Linguistics 191/291: Class 4.1

- Individual differences: Motivation
- Housekeeping
- Language learning theories
- Language learning styles & strategies

Motivation

- Integrative/instrumental (Gardner & Lambert 1972)

- Intrinsic/extrinsic

- Dörnyei's stages: choice, executive, retrospection

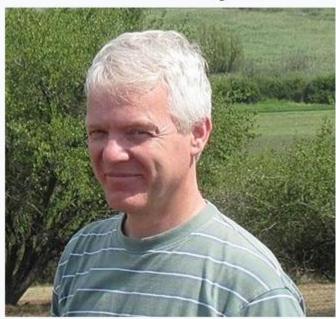# Dörnyei article (TESFL)

- 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

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Dörnyei article (TESFL)

Let's assume Dörnyei is right about motivation.

– What is your ideal L2 self?

– What is your ought-to L2 self?

– Can you think of ways in which a teacher has helped support your ideal through a positive L2 learning experience?

Housekeeping

- Practicum
- Assignment 1
- 291 Presentations

L2 Acquisition

- Theoretical approaches to SLA: what is a theory?

- Differences between L1 & L2 learners
  - FLA almost always successful; SLA often unsuccessful. What theory or theories can best account for this?

- Behaviorism & link to contrastive analysis; counterevidence from error analysis

- Interlanguage and fossilization (HLL: 43)

L2 Acquisition

- Innatism: outgrowth of Chomsky's Universal Grammar

- Krashen's Monitor Theory: https://www.youtube.com/watch?v=NiTsduRreug

- L1=L2 with a few differences (learning vs. acquisition; comprehensible input; natural order)

  - Institutional: learning + monitor
  - Personal: affective filter

L2 Acquisition

Cognitive perspectives (less ELT impact, but growing):

  information processing, usage-based, competition model, brain research

Interactionist (sociocognitive):

  modified interaction & meaning negotiation; Schmidt's noticing, attention, & awareness; comprehensible output 1; role of practice

Vygotskyan/sociocultural perspective:

  ZPD, private speech, collaborative dialogue, comprehensible output 2

SFL Strategies & Styles

- This is a very rich chapter but includes untested (though plausible) models
- How does Purpura's "strategic competence" differ from that in CLT?
- Review Purpura's Table 1 in groups
- Discuss Purpura's three findings:
  - Strategy use correlates with learning success
  - Metacognition is important
  - Cognitive flexibility is critical

Conclusion

- Start thinking about your assignment 1 class: set up your situation soon

- Homework: read "Observing Learning and Teaching in the Second Language Classroom" (HLL 123-152)

  - Of the examples presented, which one(s) did you find most useful?