Complementos para la formación disciplinar en la lengua inglesa
Main Contents

- **Teaching and learning foreign languages**: psychopedagogical concepts and Acquisition theories applied to foreign languages

- **Foreign language teaching methods:** description of the most significant teaching methods in foreingn language classroom

- **Learning/acquisition of linguistic and communicative competence in the foreign language classroom**

Teaching and Learning foreign languages

Main Contents:

- **Introduction**
- **1. Second Language Acquisition (SLA)**
- **2. The role of Mother Tongue**
- **3. Input and Interaction in SLA**

Recommended reading:

Mc Laren, N.; Madrid, D. y Bueno, A. (eds.)(2005): *TEFL in Secondary Education.* Granada: Editorial de la Universidad de Granada

Teaching and Learning foreign languages

Introduction
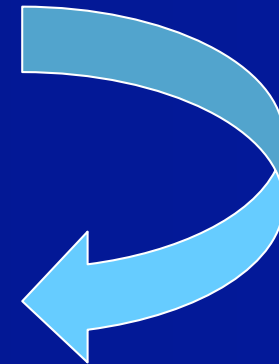
Teaching and Learning foreign languages

What
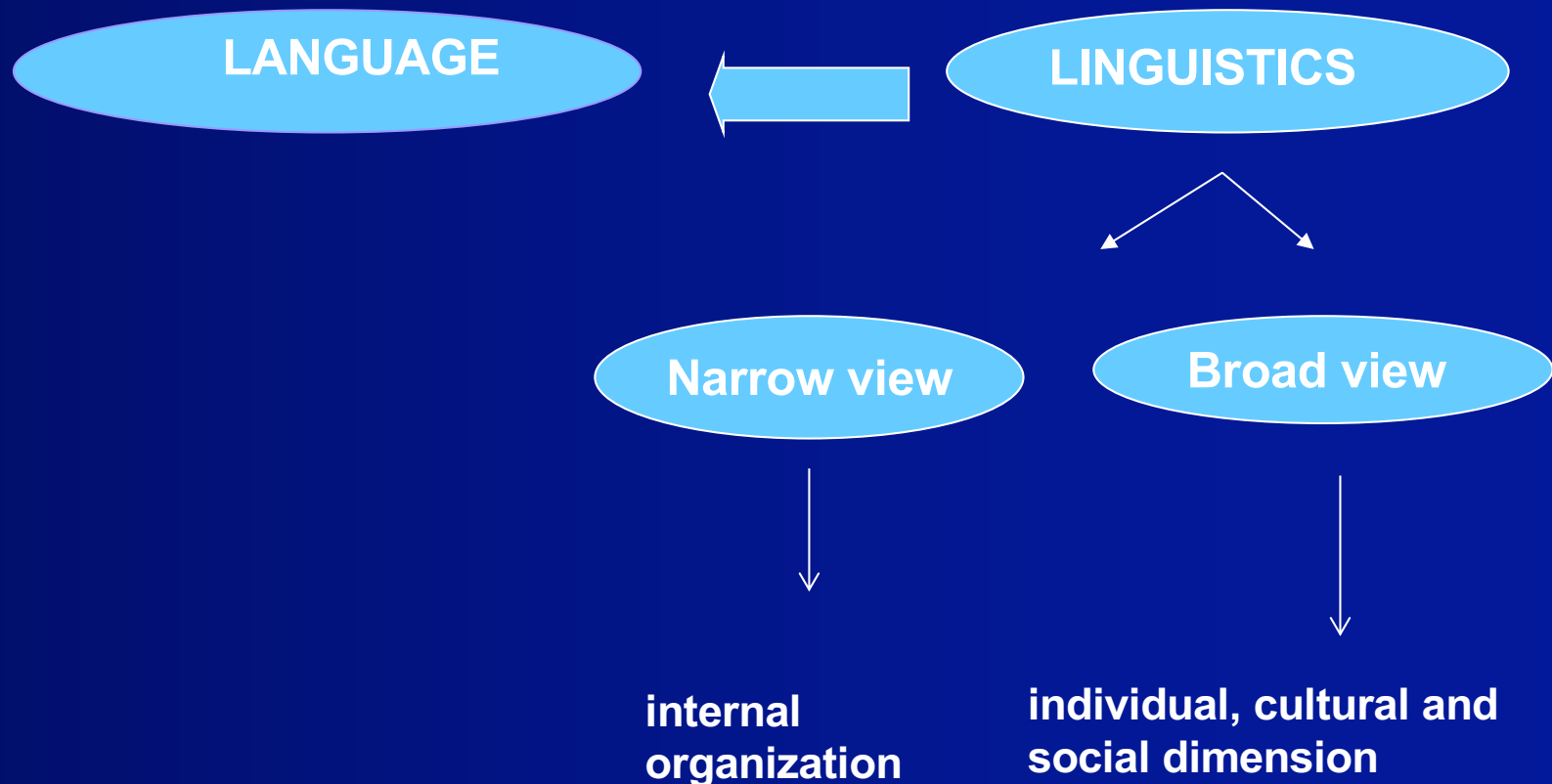
is taught?

