

Second Language Acquisition

Session 2: First language acquisition vs. SLA

Sommersemester 2021

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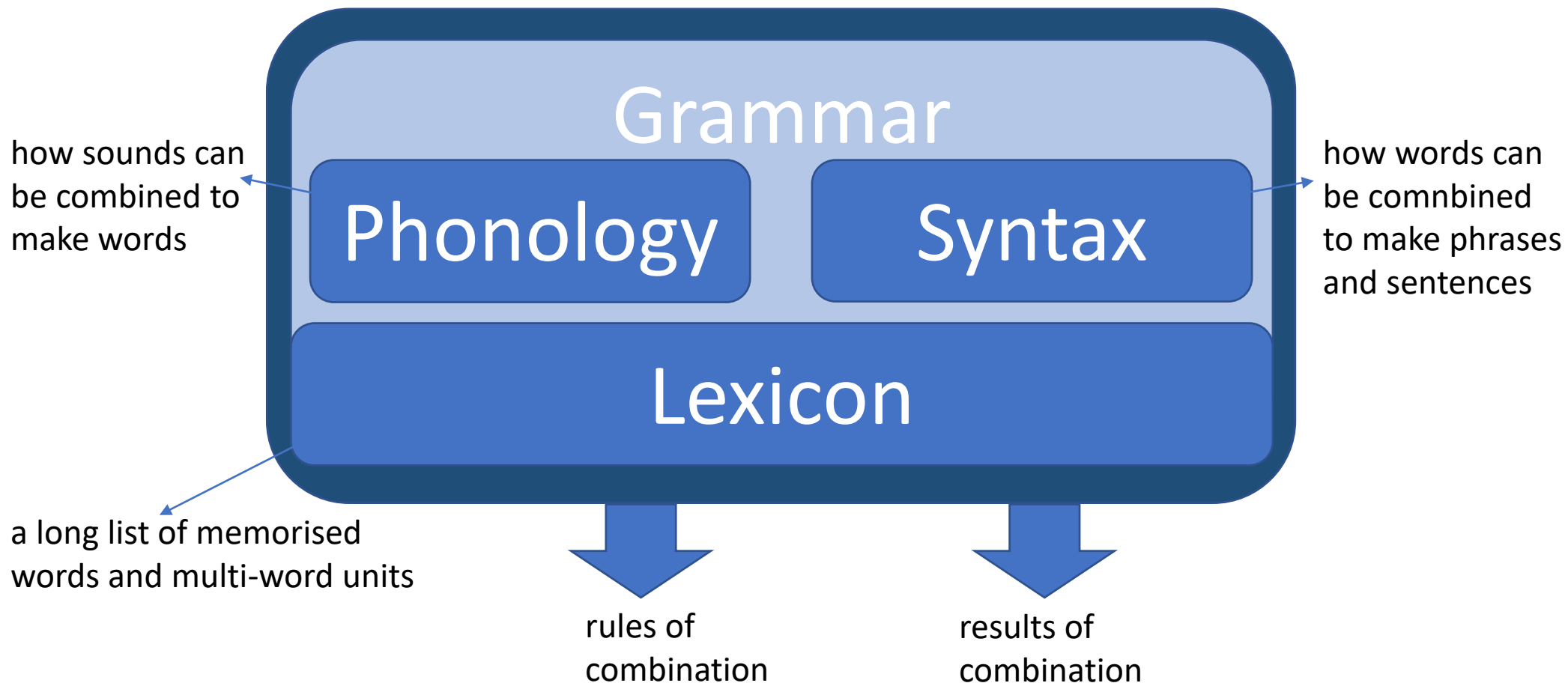
Mondays 16.00 – 18.00

Outline of the session

- What is language?
- Multilingualism
- First language acquisition
 - Behaviourism
 - Innatist perspective
- L1 vs. L2

