

## Chapter 1 : Definition of Second Language Acquisition and Learning

*Second language acquisition has rapidly grown as a field over the past decade, as our knowledge of the ways in which children and adults learn and use a second language has become crucial for effective language teaching.*

Order of acquisition In the s, several studies investigated the order in which learners acquired different grammatical structures. Furthermore, it showed that the order was the same for adults and children, and that it did not even change if the learner had language lessons. This supported the idea that there were factors other than language transfer involved in learning second languages, and was a strong confirmation of the concept of interlanguage. However, the studies did not find that the orders were exactly the same. Although there were remarkable similarities in the order in which all learners learned second-language grammar, there were still some differences among individuals and among learners with different first languages. It is also difficult to tell when exactly a grammatical structure has been learned, as learners may use structures correctly in some situations but not in others. Thus it is more accurate to speak of sequences of acquisition, in which specific grammatical features in a language are acquired before or after certain others but the overall order of acquisition is less rigid. For example, if neither feature B nor feature D can be acquired until feature A has been acquired and if feature C cannot be acquired until feature B has been acquired but if the acquisition of feature D does not require the possession of feature B or, therefore, of feature C, then both acquisition order A, B, C, D and acquisition order A, D, B, C are possible. Variability[ edit ] Although second-language acquisition proceeds in discrete sequences, it does not progress from one step of a sequence to the next in an orderly fashion. However, most variation is systemic variation, variation that depends on the context of utterances the learner makes. Language transfer One important difference between first-language acquisition and second-language acquisition is that the process of second-language acquisition is influenced by languages that the learner already knows. This influence is known as language transfer. If this happens, the acquisition of more complicated language forms may be delayed in favor of simpler language forms that resemble those of the language the learner is familiar with. Stephen Krashen took a very strong position on the importance of input, asserting that comprehensible input is all that is necessary for second-language acquisition. Further evidence for input comes from studies on reading: He claims that such sequencing, as found in language classrooms where lessons involve practicing a "structure of the day", is not necessary, and may even be harmful. For example, students enrolled in French- language immersion programs in Canada still produced non-native-like grammar when they spoke, even though they had years of meaning-focused lessons and their listening skills were statistically native-level. The modifications to speech arising from interactions like this help make input more comprehensible, provide feedback to the learner, and push learners to modify their speech. This area of research is based in the more general area of cognitive science, and uses many concepts and models used in more general cognitive theories of learning. As such, cognitive theories view second-language acquisition as a special case of more general learning mechanisms in the brain. This puts them in direct contrast with linguistic theories, which posit that language acquisition uses a unique process different from other types of learning. In the first stage, learners retain certain features of the language input in short-term memory. This retained input is known as intake. Then, learners convert some of this intake into second-language knowledge, which is stored in long-term memory. Finally, learners use this second-language knowledge to produce spoken output. In the early days of second-language acquisition research on interlanguage was seen as the basic representation of second-language knowledge; however, more recent research has taken a number of different approaches in characterizing the mental representation of language knowledge. Micro-processes include attention; [52] working memory; [53] integration and restructuring. Restructuring is the process by which learners change their interlanguage systems; [54] and monitoring is the conscious attending of learners to their own language output. Of these three, planning effects on fluency has had the most research attention. Their effect on second-language acquisition is unclear, with some researchers claiming they help it, and others claiming the opposite. For example, a learner may use more polite language when talking to someone of higher social status, but more informal language when talking with friends.

