



# Linguistics 191/291: Class 3.2

- Leftovers from last class: Learner language
- Assignment 1
- Individual differences
- Motivation



# Developmental sequences

- Some areas studied
  - Past reference
  - Negation
  - Questions (Pienemann's 6 stages)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
One-word and two-three-word questions with declarative word order and rising intonation.	Declarative word order in questions. Fronting of <i>wh</i> -words	Inversion in <i>yes/no</i> questions. Declarative order in <i>wh</i> -questions.	Inversion in all questions (but not fully established).	Inversion in all questions but not always in negative questions.	Inversion generalized to embedded questions.



# Developmental sequences

- Generally, developmental variation: emergence + gradual replacement
- Analyzing research data: looking for evidence of stages of acquisition (handout)—what patterns did you notice?



# L1 influence revisited

- Pendulum swing: CA to Krashen and back
- Avoidance of “strange” forms
- Failure to “notice”: He drinks often tea.
- The car needs washed/washing/to be washed
- complementary/complimentary;  
stationary/stationery; discrete/discreet;  
hanger/hangar...



# Other areas

- Vocabulary: cognates, frequency, international
- Pragmatics: stages for speech acts
- Phonology: strong L1 influence and no obvious developmental sequence
- How might our understanding of the notions of interlanguage and developmental sequences affect teaching?



# Learner Language Conclusion

## L2 acquisition

- Has somewhat predictable paths for some parts but not for all
- Is influenced by L1 to varying degrees
- Involves stages, variation, and restructuring for complex structures (questions, negatives, etc.)
- What does this tell you about the value of a production test (oral or writing) where the grade is mainly based on the number of errors found?



# Introduction to individual differences

- What are some characteristics of successful language learners?
- Which of these might be promoted by the language teacher (learner adaptation)?
- Which student characteristics seem more fixed? Which of these can be helped by specific procedures, materials, etc. (teacher adaptation)?



# Research areas

- Intelligence: relates to reading/vocab/grammar but maybe not oral skills
- Aptitude: relates to learning language quickly; correlates w/apptitude tests (but may be linked to methodology)
- Personality: introversion/extroversion



# Research areas

- Learner preferences: perceptual and cognitive learning styles
- Learner beliefs

