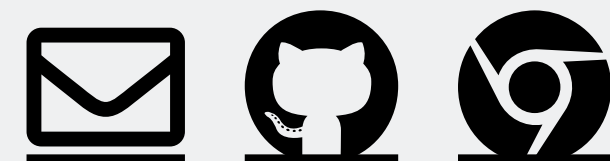


Second Language Acquisition

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

CLASS 6: LINGUISTIC ENVIRONMENT

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Outline

- Recap
- Linguistic environment: Preamble
- Early environmental explanations
 - Krashen's Comprehensible Input
 - Long's Interaction Hypothesis
 - Swain's Pushed Output
- Looking ahead: Week 7

The word "Recap" is centered within a large, horizontally-oriented rounded rectangle. The rectangle has a double-line border, with the inner line being slightly offset from the outer line. The text "Recap" is rendered in a bold, sans-serif font with a color gradient from pink to red.

Recap

Explanations for transfer

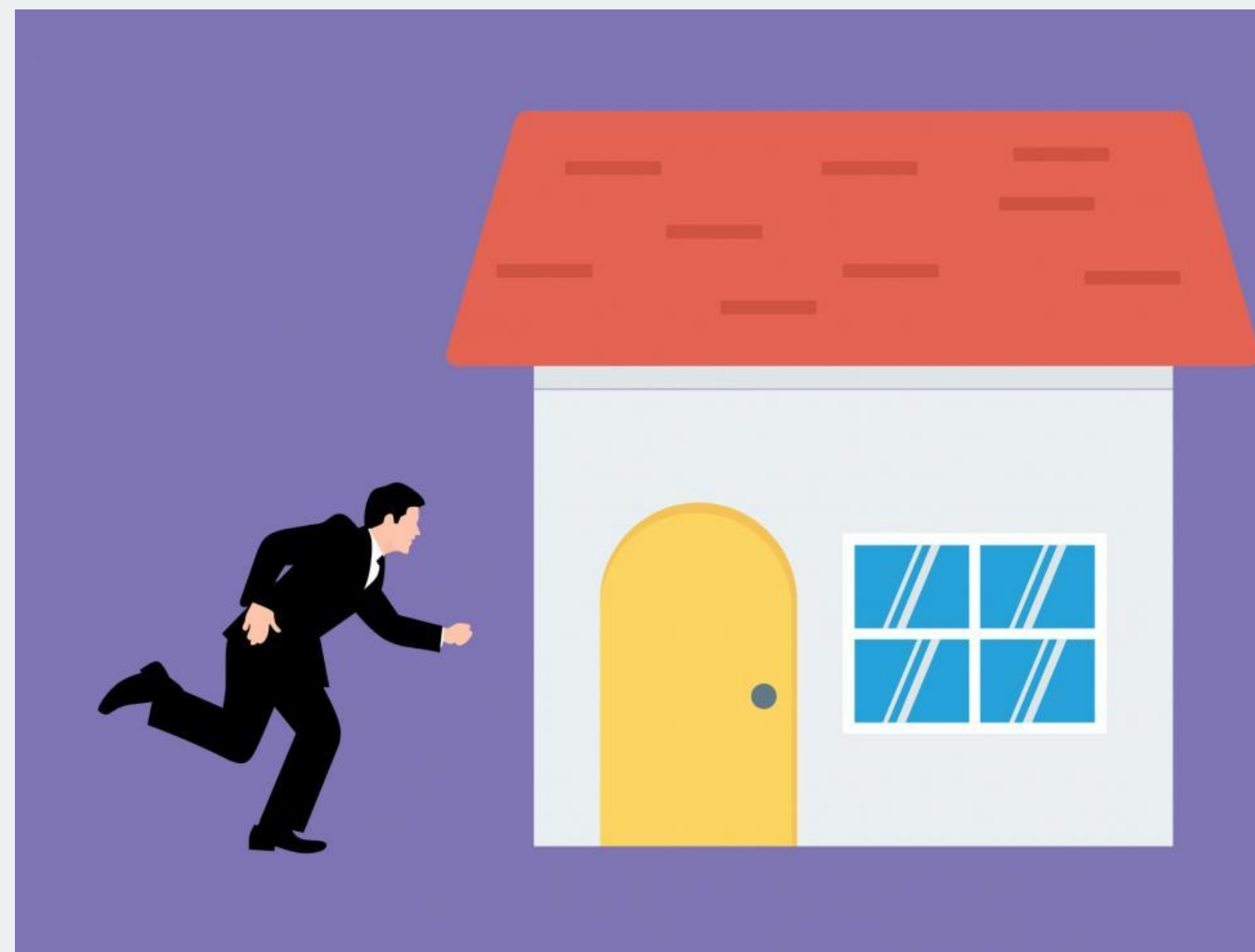
- Similar forms in L1* and target language → better learning
 - L2 users do not simply “copy-and-paste” forms
- But what makes “transfer” happen?
- **Transferability** (or **psychotypology**)
 - Learners’ intuition about how transferable a given phenomenon is
 - Transfer is a psychological process
 - *Interlingual identification* and *Transfer to Somewhere*

