Second Language Acquisition

LG 376 — Semester 2, 2021 (Jan-May 2022)

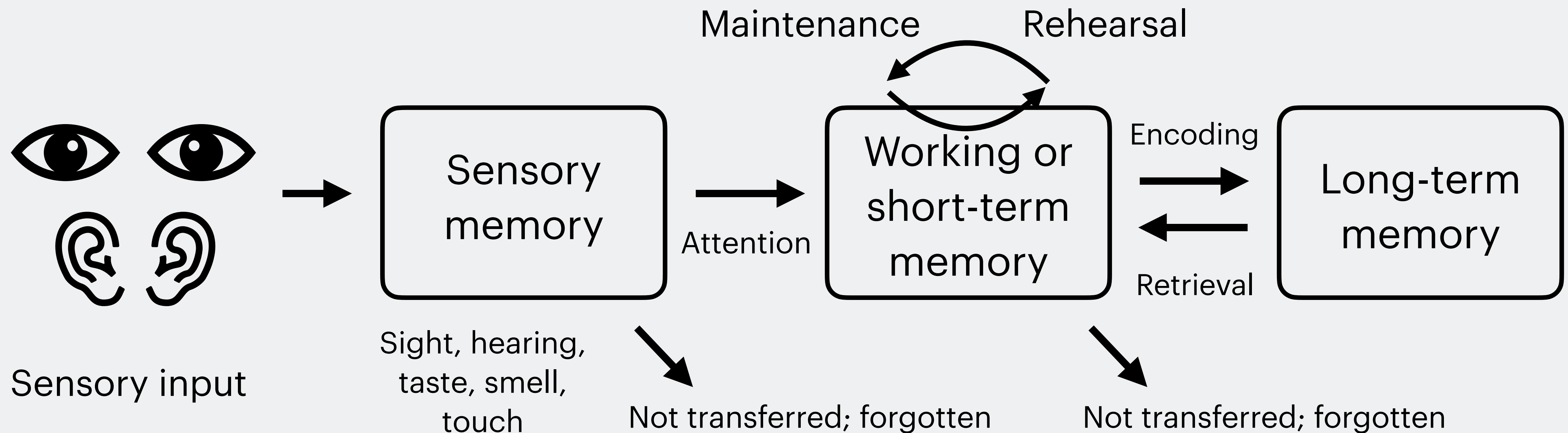### CLASS 12: LEARNER LANGUAGE

Sakol Suethanapornkul

Outline

- Recap: Cognition

- Learner language

  - Two approaches to the study of learner language

  - Cognitivist explanations for IL development

  - Processes of IL development

- PsychoPy: Setting up experiment

- Looking ahead: Week 13

Recap

Working memory (WM)

- Three "stages" of memory:

Maintenance   Rehearsal

| Sensory memory | Attention → | Working or short-term memory | Encoding → ← Retrieval | Long-term memory |

Sensory input

Sight, hearing, taste, smell, touch

Not transferred; forgotten   Not transferred; forgotten

Long-term memory (LTM)

- Types or systems of long-term memory

  - **Explicit-declarative memory**

    - Encyclopedic knowledge of facts and events

    - Dictionary of words

  - **Implicit-procedural memory**

    - Memory for skills and procedures

Define…. "absurd"

Image sources: <u>stitching</u>, <u>Statue of Liberty</u>, and <u>USA</u>

Attention and L2 learning

- Attention came into L2 researchers' awareness as part of the **Noticing Hypothesis**…

- Some key characteristics of attention:
  - limited in its capacity-wise
  - selective (*bottleneck* or *filter* metaphors)
  - voluntary
  - regulating access to consciousness

Incidental

Explicit

Implicit

Learning without attention?

- **Incidental learning**

  - *Can L2 be learned incidentally? In other words, can L2 users learn new L2 materials without intention, while doing something else?*

- Intention ≠ attention

  - Can new L2 materials be learned without attention?