Who
learns ?

How
to **teach**?

Teaching and Learning foreign languages

INTRODUCTION

What is going to be taught?

Teaching and Learning foreign languages

INTRODUCTION

What **is going to be taught?**

Trends in linguistic theory $\longrightarrow$ **teaching and learning process**

- **Structuralism**: language as a system of relations

- **Transformational Generative Grammar**: language as a mental construct ("creative aspect" of language).

- **Pragmatics:** language as an instrument for communication

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INTRODUCTION

What **is going to be taught?**

- **Structuralism**: language as a system/code constituted by components and governed by a set of rules
- Language:
  - ❑ Phonology
  - ❑ Morphology
  - ❑ Syntax
  - ❑ Lexicon

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- **Transformational Generative Grammar**

- **Linguistic competence/performance distinction:** the speaker-hearer's knowledge of language (theoretical representation) / the actual use of language in concrete situations (psychological and sociological implications)

- **Error analysis**: the teacher is able to view student errors with more understanding of the source of the mistake. Being aware of the grammars of both the native and the target language, and their contrastive system, he/ she can more accurately analyse the error in linguistic competence committed by the learner.
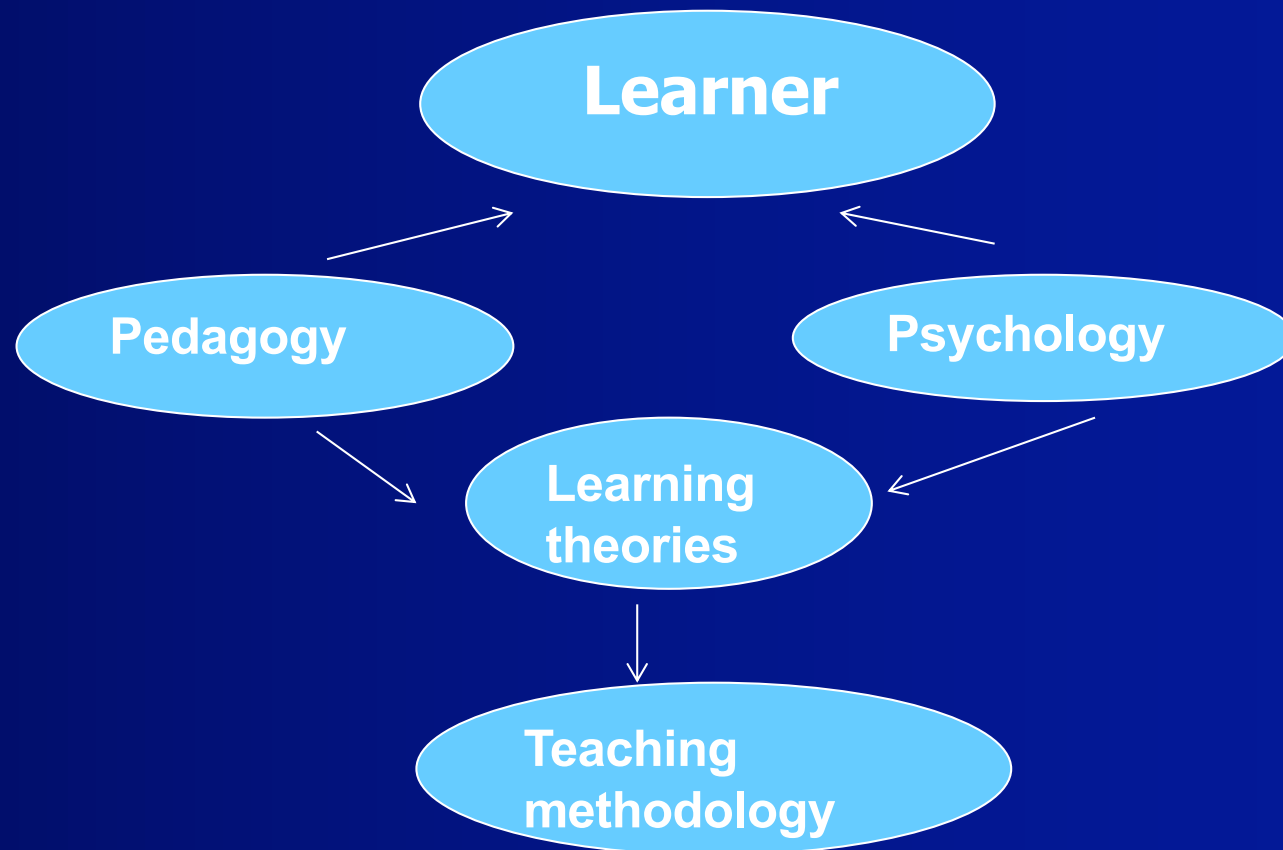
Teaching and Learning foreign languages