Bidirectional transfer

- Crosslinguistic influences work both ways, from L1 to L2 and L2 to L1
 - L1 is not a privileged source of information
 - Newly learned Lg → existing Lg (**reverse transfer**)
 - In BFLA, La-L α interaction is long known

Thinking-for-speaking

- **Thinking-for-Speaking** (TFS) by Dan Slobin
- Speakers think in L1-relevant ways



manner
 ↑
 He *ran* into the house
 ↓
 path

Satellite-framed

entró corriendo en la casa
 ↓
 path

Verb-framed

Image source: [Man hurrying up](#)

Rethinking-for-speaking

- L2 users initially rely on their L1 ways to encode events
- Gradually, they learn to “rethink before speaking” but...
 - Some aspects may be extremely difficult
 - *corrió hast la casa* (“run to the house”) [when no boundary crossed]

Linguistic environment

Setting the scene...

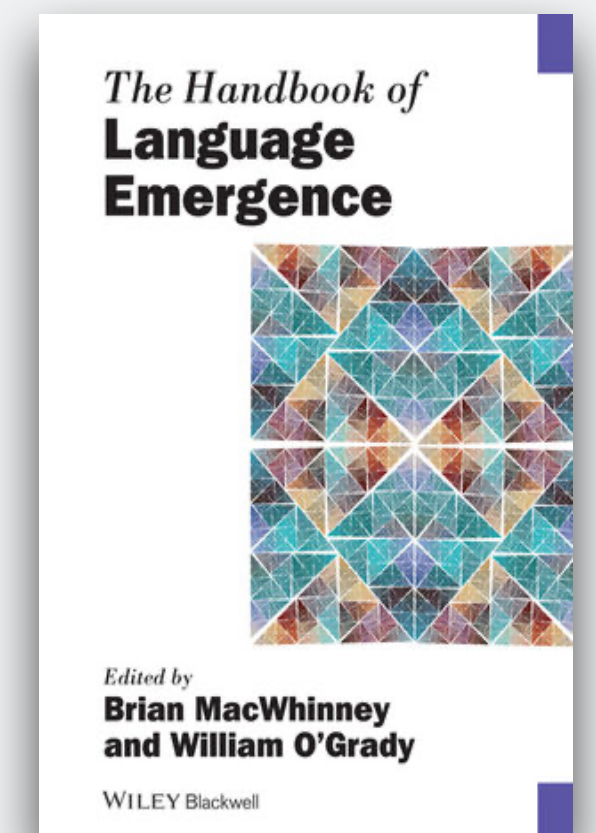
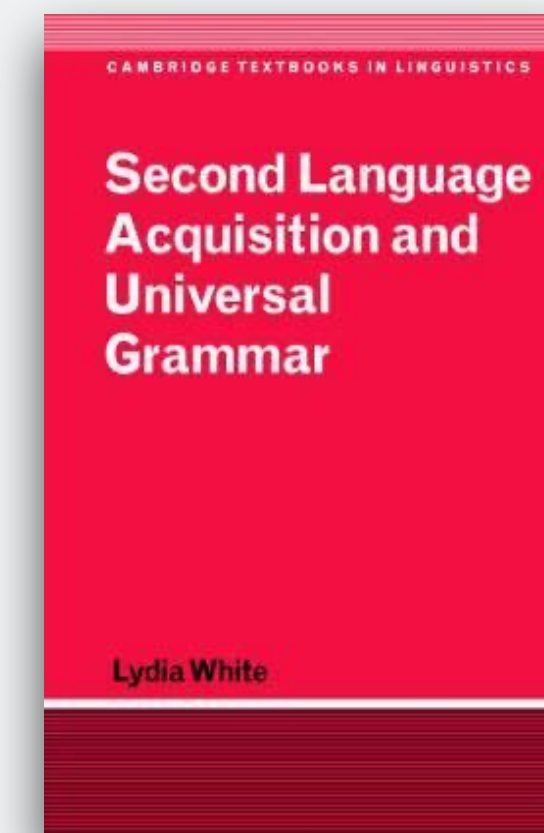
Whole class