Immersion programs are educational programs where children are instructed in an L2 language. The goal of these programs is to develop a high level of proficiency in both the L1 and L2 languages. Students in immersion programs have been shown to have greater levels of proficiency in their second language than students who receive second language education only as a subject in school. Also, students who join immersion programs earlier generally have greater second-language proficiency than their peers who join later. However, students who join later have been shown to gain native-like proficiency. Grammatical skills and the ability to have precise vocabulary are particular areas of struggle. It is argued that immersion is necessary, but not sufficient for the development of native-like proficiency in a second language. A smaller social distance is likely to encourage learners to acquire the second language, as their investment in the learning process is greater. Conversely, a greater social distance discourages attempts to acquire the target language. Females have been found to have higher motivation and more positive attitudes than males for second-language acquisition. However, females are also more likely to present higher levels of anxiety, which may inhibit their ability to efficiently learn a new language. Factors, such as integrativeness and attitudes towards the learning situation drive motivation. The outcome of positive motivation is not only linguistic, but non-linguistic, such that the learner has met the desired goal. It was originally developed by Lev Vygotsky and his followers. The ZPD notion states that social interaction with more advanced target language users allows one to learn language at a higher level than if they were to learn language independently. According to Ellis, "It is important to recognize They differ from cognitive approaches and sociocultural approaches in that they consider language knowledge to be unique and distinct from any other type of knowledge. They are found empirically, by surveying different languages and deducing which aspects of them could be universal; these aspects are then checked against other languages to verify the findings. The interlanguages of second-language learners have been shown to obey typological universals, and some researchers have suggested that typological universals may constrain interlanguage development. It focuses on describing the linguistic competence of an individual. He believed that children not only acquire language by learning descriptive rules of grammar; he claimed that children creatively play and form words as they learn language, creating meaning of these words, as opposed to the mechanism of memorizing language. For example, L2-users often display knowledge about their L2 that they have not been exposed to. This unsourced knowledge suggests the existence of a universal grammar. Individual variation in second-language acquisition There is considerable variation in the rate at which people learn second languages, and in the language level that they ultimately reach. Some learners learn quickly and reach a near-native level of competence, but others learn slowly and get stuck at relatively early stages of acquisition, despite living in the country where the language is spoken for several years. The reason for this disparity was first addressed with the study of language learning aptitude in the s, and later with the good language learner studies in the s. The relationship between age and the ability to learn languages has also been a subject of long-standing debate. Age[ edit ] The issue of age was first addressed with the critical period hypothesis. However, the exact age marking the end of the critical period is debated, and ranges from age 6 to 13, with many arguing that it is around the onset of puberty. However, in general, adult learners of a second-language rarely achieve the native-like fluency that children display, despite often progressing faster in the initial stages. This has led to speculation that age is indirectly related to other, more central factors that affect language learning. Children who acquire two languages from birth are called simultaneous bilinguals. In these cases, both languages are spoken to the children by their parents or caregivers and they grow up knowing the two languages. These children generally reach linguistic milestones at the same time as their monolingual peers. One argument for this is that simultaneous bilinguals develop more distinct representations of their languages, especially with regards to phonological and semantic levels of processing. Conversely, learning a language later in life would lead to more similar semantic representations. Once surpassed, older learners often display clear language deficiencies compared to child learners. This has been attributed to having a solid grasp on the first language or mother tongue they were first immersed into. Having this cognitive ability already developed can aid the process of learning a second language since there is a better understanding of how language works. The exact language deficiencies that occur past a certain age are not unanimously agreed upon. Some believe that only pronunciation is affected, while others believe other

abilities are affected as well. However, some differences that are generally agreed upon include older learners having a noticeable accent, a smaller vocabulary, and making several linguistic errors. One explanation for this difference in proficiency between older learners and younger learners involves Universal Grammar. Universal Grammar is a debated theory that suggests that people have innate knowledge of universal linguistic principles that is present from birth. Even with less advantageous nonbiological influences, many child learners attain a greater level of proficiency than adult learners with more advantageous nonbiological influences. Strategies have been found to be of critical importance, so much so that strategic competence has been suggested as a major component of communicative competence. Learning strategies are techniques used to improve learning, such as mnemonics or using a dictionary. If learning strategies and communicative strategies are used properly language acquisition is successful. Some points to keep in mind while learning an additional language are: Anxiety in language-learning situations has been almost unanimously shown to be detrimental to successful learning. Anxiety interferes with the mental processing of language because the demands of anxiety-related thoughts create competition for mental resources. This results in less available storage and energy for tasks required for language processing. A related factor, personality, has also received attention. There has been discussion about the effects of extravert and introvert personalities. Extraverted qualities may help learners seek out opportunities and people to assist with L2 learning, whereas introverts may find it more difficult to seek out such opportunities for interaction. Further, while extraversion might be beneficial through its encouragement of learning autonomously, it may also present challenges as learners may find reflective and time-management skills to be difficult. Social attitudes such as gender roles and community views toward language learning have also proven critical. Language learning can be severely hampered by cultural attitudes, with a frequently cited example being the difficulty of Navajo children in learning English [citation needed]. Also, the motivation of the individual learner is of vital importance to the success of language learning. Motivation is influenced by goal salience, valence, and self-efficacy. Further, a supportive learning environment facilitates motivation through the increase in self-confidence and autonomy.

**Second-language attrition** Attrition is the loss of proficiency in a language caused by a lack of exposure to or use of a language. One way it does this is by using L1 as a tool to navigate the periods of change associated with acquisition and attrition. However, according to the regression hypothesis, the stages of attrition occur in reverse order of acquisition. With acquisition, receptive skills develop first, and then productive skills, and with attrition, productive skills are lost first, and then receptive skills. However, if a child has established a high level of proficiency, it may take him or her several years to lose the language. Proficiency level seems to play the largest role in the extent of attrition. For very proficient individuals, there is a period of time where very little, if any, attrition is observed.