  - Schmidt's **Noticing Hypothesis**

    - Strong version: What learners notice in the input becomes intake
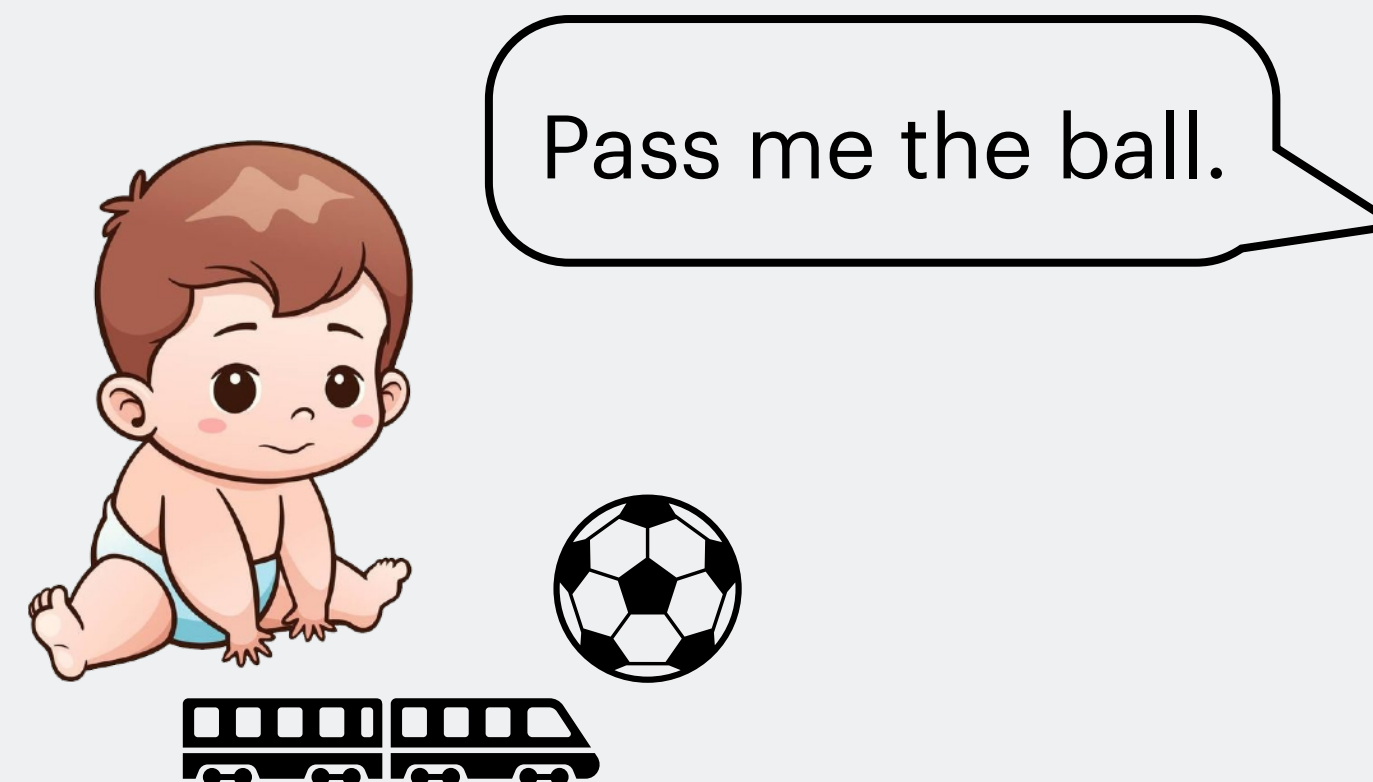
    - Weak version: More noticing leads to more learning

Learning without rules?

NOTE: the difference between this and skill acquisition theory

- **Implicit vs. explicit learning**

  - *Can L2 be learned with no intervention of controlled attention? In other words, can L2 users learn an L2 without being given explicit rules?*

- Motivations:

Pass me the ball.

Learner language

Setting the scene

Whole-class

What's wrong with these sentences? At what level do you think learners who produce these sentences are?

