

SLA Pedagogical Implications: Theory to Practice



Ella Wulandari, M.A.
wulandari.ella@uny.ac.id

Overview

- Why?
- What?
- How?

Teori

- Error analysis
- Interlanguage
- Stages of SLA
- Critical period
- UG (LAD)
- Nunan (1991)



Beberapa kajian SLA

- Peran instruksi tentang grammar dalam pemerolehan L2 (PL2)?
- Peran interaksi dalam PL2?
- Peran koreksi eror dalam PL2?
- *How do listening, speaking, reading, and writing contribute to L2 acquisition?*
- *How do critical thinking skills, cultural awareness, and multilingual sensibilities contribute to L2 acquisition?*

Teori ke praktek

- Behaviorism → pendekatan psikologis: imitasi dan latihan (repetisi): vocab & grammatical morphemes
- Innatism → pendekatan lingkungan: insting biologis bawaan : grammar kompleks & kaitan antara usia & PB.
- Interactionism → pendekatan sosial: sosial interaksi: penggunaan bhs & hubungan antara form, meaning, context.
- Tiap teori menjelaskan aspek bahasa yang berbeda → semua masuk akal & diterima.
- Ketiganya → memfasilitasi pembelajaran bahasa.

Dikutip dari: Halley & Rentz (2002)

- → They (Lightbown & Spada) examine five proposals for classroom teaching and research associated with each. They are:
- methods based on the behaviorist theory of language learning emphasizing accuracy and form and not allowing errors;
- methods based on the interactionist theory giving learners the opportunity for conversation where they receive meaningful input from teachers and students, which will in turn lead to acquisition of the grammar and words of the second language;

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- methods based on the "comprehensible input" theory most closely associated with Stephen Krashen, where the emphasis is not on the interaction, but on providing input through listening and/or reading;
 - methods based on teaching what the learner is ready to learn, most closely associated with Manfred Pienemann; and
 - methods that "recognize a role for instruction, but also assume that not everything has to be taught" (Lightbown & Spada, 1993, p. 97).

Things to think when teaching

- Distinguish between what students KNOW and what they can DO (Chomsky).
- Communicative competence is more than grammar (Canale & Swain).
- Anxiety is counter-productive when learning a L2 (Krashen).
- Students at all levels can learn from each other (Vygotsky).

Error Analysis

(Lightbown & Spada (2006))

- CAH (Contrastive Analysis Hypothesis) → Error Analysis (EA) → Interlanguage (It)
- CAH: errors were often assumed to be the result from learners' first language.
- Yet, studies show that 1) errors can be explained better in terms of learners' developing knowledge of the structure of the target language (TL) or 'developmental errors' rather than an attempt to transfer patterns of their first language; 2) Helmut Zobl (1980) → errors would not always be bi-directional.

...EA

- Pit Corder (1967): “..when learners produce ‘correct’ sentences, they may simply be repeating something they have already heard; when they produce sentences that differ from the TL, we may assume that these sentences reflect the learners’ current understanding of the rules and patterns of that language.
- It sought to discover and describe different kinds of errors in an effort to understand how learners process SL data.

... It

Larry Selinker (1972): learners' developing SL knowledge; it is dynamic but systematic. Some characteristics:

- Influenced by previously learned languages.
- Posses some characteristics of SL
- Sometimes, omission of function words and grammatical morphemes.

Implications

- Memperlakukan error secara hati-hati (developmental errors, overgeneralization, simplification, fossilization, avoidance)
- Memberikan feedback (terstruktur maupun tidak, explicit/implicit)
- Membedakan error dan mistake
- Memahami dan menerima interlanguage siswa.
- Aktivitas yang melatih akurasi dan fluensi sebaiknya proporsional.

Implications of Interlanguage

- **error-mistake distinction;**
 - **tolerance of Ss' errors;**
 - **never put Ss down because of their errors;**
 - **give Ss feedback so that they learn through making mistakes;**
 - **help Ss to develop ability to do self-correction;**
 - **encourage them to speak;**
 - **select which errors to treat**
- (see Brown, 2000: 240)**

Stages of SLA (Judi Haynes)

All new learners of English progress through the same stages to acquire language. However, the length of time each student spends at a particular stage may vary greatly. The stages are:

- Silent period
- Pre-production
- Speech emergence
- Intermediate fluency
- Advanced fluency

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- Pre-production
 - Silent period
 - Total Physical Response method
 - Focus attention on listening comprehension activities and on building a receptive vocabulary.
 - Much repetition.
 - Benefit from other learners not NS
 - Early production
 - Ask yes/no and either/or questions.
 - Accept one or two word responses.
 - Give students the opportunity to participate in some of the whole class activities.