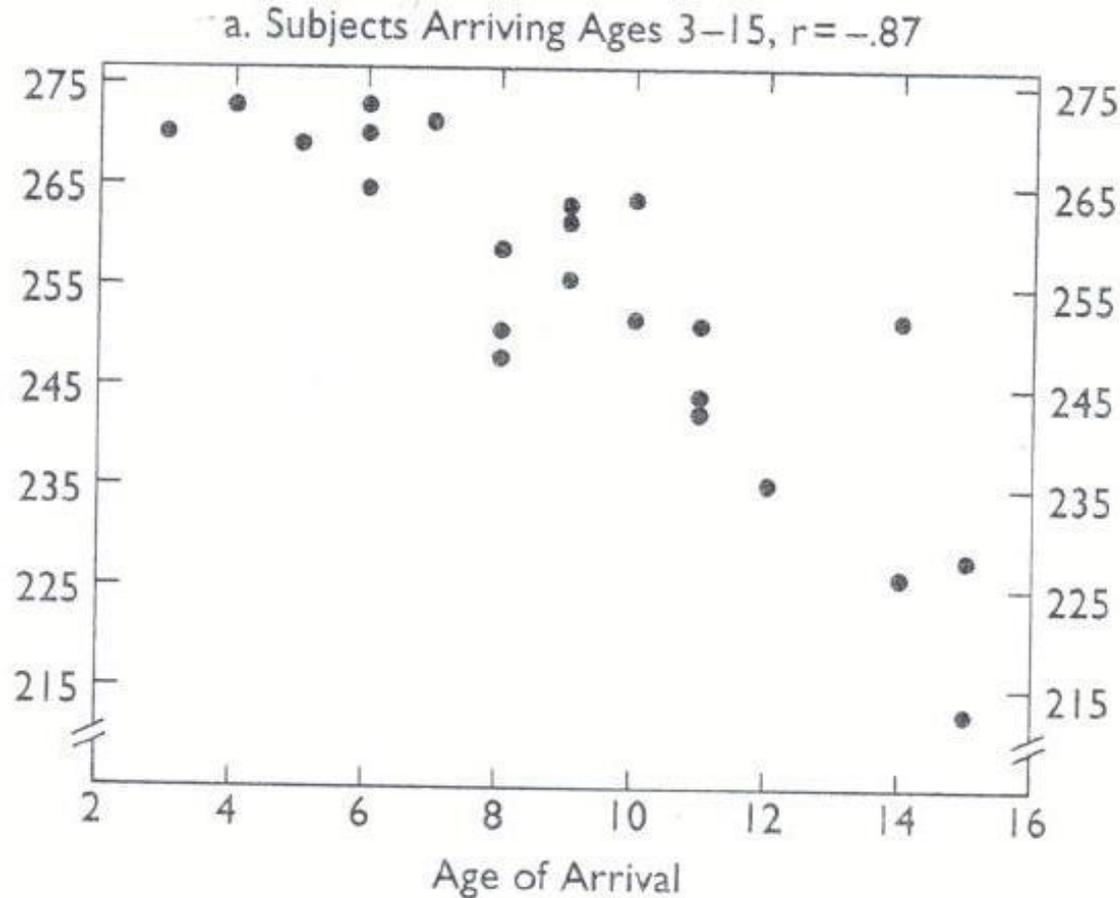


# Critical Period Hypothesis

- Patkowski study [pre-15 arrivals=4+ or 5]
- Johnson & Newport: begins ~age 7  
(see graphs).



