L2 learning
4. SLA is a part of general principles of human learning and intelligence
5. Variation in styles, strategies, etc.
6. Learner's personality
7. Connection with L2 culture
8. Communicative competence is the main goal
9. interlanguage



**A theory of SLA is really an interrelated set of hypotheses and/or claims about how people become proficient in a SL**

# Some important terms

**Explicit learning** involves conscious awareness and intention

**Frequency** – the number of times a specific word, structure, or other L element draws the attention of a learner

**Implicit learning** - without attention and awareness

**Input** – the process of comprehending language

**Output** - production



# Krashen's input hypothesis

- \* **1. Acquisition-Learning Hypothesis.** acquisition and learning are different processes, no interface between them
- \* **2. Monitor Hypothesis.** The “monitor” is involved in learning not in acquisition.
- \* **3. Natural Order Hypothesis.** We acquire language rules in a predictable “natural” order.
- \* **4. Input Hypothesis.** Comprehensive input is “the only true cause of second language acquisition”.
- \* **5. Affective Filter Hypothesis.** Low level of anxiety and defensiveness.
- \*

# Communicative language teaching (theory)

- \* 1. learner-centered, experience-based approach
- \* 2. the goal of language teaching is communicative competence
- \* 3. the four skills build the basis of the interdependence of language and communication
- \* 4. it pays systematic attention to functional aspects of language
- \* 5. that language is acquired through communication

# The cognitive approach (theory), McLaughlin

1. Build up general knowledge of a L

2. Practice and experience

3. Use L automatically without effort

## 4 cells:

1. 'focal automatic processes'
2. 'focal controlled processes'
3. 'peripheral controlled processes'
4. 'peripheral automatic processes'

# The Structuralist-Behaviourist Position (20<sup>th</sup> century)

- \* 1. relies on objective description and scientific analysis of the observable facts
- \* 2. scientific methods in L studies
- \* 3. focuses on the description, segmentizing analysis and cataloging of surface forms.
- \* 4. claims that the identification and distributional analysis of the phonological, morphological, and syntactic units of a specific language is possible without the linguist to necessarily know and speak the analyzed language.
- \* 5. supports audio-lingual method



# The Nativist Position (N. Chomsky)

How people come to produce sentences which they never heard before?

1. Language competence
2. Universal Grammar
3. Aims to explain first language acquisition



# From theory to practice



감사합니다 Natick

Grazie Danke Ευχαριστίες Dalu  
Thank You Köszönöm  
Tack  
Спасибо Dank Gracias  
谢谢 Merci Seé  
ありがとう

obrigado

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- \* 3. Martin Hanak-Hammer, David Newby (2003) *Second language acquisition: the interface between theory and practice: Summary of findings of a project-based linguistics seminar held at the Department of English Studies of the University of Graz, Austria*