

Second language acquisition Alison Mackey

1. Krashen's hypotheses: While Krashen's hypotheses (e.g., Comprehensible Input, Monitor, Affective Filter, Acquisition/Learning, Natural Order) have been criticized by a number of SLA researchers, as discussed in the chapter, his work has had an important and lasting influence on the field. The following site, linked from SLA researcher Vivian Cook's website, offers more information about Krashen's hypotheses, including an interesting summary of commentary on his work by leading researchers in the field: <http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm>. One well-known criticism of Krashen's work comes from Lydia White, a linguist who has written extensively on UG in SLA. Her complete argument is laid out in the following article, the abstract of which can be downloaded here: <http://applij.oxfordjournals.org/cgi/content/abstract/8/2/95>.

White, L. (1987). Against comprehensible input: The input hypothesis and the development of second-language competence. *Applied Linguistics*, 8(2), 95-110.

Krashen's own website, which presents some of his more recent writing on bilingual education, can be found here: <http://www.sdkrashen.com/main.php3>.

2. Swain's output hypothesis: Leading SLA researcher Merrill Swain has maintained that certain kinds of output play an important role in L2 learning. Her initial arguments were based on research on immersion programs in Canada, where the students had received abundant comprehensible L2 input and achieved very high levels of L2 listening and reading comprehension, but lacked target-like skills in L2 production. Her current research program in this area involves extending her perspective on output to the construct of collaborative dialogue, in which language learners provide scaffolding for each other, co-construct knowledge, and talk each other into understanding (what Swain calls "talking it through"). In such 'Language Related Episodes,' learners engage in problem solving, trying out new linguistic forms, using 'meta-talk' as a cognitive tool, and noticing gaps in their knowledge. A useful overview of these ideas, illustrating them with many examples of L2 tasks, learner language, and collaborative meta-talk, can be found here: http://www.arts.monash.edu.au/lcl/research/seminars/swain_handout.pdf.

3. Motivation: Motivation is one of the hot topics in current research in second language acquisition. As discussed in the chapter, recent studies suggest that motivation is not static; rather, it evolves dynamically during the learning process, varying from day to day and task to task, and even in response to the motivation of a learner's interlocutor. The site below contains the abstract and link to an article by Dörnyei and Otto (1998), in which they discuss the development and main components of their 'Process Model of L2 Motivation,' incorporating these ideas. This research is part of a larger undertaking with the aim of designing interventions to affect the motivation of language learners in the classroom: <http://eprints.nottingham.ac.uk/archive/00000039/>.

Dörnyei, Z., & Otto, I. (1998). *Motivation in action: A process model of L2 motivation*. In *Working Papers in Applied Linguistics*, Vol. 4 (pp. 43-69). Thames Valley University.

An Introduction to Language and Linguistics
Links to websites and suggested further reading – Chapter 13

If you are curious about how learners' motivation can be measured in SLA research, the following site contains the manual for Gardner's (1985) Attitude/Motivation Test Battery (AMTB). It includes, among other things, a description of the subtests and lists of items in Likert-style, multiple-choice, and semantic differential formats:

<http://publish.uwo.ca/~gardner/AMTBmanualforwebpage.pdf>

For more information on Gardner's views, the texts of two of his recent public lectures can be found at the sites below:

- A. <http://publish.uwo.ca/~gardner/caaltalk5final.pdf> -- This is the text of a plenary talk given by Gardner in 2005 on integrative motivation and SLA. In it, he describes the components of motivation, which he argues to be a multifaceted topic. He also discusses his socio-educational model, providing a visual schematic, outlining how ability and motivation interact with SLA contexts, and describing how his ideas have sometimes been misunderstood in the literature. Other useful aspects of the talk include a discussion of relevant empirical findings and Gardner's views on how the socio-educational model is compatible with new research agendas.
- B. <http://publish.uwo.ca/~gardner/GardnerPublicLecture1.pdf> -- In this 2001 talk, Gardner discusses the history of research on integrative motivation. Some of the highlights include a table providing a summary overview of early studies on motivation and a table showing hypotheses that have been tested through the years by various motivation researchers.

4. **Age effects:** Another focus in the chapter is how age affects second language learning. A bibliography on this topic can be found here:

<http://www.ling.lancs.ac.uk/staff/florencia/bib/age.htm>. For research on the critical period hypothesis, you can visit the web site of Kenji Hakuta, a researcher who has written extensively about age and SLA. He provides access to his articles in pdf format at the following site: <http://faculty.ucmerced.edu/khakuta/research/publications.html>.

5. **Task-based language teaching and learning:** Task-based language teaching and learning is becoming a popular approach among SLA researchers and teachers. To learn more about how this approach works, you can visit the following site by David Nunan, a well-known researcher, materials developer, and teacher trainer. It provides a number of useful pointers for task-based syllabus design:

<http://www3.telus.net/linguisticsissues/syllabusdesign.html>. Another useful website is Mike Long's overview of the stages involved in designing and implementing a TBLT program, available here: <http://www.mhhe.com/socscience/foreignlang/conf/task1.htm>. For an example of a university program which offers intensive and specialized task-based language instruction, visit the website of the Korean Flagship Program at the University of Hawai'i at Manoa: <http://www2.hawaii.edu/~flagship>.

An Introduction to Language and Linguistics
Links to websites and suggested further reading – Chapter 13

6. Overviews and other resources: For a discussion of a range of issues in SLA that are mentioned in this chapter (and some that are not), the following site, created by SLA researcher Vivian Cook, provides helpful information:
<http://homepage.ntlworld.com/vivian.c/SLA/>. Some of the areas treated include Universal Grammar, grammatical sequences, bilingual cognition, and individual differences (e.g., in age, motivation, attitudes, strategy use).

Michigan State University's Center for Language Education and Research (CLEAR) website <http://clear.msu.edu/> also contains a great deal of interesting information and resources. For example, to follow up on some of the suggestions in this chapter about task-based learning, you could look at some of their downloadable Instructional Guides, offered for less commonly taught languages such as Thai, Hindi, and a variety of African languages. These guides, written for small classes, offer three different types of language-learning lesson plans: basic lessons for beginners, task-based lessons for intermediate learners, and culture-based modules for advanced learners. They also include ideas for integrating focus on form into communicative classrooms, with sections on teaching vocabulary, integrating grammar, and understanding sound systems.

The Center for Advanced Research into Language Acquisition (CARLA), part of whose mission is to advance the quality of L2 learning, teaching, and assessment through the sharing of research and resources, also has a website which provides a number of helpful materials online, including a series of working papers and language proficiency tests. The site can be found here: <http://www.carla.umn.edu>.