- Oceans affects your life

- We uses a lot of water each day

- People drinks a lot of water every day

- The salts is left behind

- Cold day affects our health

- This tell us that the composition of the ocean are in balance

Two approaches to learner language

- **Interlanguage**: language system that learner constructs at each point in development (Selinker, 1972)

  - <u>Emphasis</u>: development and performance

    - Analyzing actual L2 samples produced by learners

  - <u>Inspiration</u>: information processing then usage-based emergentism

    - Similar general cognitive learning mechanisms

Two approaches to learner language

- **Formalism**, **nativism**: L2 learning is constrained by an innate **Universal Grammar** (UG)

  - <u>Emphasis</u>: **competence** and mental representation

    - Asking L2 learners to judge if sentences are acceptable/grammatical

    - Probing learners' tacit intuition of language (from abstract UG principles)

  - <u>Inspiration</u>: Generative linguistics

    - Humans endowed with language-specific language module (modularity)

Two approaches to learner language

What do you think that John bought?
* What do you wonder whether John bought?

Source: Sprouse (2011) *Behavioral Research Methods*

Interlanguage: More than the sum of L1 & L2

She...runned away (L1 Japanese)

...he falls a piece of note into dough by mistake (L1 Korean)

A wall was falled down in order to get a bigger green house (L1 Spanish)

- Important generalizations about interlanguage:

  - different from L2 input

  - different from L1 representations

  - similar to children's developing L1

Cognitive explanations

- Usage-based emergentist theories:

  - Grammar is **inductive**, experience-driven (see next section)

  - Input frequency and saliency + human **categorization** abilities explain development

  - Variability is a sign of development

  - Language learning is driven by multiple forces

Cognitive explanations

- Categorization: an ability to identify tokens as instances of a particular type

JOAN BYBEE

Language, Usage and **Cognition**

CAMBRIDGE
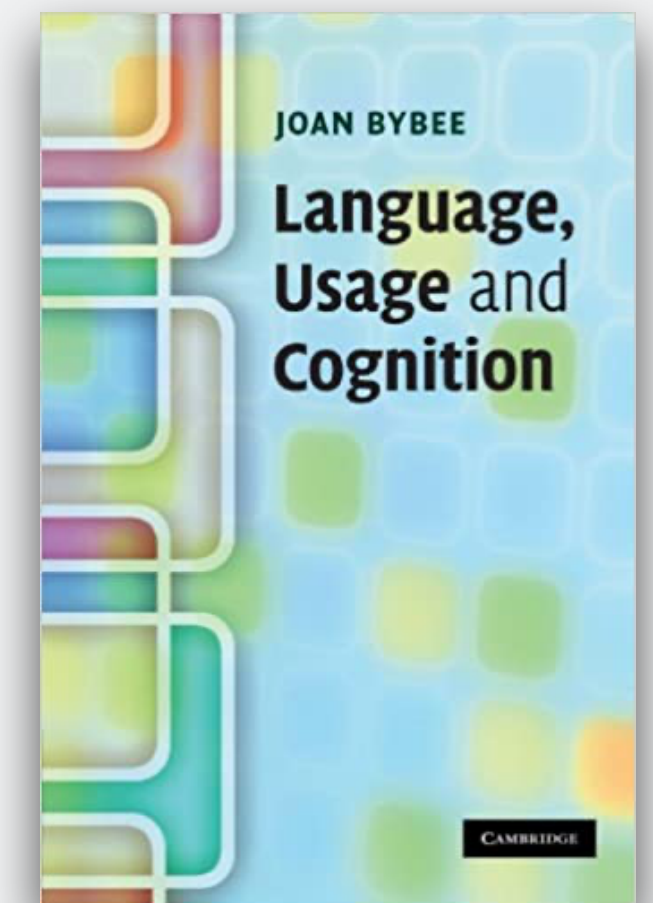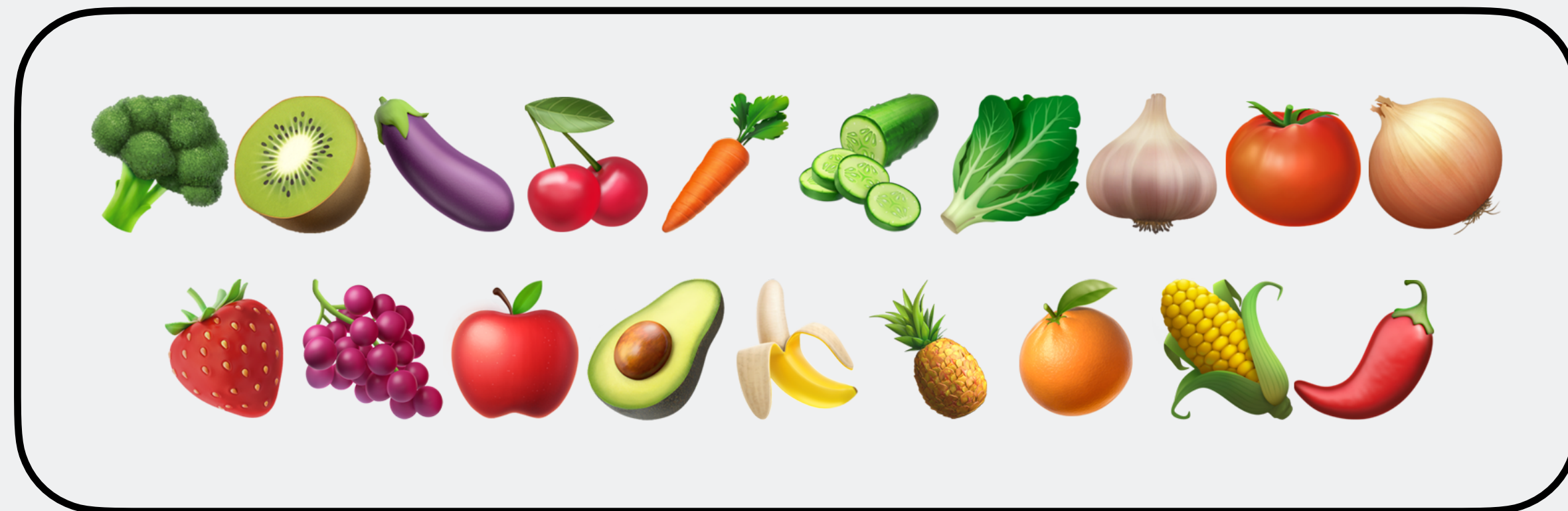
Formula-based learning: Stuff of acquisition