### Chapter 2 : Download second-language (L2) speech research

*Second language acquisition has rapidly grown as a field over the past decade, as our knowledge of the ways in which children and adults learn and use a second language has become crucial for effective language teaching. In addition to this important 'applied' function, research into second language.*

Defining Second Language Acquisition written by: Second Language acquisition is a long process, which includes several stages. These signs and symbols are used to encode and decode the information. There are many languages spoken in the world. The first language learned by a baby is his or her mother tongue. It is the language, which he or she listens to from his or her birth. Any other language learned or acquired is known as the second language. Second language acquisition or SLA is the process of learning other languages in addition to the native language. For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. In fact, a young child can learn a second language faster than an adult can learn the same language. Language learning refers to the formal learning of a language in the classroom. On the other hand, language acquisition means acquiring the language with little or no formal training or learning. If you go to a foreign land where people speak a different language from your native language, you need to acquire that foreign language. It can be done with little formal learning of the language through your every day interaction with the native peoples in the market place, work place, parks or anywhere else. This is true for learning spoken language. A second language is often called the target language while the native language is known as "L1. These factors may include the language spoken at home, the willingness of the learner, the reason to learn the second language i. Though all the students of second language acquisition go through the same stages of learning, the period of learning varies. Students can learn better by responding to pictures and visuals. Attention to listening comprehension and building a receptive and active vocabulary is essential.

### Chapter 3 : Second-language acquisition - Wikipedia

*The focus of this accessible new book is second language speech - that is, how speakers perceive, process, understand and pronounce the sounds of a second language.*

Presenting in a second language can seem like an insurmountable task. But the reality is, with a little time and preparation you can give a successful presentation in English and impress your audience. Give yourself extra time: If you are presenting in a second language, procrastination is not going to be helpful. If possible, give yourself an extra week or two to prepare for the presentation. The extra time will also allow you to follow the rest of our suggestions. Write the speech out: Avoid writing the speech in your native language and then translating it. Direct translation often leads to incorrect sentence structure and awkward phrasing. Read it out loud: Reading your speech out loud will help you become more comfortable with pronunciation and sentence structure. It will also help you feel more confident presenting from your notes if you have read the speech out loud a number of times before the presentation. After you have written your speech and read it out loud, create a set of simple notes or an outline to help you stay on track and remember key points. Avoid using full sentences in your notes as they can be difficult to read and process during a presentation. If it is at all possible, we encourage you to practice your speech in front of a native speaker or two. They can help you identify and correct pronunciation issues and let you know if you are talking too fast or too slow. Remember, everyone gets nervous during presentations but your audience is rooting for you to succeed. With these tips we hope you will feel more confident speaking in public. Ultimately, the only way to improve your public speaking skills is to get out there and keep trying. So, if the opportunity arises, go for it.

### Chapter 4 : Second Language Speech : Jeffrey Steele :

*Second Language Speech: Theory and Practice* by Laura Colantoni, Jeffrey Steele, Paola Escudero *Second language acquisition has rapidly grown as a field over the past decade, as our knowledge of the ways in which children and adults learn and use a second language has become crucial for effective language teaching.*

In Honour of James Emil Flege. The talk is entitled "Age" effects on second language acquisition". The talk entitled "The role of input in second language learning" examines in some detail the role of input. From the vantage point of six years of retirement, I reached a conclusion that was decades in the making: The talk is entitled The role of phonetic category formation in second language speech acquisition. What you will find here Here you can download reports of research carried out at the Biocommunication Research Laboratory of the University of Alabama at Birmingham. Two notes on terminology. I nearly always used the term "L2 learning" rather than "L2 acquisition" because I consider learning to be an ongoing process without a clear endpoint. I usually say "L2 learner" rather than "bilingual" for the following reason. It is clear that with sufficient use and experience most all? L2 learners become bilinguals but it is not clear when this magic moment occurs. Simply defining as "bilingual" any individual who uses two languages on a regular basis is insufficient given that an L2 can be learned as a "special purpose" language e. One element lacking in the research presented here are accurate measurements as opposed to estimates, or or just plain guesses of the quantity and quality of L2 input. We did manage to demonstrate, however, that participants who reported using the L2 relatively often and the L1 relatively infrequently had better outcomes than infrequent L2-frequent L1 users. I continue to think that input is the single most important determinant of success in learning L2 speech. It will remain for others to determine if this is indeed true. The L1 speech system influences that of the L2, and vice versa. The strength and directionality of such effects may vary, at least to some extent, on patterns of language use. Accepting this reality adds an entirely new dimension to L2 speech research which our work in Birmingham hardly touched. This section is intended to a place for visitors to this site to ask questions publicly or to provide their own take on various issues relating to L2 speech learning. This section presents articles that appeared in published books, either before or after the year To download, click on the boldfaced characters, which indicates the name of the author s and date of publication. These are marked with the keyword "SLM". The next four sections contain articles that were published in peer-reviewed journals. They have been grouped according to year of publication. Most of the work made available on this site deals with phonetic aspects of second language L2 learning. The work presented here may be of interest to those who study foreign language FL learning in the classroom. However, it is important to note that our L2 research focused on individuals learning an L2 naturalistically, often after immigrating to a country where the L2 was needed for everyday use and, indeed, economic survival. That topic is, of course, of greater interest to those who study FL acquisition in the classroom. Download second-language L2 speech research Conferences. This section contains articles published in the proceedings of special conferences or at the annual meetings of a professional society such as the Acoustical Society of America. Also posted here are four actual conference presentations that may be of interest to those wanting to learn more about the SLM:

## Chapter 5 : The Stages of Second Language Acquisition

*Figure summarizes the five stages of language acquisition and shows some appropriate prompts and sample questions to use for each stage of second language acquisition. By knowing the stages of language acquisition and stage-appropriate questions, you can engage students at the correct level of discourse.*

Questions requiring more than a sentence response Advanced Fluency The student has a near-native level of speech. You also want to begin asking students at this stage questions that require a phrase or short sentence. Speech Emergence students should be asked to answer questions that require a short-sentence response. It is OK to sometimes ask these students questions requiring a multiple-sentence response, but it is not OK to ask them questions requiring a pointing or one-word response. How about Intermediate and Advanced Fluency students? It is OK to ask them questions that require a lot of verbal output, but it is not OK to ask them questions requiring minimal verbal output. You can use tiered questions to include all ELLs in whole-class activities or one on one to check comprehension or content learning. Classroom Example To improve her ability to ask tiered questions, a 1st grade teacher asks the school ESL teacher to demonstrate the strategy in her class during a discussion of *The Three Little Pigs*. For each stage of second language acquisition, the ESL teacher asks the following types of tiered questions: Ask questions that students can answer by pointing at pictures in the book "Show me the wolf," "Where is the house? Ask questions that students can answer with one or two words "Did the brick house fall down? Ask "why" and "how" questions that students can answer with short sentences "Explain why the third pig built his house out of bricks. Ask "What would happen if â€" and "Why do you think â€" questions "What would happen if the pigs outsmarted the wolf? Ask students to retell the story, including main plot elements but leaving out unnecessary details. After reading the lesson, match the sample student responses at the end to their respective stages of second language acquisition. You may be asked to share your responses with the larger group. In fact, in more than half of their interactions, students did not produce any oral language; when they did, they engaged in simple recall. You may ask yourself, "How can I possibly ask a Preproduction or Early Production student a high-level question if the most that student can do is point or give a one-word response? For some reason, many people think that students in the initial stages of acquisition can only answer low-level questions and that those in the advanced stages are more likely to answer high-level questions. However, this is not the case. English language learners at all stages of acquisition should be asked questions at all levels of thinking. We want to challenge their thinking and speaking abilities. Bring out one premade game board and set of cards for each table or small group see Appendix 9. How would you engage students across all stages of second language acquisition at all levels of thinking? Place the activity cards on the most suitable space on the game board. No part of this publicationâ€”including the drawings, graphs, illustrations, or chapters, except for brief quotations in critical reviews or articlesâ€”may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from ASCD. Requesting Permission For photocopy, electronic and online access, and republication requests, go to the Copyright Clearance Center. Enter the book title within the "Get Permission" search field. To translate this book, contact permissions ascd. Learn more about our permissions policy and submit your request online.

## Chapter 6 : Second-language phonology - Wikipedia

*Learning to speak and write one's native language well is often challenging enough; acquiring these skills in a second language requires even more effort, commitment, and practice. Each language has its own set of rules for speaking and writing the language properly, and individuals trying to.*

## Chapter 7 : Second Language Speech: Theory and Practice by Laura Colantoni

## DOWNLOAD PDF SECOND-LANGUAGE SPEECH

*A few weeks ago I got some new information about clients I will be evaluating this month. I found myself opening my ESL file on my computer to see what information I had about determining difference and disorder for multicultural students. My second stop was Smart Speech Therapy, where Tatyana blogs.*

### Chapter 8 : Tips for Public Speaking in a Second Language - Blog | @WashULaw

*The strength and degree of activation of a bilingual's L1 and L2 vary as a function of overall use and the contexts of language use. The L1 speech system influences that of the L2, and vice versa.*