INTRODUCTION

What **is going to be taught?**

- **Pragmatics**: Language as a vehicle of communication: context and function
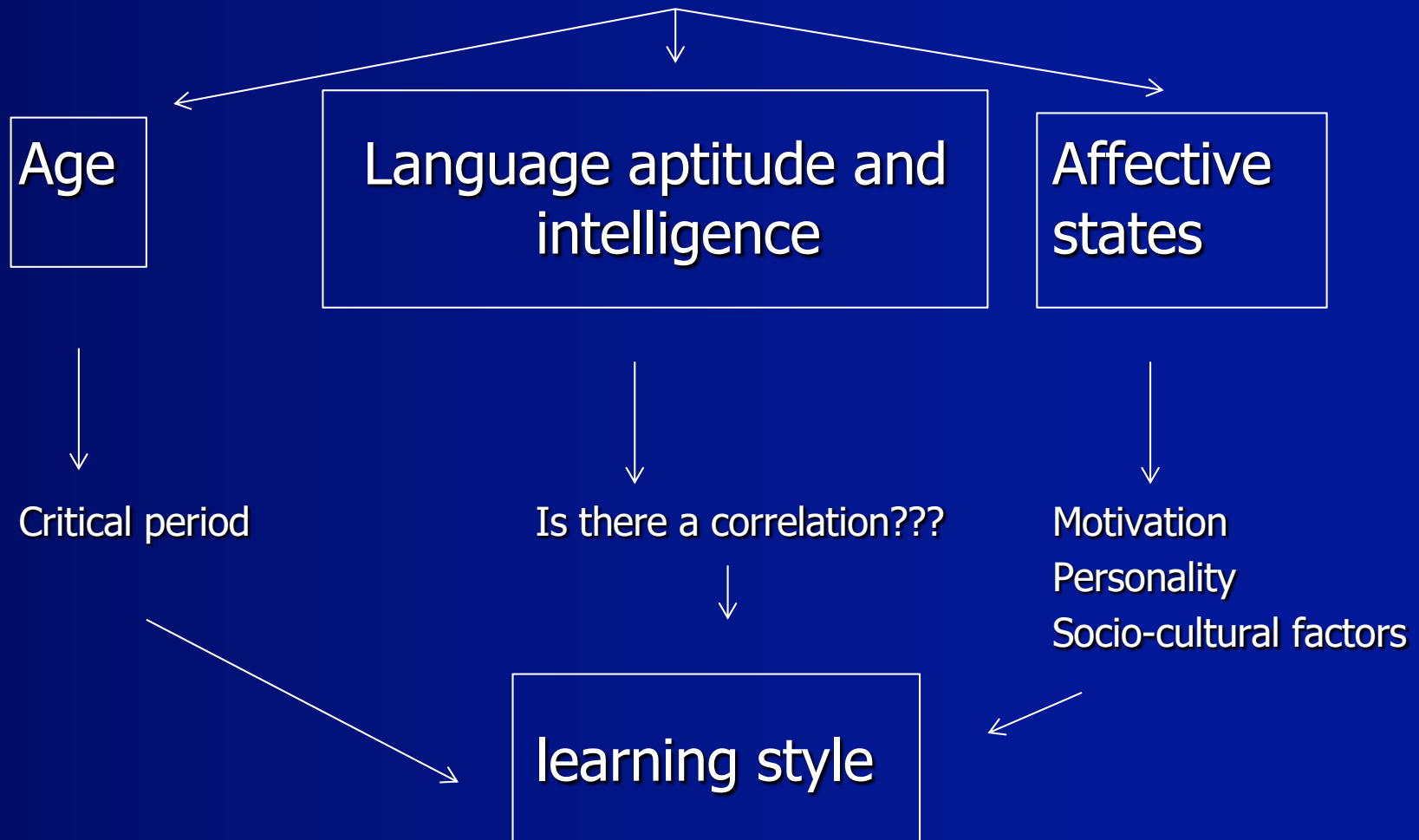
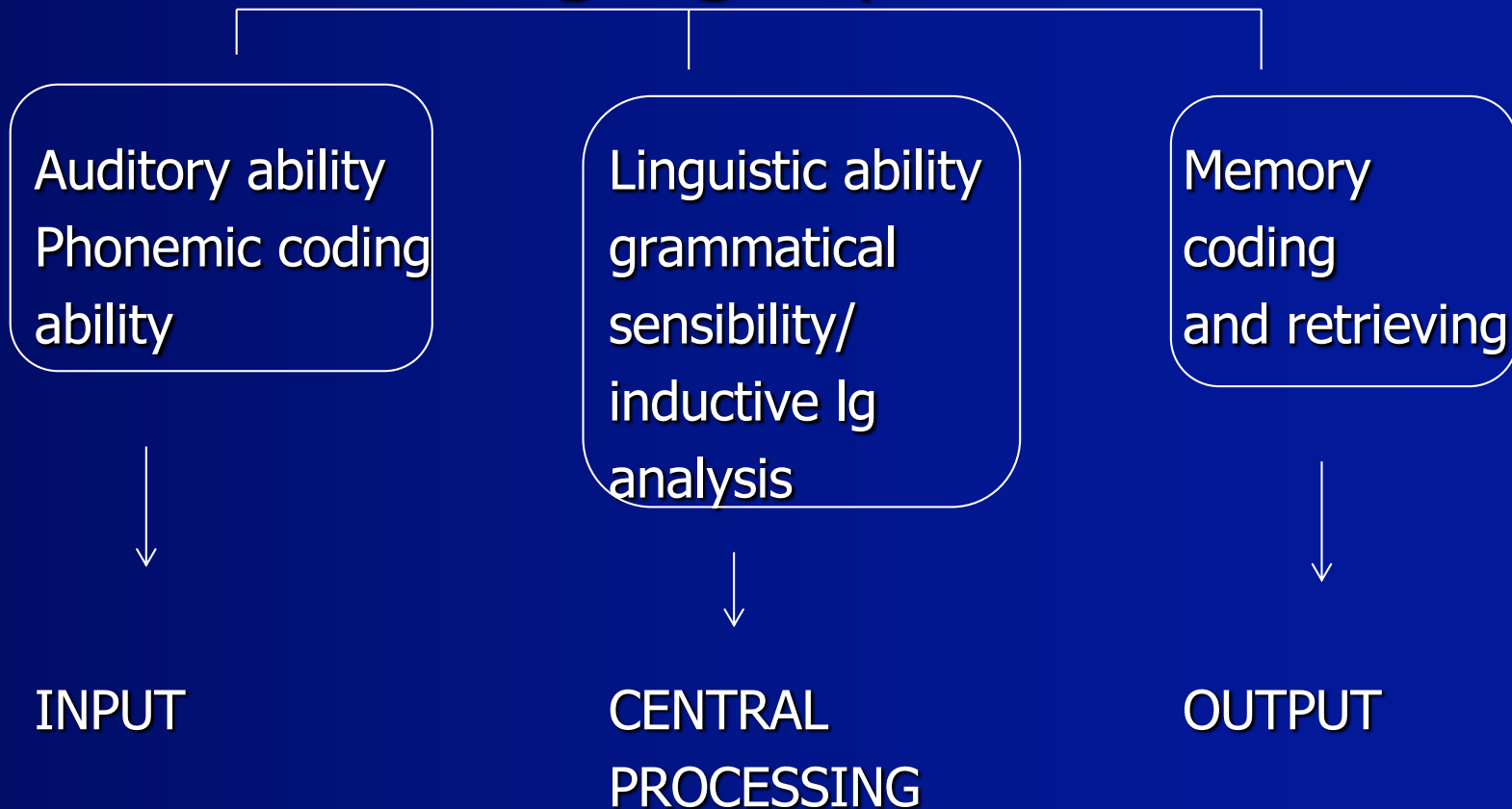# Teaching and Learning foreign languages