..early production

- Use pictures and realia to support questions.
- Modify content information to the language level of ELLs.
- Build vocabulary using pictures.
- Support learning with graphic organizers, charts and graphs.
- Begin to foster writing in English through labeling and short sentences.
- Use a frame to scaffold writing.
- Provide listening activities.
- Simplify the content materials to be used. Focus on key vocabulary and concepts.
- When teaching elementary age ELLs, use simple books with predictable text.

Speech emergence

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

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- Intermediate fluency
 - Tolerate errors → at this stage, Ss will create many errors.
 - Promote discussion/sharing → @ this stage, Ss are willing to express opinions and share ideas.
 - Teach learning strategies
- Advanced fluency
 - Be Supportive

Developmental sequences (Lightbown & Spada (2006))

- Grammatical morphemes
 - ➔ Accuracy order (Stephen Krashen (1977) seen in the table (p.84).
- Negation
- Questions
- Possessive determiners
- Relative clause
- Reference to past

(further) implications:

- “... a stage as being characterized by the emergence and increasing frequency of new forms rather than by the complete disappearance of earlier ones”.
- First language influence → a) L seems to know what is transferable and what is not; b) ‘crucial’ similarity between first language & interlanguage may create errors peculiar from SOL.

Implications

- Guru harus mempertimbangkan karakteristik tiap-tiap tahap perkembangan pembelajar dalam PB sehingga dapat memberikan treatment yang sesuai (materi, feedback, punishment, learning strategies, etc)
- Guru harus memahami bahwa tiap siswa mungkin memiliki rate (kecepatan) belajar yang berbeda-beda meski route (rute/tahapan) pembelajaran yang dilalui mungkin sama → remedial teaching/pengayaan, varied tasks, akselerasi.

Nunan (1999, 38-55)



■ Issues to raise:

1. Chronological age and SLA
2. The effect of instruction on acquisition
3. The relationship between task types/modes of classroom organization and acquisition
4. The relationship between task types/modes of classroom organization and acquisition.

I. Chronological age and SLA

■ Critical Period Hypothesis

“... that, at around puberty, the brain loses its plasticity, the two hemispheres of the brain become much more independent of one another, and the language function is largely established in the left hemisphere. ...after these neurological changes have taken place, acquiring another language becomes increasingly difficult.” (p. 42)

Yet, criticized by Ellis (1985)

- Starting age does not affect the route of SLA. Although there may be differences in the acquisitional order, these are not the result of age.
- Starting age affects the rate of learning. When grammar and vocabulary are concerned, adolescent learners do better than either children or adults, when the length of exposure is held constant. When pronunciation is concerned, there is no appreciable difference.

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- Both number of years of exposure and starting age affect the level of success. The number of years' exposure contributes greatly to the overall communicative fluency of the learners, but starting age determines the levels of accuracy achieved, particularly in pronunciation.

Implikasi:

- Hipotesis 'Critical period' tidak dapat benar-benar membuktikan bahwa anak-anak lebih mudah mengakuisisi suatu bahasa.
- → berlaku hanya pada pronunciation khususnya pada akurasi pronunciationnya.

(Lihat Ellis)

Instruction & Acquisition

- What is the relationship between instruction and acquisition? (How does what the teacher teaches relate to what the learner learns?)
- What task types and modes of classroom organization and intervention facilitate acquisition?



II. What is the effect of instruction on acquisition?

1. Morpheme order studies

- Krashen's on Instruction and Acquisition & "morpheme order studies" → learners from very different language backgrounds (Spanish, Chinese) appeared to acquire a set of grammatical items (or morphemes) in English in virtually the same order (Dulay & Burt 1973)
- → known as the **natural order hypothesis** that 'we acquire the rules of language in a predictable order.
- It was **the nature of the language** being learned that determines the order of acquisition.
- Yet, natural order could NOT be changed through instruction.
- That knowledge of grammatical rules was no guarantee of being able to use those rules for communication.

