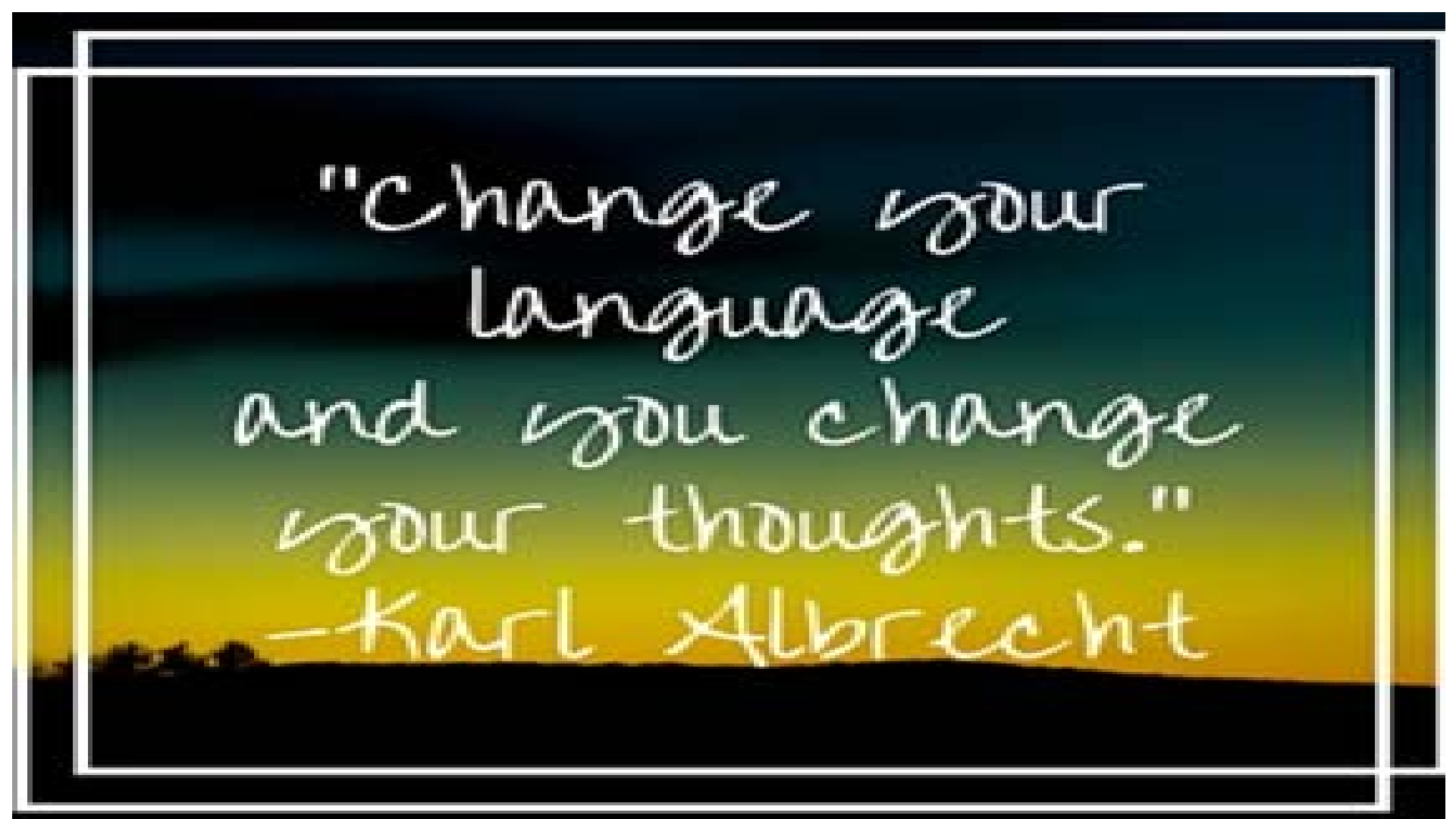
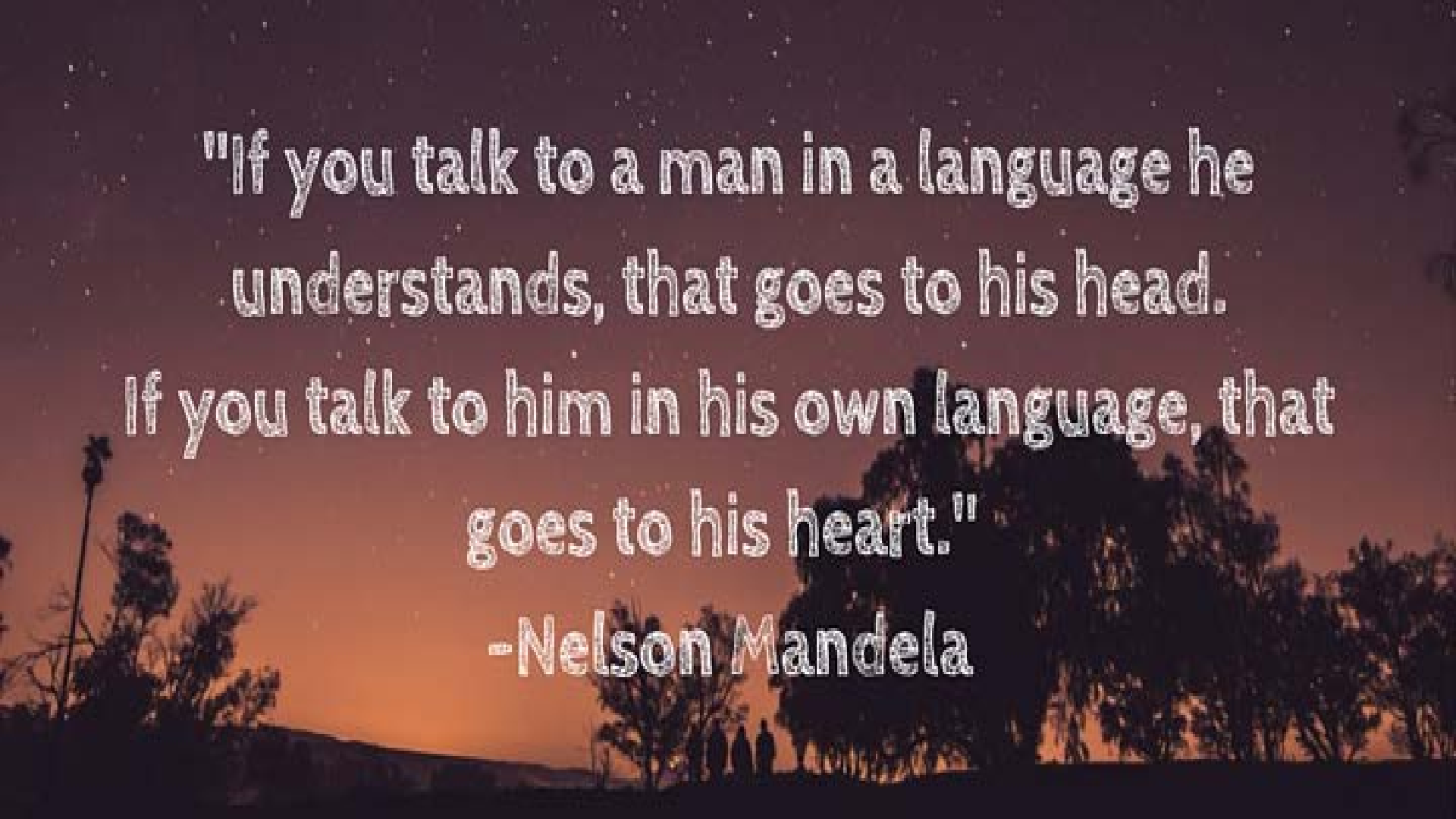