WHO is going to learn?

Teaching and Learning foreign languages

The learner

```
                        The learner
         ┌──────────────────┼──────────────────┐
         ↓                  ↓                  ↓
      ┌──────┐      ┌──────────────────┐    ┌──────────┐
      │ Age  │      │ Language aptitude │    │ Affective│
      └──────┘      │  and intelligence │    │  states  │
         │          └──────────────────┘    └──────────┘
         ↓                  ↓                      ↓
   Critical period   Is there a correlation???   Motivation
         │                  │                     Personality
         │                  ↓                     Socio-cultural factors
         │          ┌──────────────┐                   │
         └─────────→│ learning style│←──────────────────┘
                    └──────────────┘
```

Teaching and Learning foreign languages

Language aptitude

| Auditory ability Phonemic coding ability | Linguistic ability grammatical sensibility/ inductive lg analysis | Memory coding and retrieving |

INPUT

CENTRAL
PROCESSING

OUTPUT

Teaching and Learning foreign languages

- **Learning theories**
  - **Conductism**: learner's passive role

  - **Cognitivism/Constructivism** : learner's active role organizing information and constructing his/her personal learning process

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IMPORTANT QUESTIONS:

1. Second Language Acquisition (SLA)

2. Mother Tongue

3. Input and Interaction in SLA

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1. Second Language Acquisition (SLA)

1.1 SLA dychotomies

1.2 L1 & L2 Acquisition: similarities and differences

1.3 SLA theories

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1.1 SLA dychotomies

What do we do when we learn another language?
Where do we learn another language?
What do we learn when we learn another language?
How do we learn another language?

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- 1.1 SLA dychotomies

What do we do when
we learn another language?

skill vs. creative construction learning process
(process of developing a skill/ an individual process of creative construction)
middle-way compromise

- Which view do you find more attractive?
- To what extent do you agree with the 3rd middle way?
- Do you think there are aspects to be approached from 1st or 2nd view?

