



# Linguistics 191/291: Class 4.2

- Explaining SLA
- Purpura article on strategies and styles
- Observing second language teaching



# 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



# Discussion

- Which theoretical perspectives seem most in tune with your evolving “language teaching approach”?
- How might the choice of theoretical perspective—and therefore approach—vary depending on the teaching situation? Use examples, including the class you’re planning for Assignment 1.



# 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: where do you think you fit?



# SFL Strategies & Styles

- Purpura's three findings:
  - Strategy use correlates with learning success
  - Metacognition is important
  - Cognitive flexibility is critical
- What is the difference between a *learning* strategy and a *comprehension* or *communication* strategy?



# Observing SL Teaching

What can we learn about how to improve our own teaching from observing others?

How does language teaching approach influence what happens in the classroom?

Compare structural vs. communicative approaches.



# Error Correction Options

1. Explicit correction: *I study 8 hours in day* “You should say 8 hours **a** day. Repeat”
2. Recasts (repetition or embedding) “*I study 8 hours in day*”

Recast: “8 hours a day, wow.” “That’s a lot. How many hours a day to you sleep?” [note—what are some key variables in recasts?]

3. Clarification requests (How often do you study?  
*Eight. Eight what?*)



# Error Correction Options

4. Metalinguistic feedback ('We need an article here instead of a preposition')
5. Elicitation (What's wrong here? What goes before 'day'?)
6. Repetition (*I study 8 hours in day* → 8 hours **in** day....?) (form of elicitation)

<https://www.youtube.com/watch?v=VFVSQTNUxtc>



# Other areas

- Using Questions
  - Display vs. “genuine” questions
  - Importance of wait time, rephrasing, clarifying, etc.
- Ethnographic study of classrooms: discovering factors beyond instructional design (classroom management practices, home and community influence, etc.)



# Observing SL Teaching

Example: Sociocultural approach in the classroom

<https://www.youtube.com/watch?v=rvThvSVU5cw>

Notice the teacher-student and student-student interactions: how is learning supported?



# Next week

- Read "Reflective Teaching (TESFL 613-629);
- "Second Language Learning in the Classroom" (HLL 153-170)
  - Think of the options in this chapter as laying out possible approaches—which one or ones will you incorporate into your Assignment 1, and why?