How Languages are Learned (Second Language Acquisition)



The image features a quote by Karl Albrecht. The text is written in a white, cursive font and is centered on a background of a sunset or sunrise over a dark horizon. The sky transitions from a deep blue at the top to a bright yellow and orange near the horizon. The quote is enclosed in a white double-line border.

"Change your
language
and you change
your thoughts."
—Karl Albrecht

A sunset scene with silhouettes of trees and a few people in the foreground. The sky is a mix of orange and dark blue, with some stars visible. The text is overlaid on the image.

"If you talk to a man in a language he
understands, that goes to his head.
If you talk to him in his own language, that
goes to his heart."

-Nelson Mandela

**A DIFFERENT
LANGUAGE IS
A DIFFERENT
VISION
OF LIFE
-FEDERICO FELLINI**

Building Common Language: Some Useful Terms

ESL- TESL- EFL- TEFL- ELT- ESOL- TESOL- CELTA-
DELTA- SLA- ELL- L1- L2- NS- NNS

[CELTA](#)

[DELTA](#)

How Languages are Learned: Myths & Facts

1. Languages are learned primarily by imitation.
2. What is the most important factor for SLA success in adults?
3. Children learn faster than adults.
4. Most of the mistakes which second language learners make are due to interference from their L1.
5. Learners' errors should be corrected right away in order to prevent the formation of bad habits.
6. Students learn what they are taught.