Where do we learn?

→ **Macro-context level: learning a second or foreign language**

→ **Micro-context level (learning modes): naturalistic or instructed learning**

Discussion

- Do you think that learning ESL is in any way preferable to learning EFL?

- According to the previous question, can we say that the results are more positive in one situation than in other?

- How would we, as EFL teachers, reduce the distance between EFL and ESL situations?

What do we learn?

Usage/Competence

Use/Perfomance

Discussion

- What is the first commitment of EFL teachers developing usage or use of English in their learners? Why?

How do we learn?
(degree of consciousness)

Unconscious

Conscious

Acquisition

Learning

Discussion

- How would you define consciousness?

- What is it what makes unconscious acquisition superior to conscious learning?

- What is, in your view, the relation between natural and unconscious? Is everything unconscious natural?

- Is it possible to introduce some measure of unconsciousness in an EFL context? If so, how?

SECOND LANGUAGE ACQUISITION

- **Basic dichotomy:**
  - skill learning process vs. creative construction process

  - Some other dichotomies:
    - learning a second/foreign language (macro context)
    - natural /instructed learning (micro context)
    - learning the usage/use of language
    - acquisition vs. learning
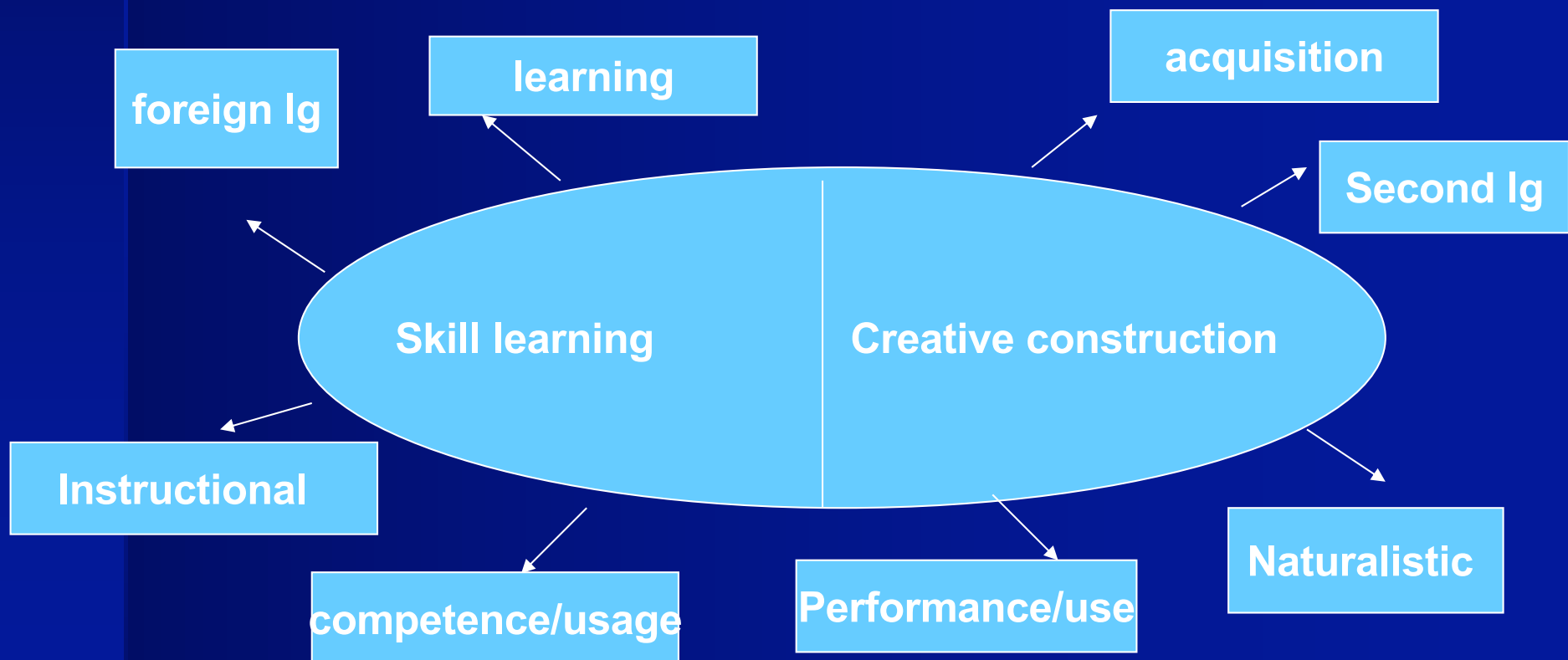
1.2 L1 & L2 Acquisition: Similarities and differences