- Learner uses memorized bits and pieces of language (i.e., **formulas**)

> *Wait a minute, You know what?, Here's the plan, fake news, I messed up, Gotcha, Good morning, Better safe than sorry, I don't know, in the end, What's up? Nothing much?, at the end of the day, How come? I don't care*

Formula-based learning: Stuff of acquisition

Time	Formulaic part...	...Slot variation part
1	How do you do dese?	
2	How do you do dese...	...flower power ...little tortillas ...in English
3	How do you...	...like to be a cookie cutter ...make the flower
4	How...	...did dese work? ...do cut it? ...does this color is?

Formulas

Low-scope patterns

Constructions

Four interlanguage processes

- Learners' internal knowledge undergoes changes

  - **Simplification**: one form/one meaning (*te i-ru* → progressive)

  - **Overgeneralization**: morphology (*–ing* [*I talking*], *–ed* [*I runned*])

  - **Restructuring**

  - U-shaped behavior: progress ≠ accuracy

    - under restructuring

PsychoPy: Lesson 2

Assignment: Reference

Assignment I: Reference list

- You will develop a list of references **based in part on** Supasiraprapa's (2019) study

- Your reference list must:

  - include two or more articles published since 2019

  - contain both theoretical papers in SLA as well as empirical studies

  - conform to APA format and stay within a one-page limit

- Assignment will provide the basis for the literature review of final paper

Next week...

- <u>Topic</u>: Learner language (continued)

  - Is L2 development systematic? The case of negation and morphology

  - When does L2 development come to a stop?

- <u>**Reading**</u>:

  - USLA (6.7, 6.9, 6.10, and 6.13)

- <u>**Assignment**</u>:

  - Reference list (End of this week)

  - PsychoPy (End of next week)