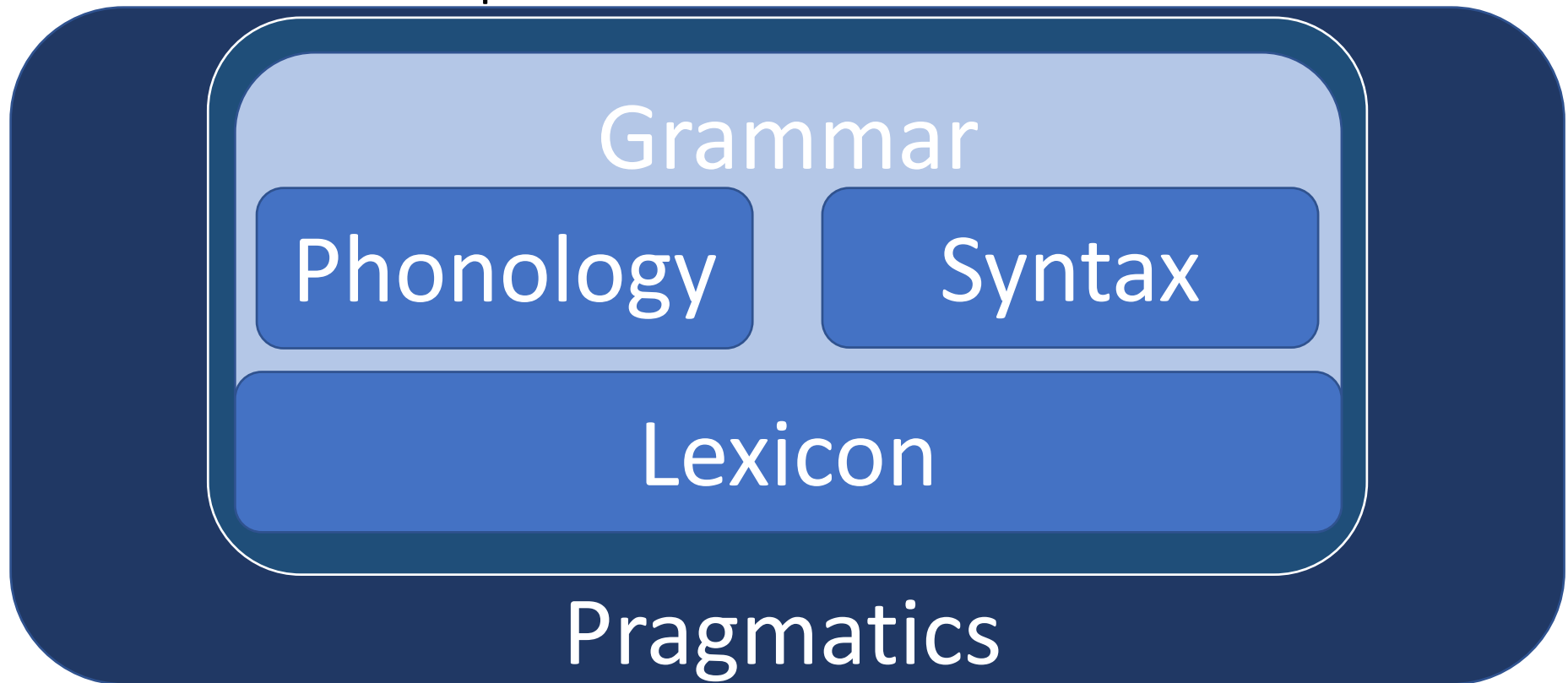
What is language?

- Linguistic competence



What is language?

- communicative competence



how to use linguistic expression appropriately in context

Multilingualism

Which languages do you speak?



Multilingualism

- approx. more than 50 % of the world's population speaks more than one language
- Research (until the last 10-5 years) focussed heavily on monolingual speakers as language learners
- we need to keep that in mind when discussing SLA theories

First language acquisition - milestones

Year	Months	Vocalization and language
Year 1	3 months	Smiling when talked to, <u>cooing</u>
	5 months	Cooing entails more consonantal sounds
	6 months	Cooing changes into <u>babbling</u> resembling more monosyllabic utterances
	8 months	Utterance can signal emphasis and emotions, frequent reduplication
	12 month	Definite signs of understanding some words and simple commands
Year 2	18 months	Understanding is progressing, babbling of several syllables with intricate intonation patterns
	24 months	Repertoire of more than 50 words, use of two word phrases
Year 3	30 months	Increase in vocabulary, no babbling, utterances have communicative intent
	36 months	Vocabulary of some 1000 words, more complex grammatical structures

according to Lenneberg(1967) in Lust 2006: 270-271, abbreviated)

Morpheme order studies

Morpheme	Example	English L1
Third person -s	He sings <u>s</u> .	7
Plural -s	There are two cats <u>s</u> .	2
Auxillary <i>be</i>	She' <u>s</u> singing.	9
Progressive - <i>ing</i>	He is talk <u>ing</u> .	1
Articles <i>a/the</i>	<u>A</u> sunny day/ <u>The</u> cat	5
Past regular - <i>ed</i>	They talk <u>ed</u> .	6
Past irregular	We <u>ate</u> .	3
Copula <i>be</i>	He' <u>s</u> tall.	8
Possessive -s	The child' <u>s</u> toy	4