Learning a First Language

1. Behaviorist view

- Imitation
- Reward
- Practice
- The role of the environment



Learning a First Language

2. Innatist position

- Noam Chomsky: LAD/ UG
- Biological endowment
- It's all in your mind
- Biological basis: Lenneberg and the “critical period” hypothesis

**LAD: LANGUAGE ACQUISITION
DEVICE (or BLACK BOX)**

– It contains **all and only** the principles which are
universal to all human languages
(i.e., Universal Grammar – UG).

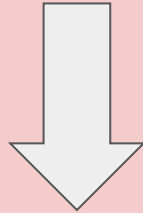


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Learning a First Language

3. Interactionist view

- Linguistic environment + child's innate capacities for language development
- Caretaker talk/"motherese"





Adults Learning a Second Language

Learner Characteristics

- Knowledge of another language
- Cognitive maturity
- Metalinguistic awareness
- Knowledge of the world
- Nervousness about speaking

Adults Learning a Second Language

Learning Conditions

- Access to modified input
- Errors are pointed out when they interfere with meaning

Theories of Second Language Learning

Behaviorism

- Linguistic input → positive reinforcement → habit formation
- Errors: CAH (contrastive analysis hypothesis)

Cognitive Theory

- Building up of knowledge systems: restructuring

Creative Construction Theory

- Internal learning process

Interactionist View

- Interactional modifications between NS and NNS

Stephen Krashen: the “Monitor Model”

1. The Acquisition- Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Affective Filter Hypothesis

Factors affecting Second Language Learning

Research on Learner Characteristics

1. Intelligence
2. Aptitude
3. Personality
4. Motivation & Attitudes
5. Learning styles (implications for inlingua Method)
6. Age of Acquisition

Excuse me,
where toilet,
please?

Unfortunately, the entire plumbing system
is currently under repair. It may be possible
to use the public conveniences which are
situated about five
blocks from here...



PHRASE
BOOK



FLIGHT ARRIVALS
INFORMATION



Learner Language

First Language Acquisition

- Imitation
- Telegraphic language (children's earliest language)
- Internal processes and knowledge (developing system with its own interim rules)
- Knowledge of the grammatical system is built up in predictable sequences

Learner Language

Second Language Acquisition

- Until the 1960's second language learners' speech mostly regarded as an incorrect version of the target language (transfer)
- 1970's: change of approach in analysis of learners' errors

Approaches to Second Language Learners' Errors

Contrastive Analysis

- 1960's
- Identifying differences between L1 and L2
- Predicting areas of potential error

Error Analysis

- 1970's
- Analyzing and describing kinds of errors
- Understand how learners process the L2 data

Larry Selinker introduced the concept of **interlanguage**:
Learner's developing second language knowledge

Activity: The Great Toy Robbery

Learner 1: French first language, secondary school student

During a sunny day, a cowboy go in the desert with his horse. He has a big hat. His horse eat a flour. In the same time Santa Clause go in a city to give some surprises. He has a red costume and a red packet of surprises. You have three robbers in the mountain who sees Santa Clause with a king of glaces that it permitted us to see at a long distance. Every robbers have a horse. They go in the way of Santa Clause, not Santa Clause but pocket of surprises. After teye will go in a city and they go in a saloon [...]

(Unpublished data from P. M. Lightbown and B. Barkman)

Activity: The Great Toy Robbery

Learner 2: Chinese first language, adult

This year christmas comes soon! Santa Claus ride a one horse open sleigh to sent present for children. on the back of his body has big packet. it have a lot of toys. in the way he meet three robbers. They want to take his big packet. Santa Claus no way and no body help, so only a way give them, then three robbers ride their horse dashing through the town. There have saloon, they go to drink some beer and open the big packent. They plays toys in the Bar. They meet a cow boy in the saloon.