- **Similarities** ⎯⎯⎯→ in naturalistic settings

- **Differences** ⎯⎯⎯→ in formal learning situations:

  ⎯⎯→ **(a) Age-related factors**
  ⎯⎯→ **(b) Input-related factors**

Discussion

- Discuss your view on how age affects L2 acquisition

- Consider as many differences as possible between L1 acquisition in children and FL learning in adults

- Think about any learning experience you have had as an adult. Compare it with an equivalent experience you had as a child

Scanning the human brain

https://www.youtube.com/watch?v=6zVS8HIPUng

1.2 L1 & L2 Acquisition: Differences

Child L1 Acquisition	Adult FL learning
Success	Success is not guaranteed
Little variation in course and strategies	Significant variation
Goal determination (language faculty) is not under learner's control	Diverse goals
No fossilisation	Fossilisation
No formal instruction is required	Instruction contributes to learning
No correction is required	Correction is helpful
Lack of influence of affective factors	Clear influence of affective factors

1.2 L1 & L2 Acquisition: Explanations for differences

(a) Age-related factors

- **The Critical Period hypothesis** (decline of learning from 6/7 to 16/17)
- **The Lateralisation hypothesis** (from 2 to puberty)
- **Cognitive development** (abstract thinking at puberty, memory is not very much developed in children)
- **Linguistic conditions** (1st language is already acquired)
- **Affective factors** (identity in adolescents and adults; motivation and attitudes differ between children and adults)

Special cases

+ Genie

+ The wild boy from Aveiron

1.2 L1 & L2 Acquisition: Explanations for differences

(b) Input-related factors

- **Quantity of input**
  - Unlimited in L1
  - Limited in L2
- **Quality of input**
  - Input control
    - L1: no control and meaning-oriented
    - L2: structured and controlled
  - Input and interaction
    - L1: prolonged and with older people or caretakers
    - L2: adjusted to level of comprehension and focussed on grammatical correction

Discussion

- According to your opinion or experience, which is the most influential factor?

1.3 Second Language Acquisition (SLA) Theories

Main Approaches

Nurture perspective

Nature perspective

The cognitive model
(behaviourism, environmentalism)

The Monitor model (innatism)

Discussion

- Think about the opposition between nurture/nature perspective in lg. learning. What is your intuitive preference?

- How far do you agree with the notion that we are genetically endowed to learn languages?

1.3 SLA theories

- **The Monitor model (Stephen Krashen)**
  - **5 hypothesis:**
    - **Acquisition vs. Learning hypothesis**
    - **The Monitor hypothesis**
    - **The Natural Order hypothesis**
    - **The Input hypothesis**
    - **The Affective Filter hypothesis**

1.3 SLA theories

- **The Monitor model (Stephen Krashen):**

  1. Acquisition vs. Learning hypothesis
  - Acquisition (unconscious process: learning the language)
  - Learning (conscious process: learning about the language)

  2. The Monitor Hypopthesis : learning in formal instruction provides an internal control over language production (data base of rules)

1.3 SLA theories

- ## The Monitor model (Stephen Krashen):

3. The Natural order Hypothesis

Rules are incorporated into the monitor in a predictable order (gradience of contents)