(Brown (1973) in Saville-Troike 2017: 46, emphasis added)

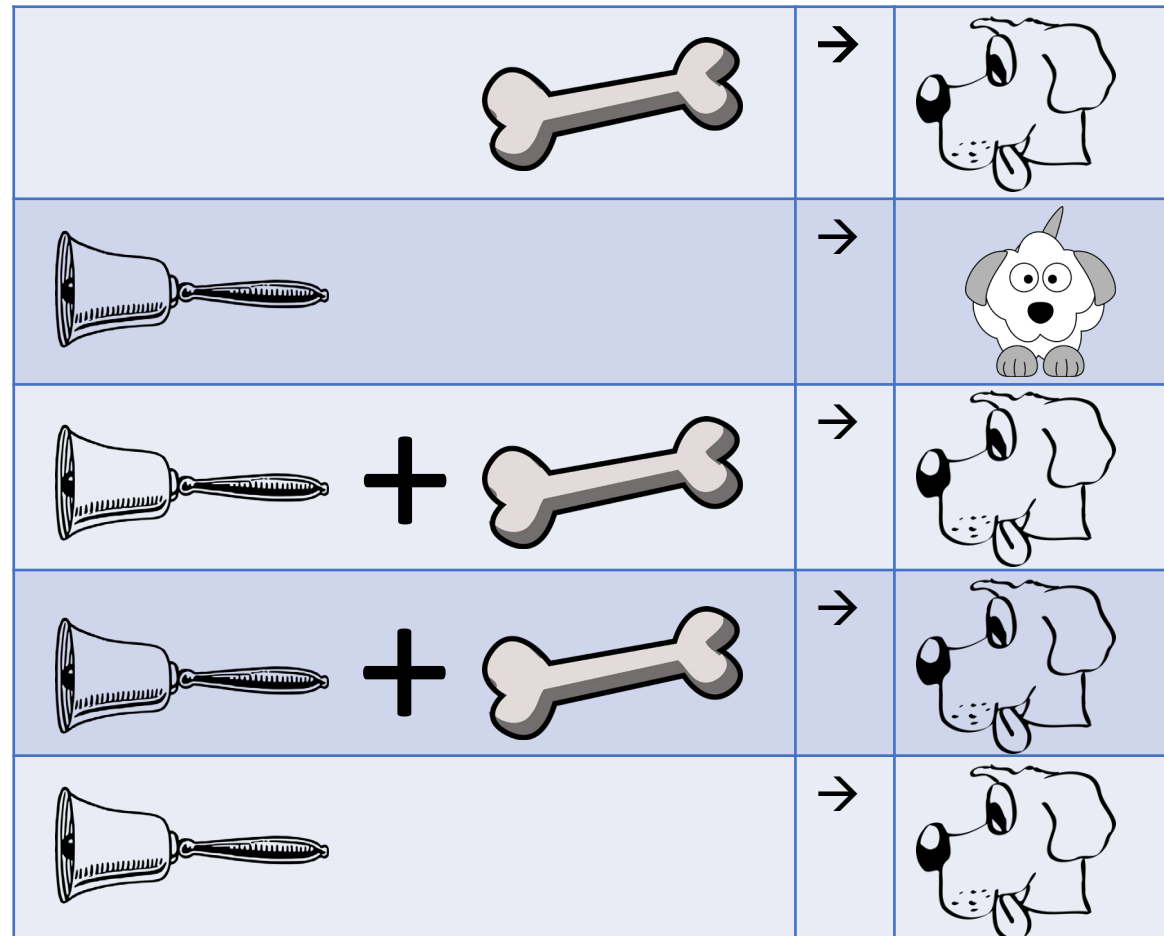
First language acquisition

- in Breakout sessions, look at the slides 9-10. Complete the following tasks (20 mins):
 - Explain how these images relate to the assigned FLA theory
 - Explain why this theory alone is not sufficient
 - Discuss how your theory relates to SLA

Behaviourism

Use the following terms:

- stimulus
- response
- association


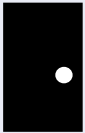


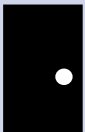


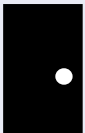


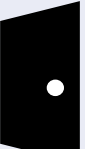

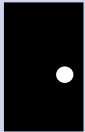




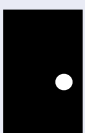





All images from pixaby.com

Behaviourism

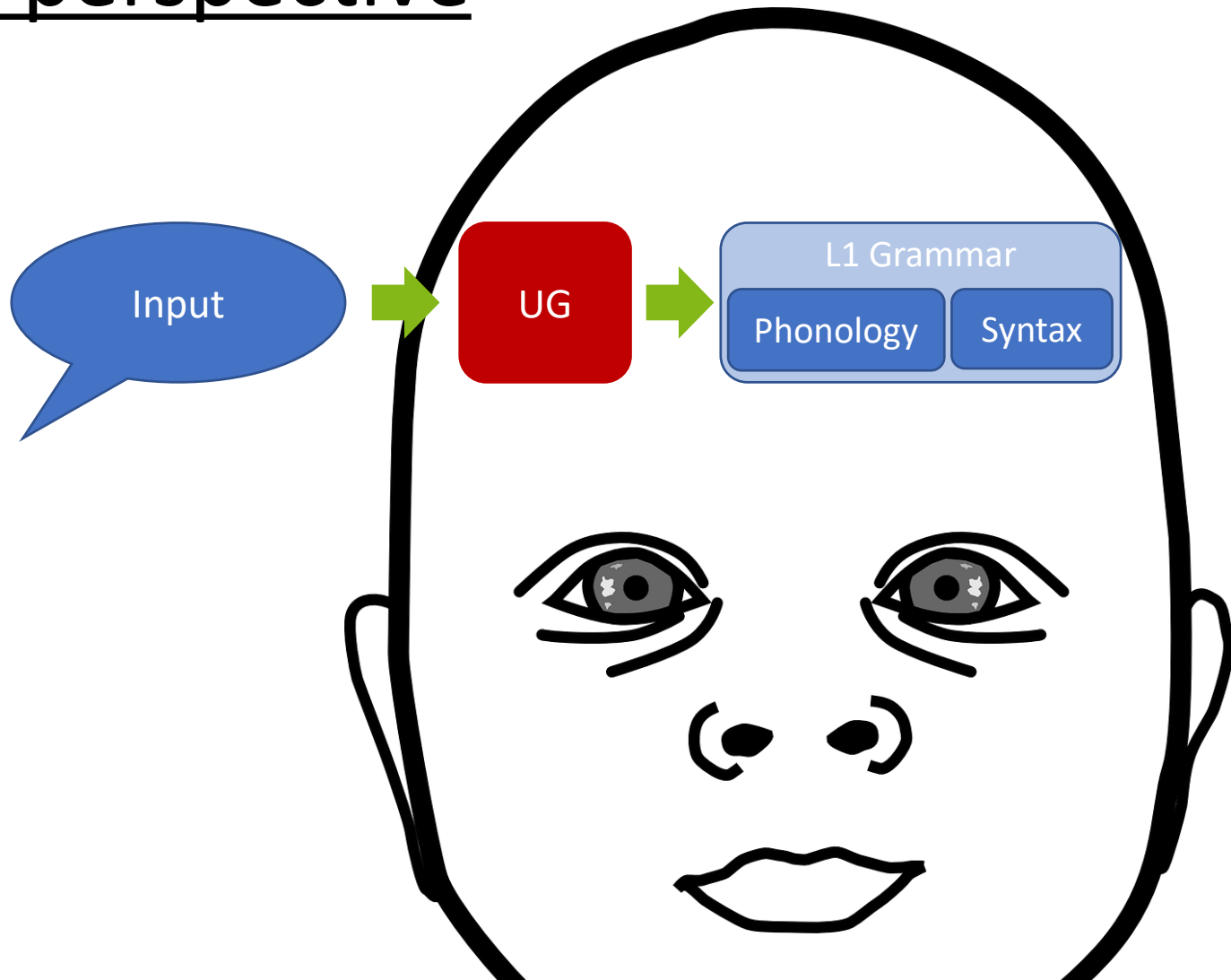
Use the following terms:

- association
- positive reinforcement
- imitation

	→	 + 		
	→	 + 		
	→	 →  	→	
	→	 →  	→	
	→	 →  	→	

All images from pixaby.com

Innatist perspective



L1 vs. L2

- Discussion:
 - Nature vs. nurture, what's more important in language acquisition?
 - How can these theories explain SLA?

Reading for next week (26th April)

- Saville-Troike & Barto (2017, ch. 3)
- Go through tasks 1-4 from self-study guide and 1, 6 and 7 from active learning to prepare for next session.

References

- Lust, B. C. (2006). *Child language: Acquisition and growth*. Cambridge: Cambridge University Press.
- Saville-Troike, M., & Barto, K. (2017). *Introducing Second Language Acquisition*. (3rd edition). Cambridge: Cambridge University Press.