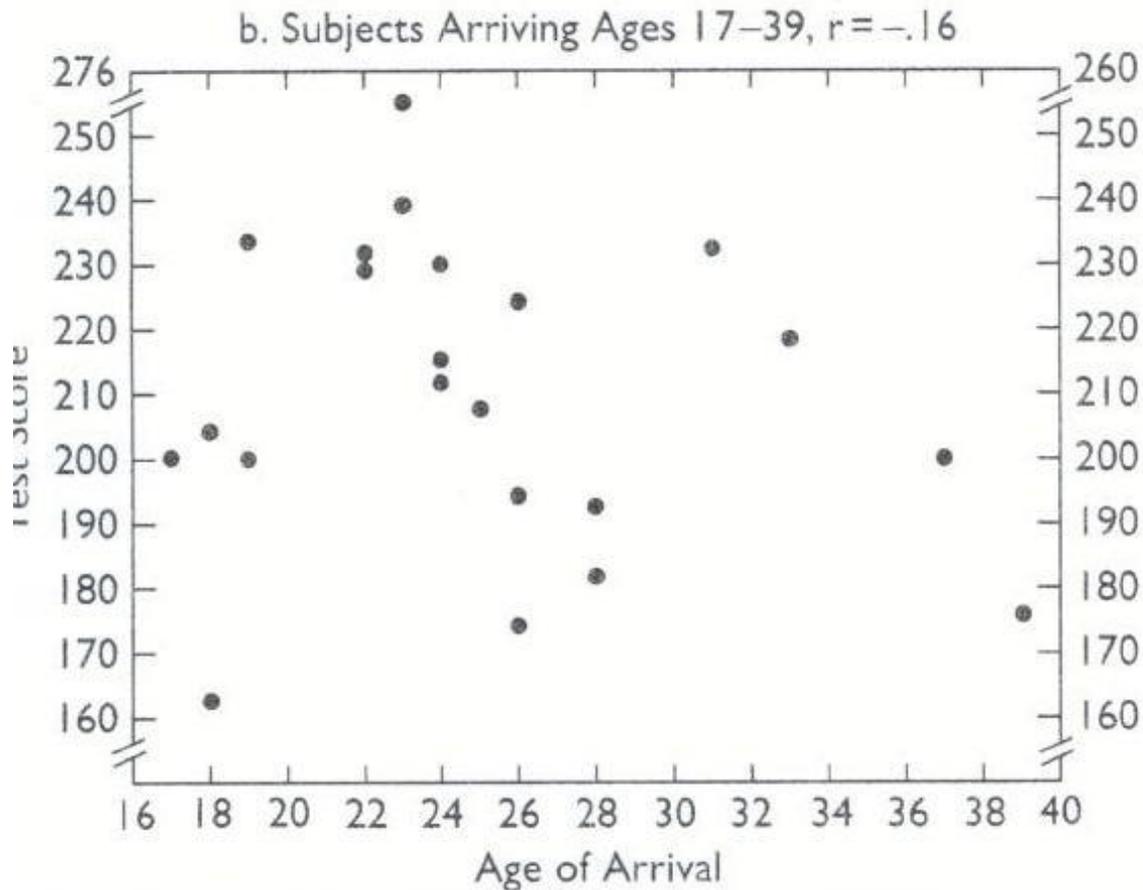
# Johnson & Newport





# Johnson & Newport

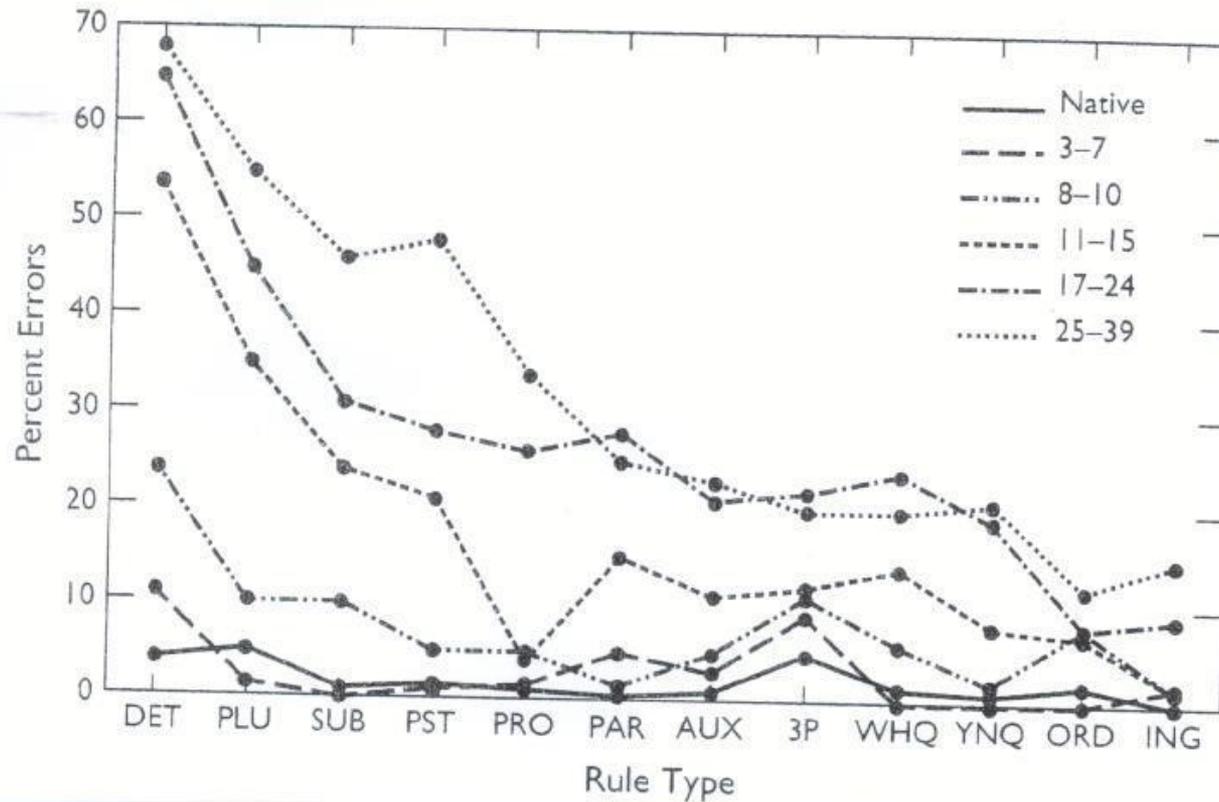
Age of Arrival





# Johnson & Newport

Critical Period Effects in Second Language Learning





# Critical Period Hypothesis

- De Keyser study—for those who begin learning as adults (but not as kids), aptitude correlates w/success
- Snow & Hofnaegle: Adolescent & adult advantages (at first)



# Dörnyei article (TESFL)

- Basic model of L2-self: actual self, ideal self, ought-to self, L2 learning experience
- Three principles
  - Motivation is not just reward/punishment
  - Motivation must be maintained and protected
  - Quality (not quantity) of motivational strategies is key



# Dörnyei article (TESFL)

Discuss the following:

- In what ways does Dörnyei's model resonate with you as a learner?
- What elements are you skeptical about?
- How might you use elements of it as a teacher?



# Homework

- Reports for Connie
- Review Assignment 1—prepare questions
- Read Strategies and Styles (TESFL 532-549); “Explaining Second Language Learning” (HLL 103-121)



# Questions

- Look at Table 1 on p. 536 (TESFL). Which styles seem the most applicable to you as a language learner?
- Which of the theories/perspectives discussed in HLL 103-121 is most appealing to you as a learner? As a teacher? Why? (Note: this will inform your *approach* in Assignment 1)