4. The Input hypothesis: the learner must be exposed to a certain amonut of comprehensible input and only a part of it is absorbed (intake)

5. The Affective Filter: mental lock (distressing situation)

1.3 SLA theories

- **The cognitive theory (internal representation of rules): basic concepts**

  - **Automatisation** (in initial stages of acquisition, input processing takes place and afterwards it becomes automatic)

  - **Restructuring** (automatisation does not entail any changes in the nature of knowledge when is changed: when restructuring occurs, knowlege becomes unique, personal and adapted to experience)

2. The Mother Tongue in SLA

- ***In between languages**: learning an L2 as a journey from our L1 to a L2 native-like target level. This journey is driven by learning strategies that operate on each intermediate stage or **interlanguage**.*

- If strategies cease to operate, the development is blocked at the corresponding intermediate stage.

- Interlanguage may represent:
  - A personal version of L2 in a state of development, if strategies are still working
  - Fossilisation, if strategies are no longer used

2. The Mother Tongue in SLA

- **Factors of influence in the process:**
  - **External :** social situation, amount and quality of input
  - **Internal:** learning strategies, language universals, L1

Discussion:

The notion of interlanguage has inmediate effects on how learners' errors are considered. New terms such as *interference,transfer* or *crosslinguistic influence* emerged

What do these terms suggest to you?

2. The Mother Tongue in SLA

- **Terminological considerations**:
  - *interference* (behaviourism): negative influence
  - *transfer or crosslinguistic influence:* positive influence

- Are some languages more difficult than others?

2. The Mother Tongue in SLA

- Difficulty and the degree of similarity between L1 and L2

- Manifestations of L1's influence on L2:
  - Facilitation (when L1 is similar to L2, patterns are easily transferred)
  - Avoidance (when L1 is very different from L2, the L2 pattern tends to be avoided, usually replaced by one that resembles more closely the one in L1)

2. The Mother Tongue in SLA

- Contrastive analysis application for teachers: (Ellis, 1994)
  - Descripion of both L1 and L2
  - Selection of key areas in L1 and L2
  - Comparison of similarities and differences
  - Prediction of errors

2. The Mother Tongue in SLA

Discussion

1. What do you think about the use of translation to favour SLA?
Advantages and disadvantages of this example

2. The Mother Tongue in SLA

3. Propose examples in which similarities between L2 (English) and L1 (Spanish) may be useful in classroom and describe the strategies that you would use.

4. Propose strategies to teach in classroom areas with significant differences between L2 (English) and L1 (Spanish)

2. The Mother Tongue in SLA

- The use of L1 in L2 learning

It is the teacher's work to assess the appropriateness to use and permit L1 and L2 in their teaching practice:

1) The price of using only L2: a good portion of the class does not understand their explanations
2) The overuse of L1 creates inadequate atmosphere in a classroom L2.

This is further indicated for low level students (high level students do not need so much L1 since they have greater capacity for understanding L2).

2. The Mother Tongue in SLA

- ## Translation in SLA

1) It allows students to compare and contrast the L1 and target language playing a positive role in student's cognitive, memory and social strategies.

2) Students feel more implied in learning process noticing the equivalent of the target structure in their mother tongue and practicing it in communication as it enables them to interact with the peers.

3) Learners do not feel anxiety when involved in L2 learning.

Despite oppositions, both sides agree that translation should be introduced at the initial stages to practice foreign language . Students feel sure learning grammatical patterns through translation activities

Calis & Dikilitas (2012): "The use of translation in EFL classes
as L2 learning practice". *Procedia Social and Behavioral
Sciences* , 46:5079-5084.

3. The role of input and interaction in SLA

- **Comprehensible** input: the learner understands language slightly beyond his/her level (Krashen 1985)
- **Interaction hypothesis:**
  - simplified input by the teacher
  - extralinguistic information (context)
  - Negotiation: modification and information restructuring
- **Sources of comprehensible input:**
  - modified input
  - interactionally modified input
  - modified output