Question:

- From your own experience/observations (as a learner), what should be the roles and importance of input and output, inside and outside the language classroom?

Setting the scene...

- Languages are learned **with** and **for** others
 - Linguistic “evidence” in input and output
- How much does evidence matter? It depends on Rs’ perspectives
 - **Nativist** (/innatist)
 - **Empiricist** (/cognitivist, **emergentist/constructivist**)



Setting the scene...

Majority of research on the topic: **cognitive-interactionist** perspectives

- internal-individual factors (cognition) reciprocally interact with external-environmental factors (environment)
- The two affect processes and outcomes of L2 learning



Wes: I'm never learning, I'm only listen & talk

Wes: Japanese semi-immigrant to Hawaii

- Strong professional identity



[...] you know I'm so lucky / because ah my business is painting / also my hobby is painting / [...] this is my life / cannot stop and paint / you know nobody push / but myself I'm always push / [...]

Schmidt (1983: p. 158)

Wes: I'm never learning, I'm only listen & talk

Wes: Japanese semi-immigrant to Hawaii

- predisposition towards communication



[...] well / I like talk to people you know / um / I'm always listen then start talk / then listen / always thinking my head / then talk / some people you know only just talk, talk, talk, talk / [...]

Schmidt (1983: p. 160)

Wes: I'm never learning, I'm only listen & talk

Wes: Japanese semi-immigrant to Hawaii

[...] you know I'm so lucky / because ah my business is painting / also my hobby is painting / [...] this is my life / cannot stop and paint / you know nobody push / but myself I'm always push / [...]

Early explanations

Krashen's Monitor Model



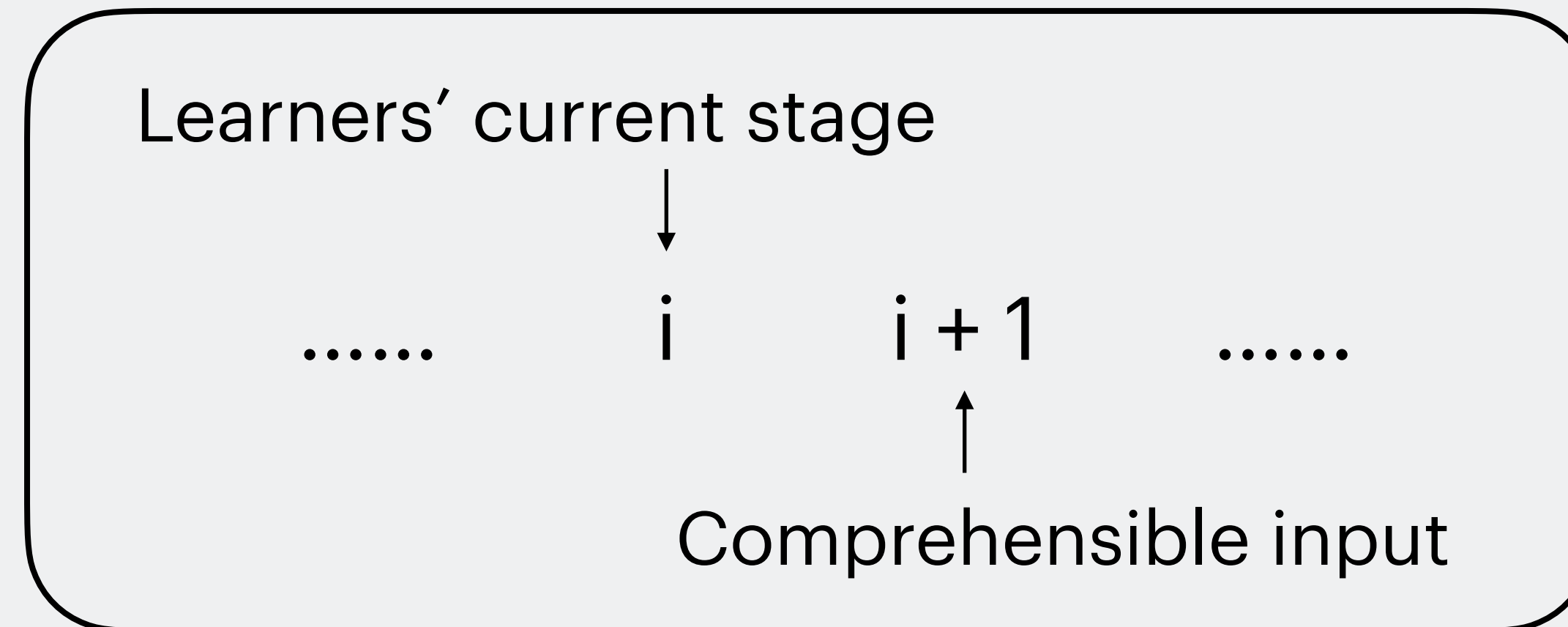
5 interlocking hypotheses:

- 'Acquisition' is not the same as 'learning'
- Learned knowledge is used only as a monitor/editor
- Acquisition follows a 'natural order'
- Acquisition is based on access to **comprehensible input**
- The 'affective filter': stress and negative affect interfere with acquisition

Krashen's Monitor Model



Comprehensible Input (i+1): language data slightly above Ls' level



Krashen's Monitor Model



Comprehensible Input (i+1) vis-à-vis natural order:

Question

Stage 1:	Stage 2:	Stage 3:	Stage 4:	Stage 5:	Stage 6:
Single words, formulas	Declarative word order	Fronting	Inversion in <i>wh</i> -copula	Inversion in <i>wh</i> - questions	Complex questions
<i>Dog?</i> <i>What's that?</i>	<i>The boys throw the shoes?</i>	<i>Where the children are playing?</i>	<i>Where is the sun?</i> <i>Is there a fish in the water?</i>	<i>What's the boy doing?</i>	

Interaction and negotiation for meaning



Michael Long's Interaction Hypothesis:

- Input becomes comprehensible through **modified interaction**

Modified interaction during **negotiation for meaning** includes:

- Comprehension checks
- Clarification requests
- Self-repetition or paraphrase
- Feedback to let learner know when communication fails

Interaction and negotiation for meaning

Jane: All right now [reading from the script], above the sun place the squirrel. He's right on top of the sun.

Hiroshi: What is... the word?

Jane: OK. The sun.

Hiroshi: Yeah, sun, but...

Jane: Do you know what the sun is?

Hiroshi: Yeah, of course. Wh-what's the

Jane: Squirrel. Do you know what a squirrel is?

Hiroshi: No.

Jane: OK. You've seen them running around on campus. They're little furry animals...

Interaction and negotiation for meaning

Student: He looking look, is he saw something strange?

Teacher: DID he see. For past tense you say DID he see.

Is he saw? Could you say that again?

Pardon? ... Excuse me?

Is he saw something strange?

Oh, did he see something strange?

Student: Yes, did he see something strange?

Benefits of interaction



Output and syntactic processing



Merrill Swain's **Output Hypothesis**

- Oral and written performances of 11- and 12-year old children in immersion programs in Canada
- Issues with *vous/tu* (formal/informal “you”), etc.

Question: But why is rich input not enough in this case?

Output and syntactic processing



Output promotes...

- noticing of gaps in linguistic knowledge
- metalinguistic awareness
- hypothesis testing
 - Pushed output groups are found to produce more language and more complete information

Next week...

- **Topic**: Linguistic environment (continued)
 - How does attention to form help? Why is form negotiation important?
 - What does usage-based linguistics have to say about input?
- **Reading**:
 - USLA (4.7 and 4.8)
 - Dr. Sarut's article: *Frequency effect on L1 and L2 compositional phrase comprehension & production*
 - Study synopsis due 30 minutes after class