(Unpublished data from M. J. Martens)

Activity: The Great Toy Robbery

**Analyze the mistakes:
In what ways do the two
interlanguages differ?**

Learner 1

Learner 2

French

Chinese

**High School
Student**

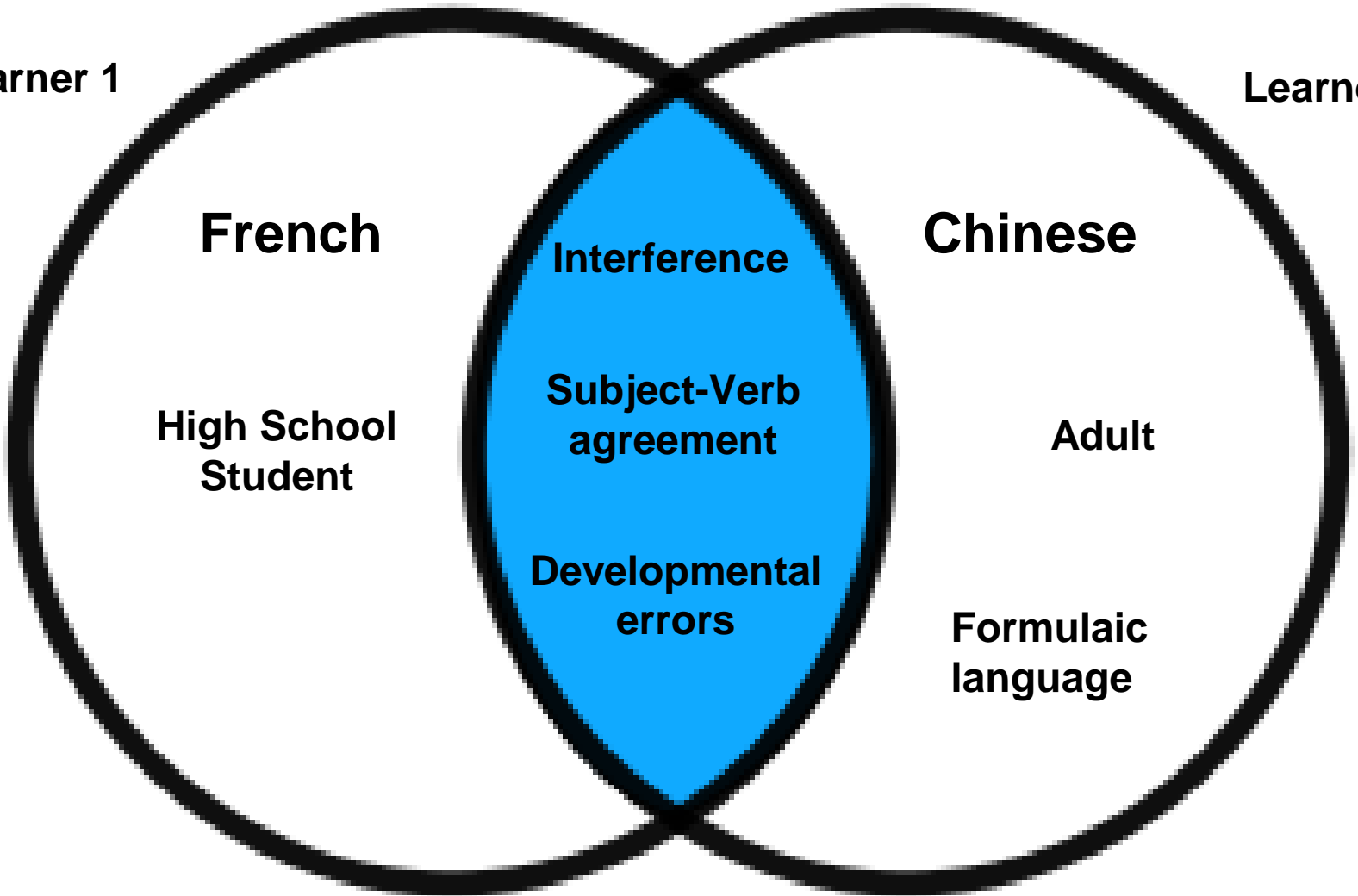
Adult

Interference

**Subject-Verb
agreement**

**Developmental
errors**

**Formulaic
language**



Going back to the Beginning: Myths and Facts (slide #6)

Research
Rationale
Reflection


The Reflective Practitioner

- What are the implications for inlingua teachers?
- What are you taking away from today's workshop?



Highlights from the TESOL 2014 International Convention

- The importance of English as the international language of commerce and culture
- The number of English language learners worldwide is up to 1.5 billion
- "English is more than a commodity. It has the power to transform nations."
- The demand for qualified English instructors worldwide is astronomical and continues to grow



*Thank you
for
attending!*