Implications:

- T should consider the development route of the language and thus accept learners' interlanguage.
- T should put emphasis on both form and meaning and provides more opportunities for learners to practice using the language in a meaningful context.



2. Conscious learning Vs subconscious acquisition

- Krashen → hypothesis: Two mental processes operating in SLA: conscious learning (grammatical rules: enabling learners to memorize rules and to identify instances of rule violation) and subconscious acquisition (when using the language to communicate meaning).
- → that learning cannot become acquisition.

Implications:

- Krashen's Monitor hypothesis → to maintain accuracy, learners should be encouraged to activate their conscious learning to monitor their production of the language. Yet, it might hinder the fluency.
- Promotes automaticity → create balance between language focus and communicative focus activities through e.g. meaningful drills.

3. Comprehensible input (Krashen's)

- That 'humans acquire language in only one way - by understanding messages or by receiving "comprehensible input".
- → two implied notions:
 1. That structures are impervious to acquisition
 2. That comprehensible input is all that is required for acquisition .

Yet, challenged by Ellis (1984)

- “... when the teaching sequences contained communicatively rich exchanges, in which the learner was required to take part in relatively spontaneous interactions, rather than straight drills, he or she showed some development.
- → in short, exposure is far more important than ‘instruction’, and ‘it is not focusing on the form that helped learners develop, but the opportunity to negotiate a communicative task”.

..and by others

- Swain (1985) = comprehensible **input** does not lead to acquisition & comprehensible **output** hypothesis → opportunities for producing the language were important for acquisition.
- Montgomery & Eisenstein (1985) → that both instruction and interaction were necessary for acquisition.
- Schmidt (Schmidt & Frota, 1986) → formal instruction plus opportunities to communicate out of class were both necessary for acquisition.

Implication:

- T should provide balance diet between form focus and communication focus activities.



4. Developmental stages

- 1980s → studies on disparity between instruction and acquisition based on speech processing constraints (Pienemann, 1989) : that grammatical items can be sequenced into a series of stages, each more complex than the last.
- Teachability hypothesis: an item is learnable, and therefore, should only be taught, when learners are at the developmental stage immediately preceding that of the item to be learned.

5. Interaction and acquisition (in favor of Swain's comprehensible output) = *research-based pedagogical implications.*

- Spada (1990): learners receiving instruction outperformed learners who received exposure only → instruction + exposure
- Lim (1992): "... those who use the language more progress more rapidly".
- Fotos (1993): "... small group and problem solving tasks are as effective as formal teacher fronted instruction for grammatical-consciousness raising.

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- Wudong (1994): Declarative knowledge (ability to identify errors and state rule violations) does not lead to procedural knowledge (ability to use grammar to communicate) without opportunities to activate knowledge through output activities.
- Zhou (1991): explicit (declarative) knowledge can be converted to implicit (procedural) knowledge through practice.

Implication:

- A balanced diet of form-focused instruction plus opportunities to use the language in meaningful interaction is more effective in promoted SLL than programs which are limited to an exclusive emphasis on accuracy on the one hand or an exclusive emphasis on fluency on the other.

III. What is the relationship between task types/modes of classroom organization and acquisition?

- The interactional hypothesis: language is acquired as learners actively engage in attempting to communicate in the target language
→ consistent with the experiential philosophy of ‘learning by doing’ (Long).
- **Implication:** acquisition will be maximized when learners engage in tasks that “push” them to the limits of their current competence.

Other research-based implications:

- Task types/modes of classroom organization that provide modified interaction and allow the negotiation of meaning to occur best promote acquisition.
- Research findings:

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- Long *et. al.* (1976): students produce a greater quantity and variety of language in group work vs. teacher-fronted activities.
 - Porter (1983): in group work, learners produce more talk with other learners than with native speaking partners; learners do not learn each other's errors.

Ellis (1988)

Factors enhancing acquisition:

- Quantity of intake
- A need to communicate
- Learners have a choice over what is said (a range of different expressions/speech acts)
- An input rich in “extending” utterances: These are teacher utterances that pick up, elaborate, or in other ways extend the learner’s contribution.
- Uninhibited practice.

Task types and discourse

- Nunan (1991): task type will determine the range of functions and types of discourse students use → with lower-intermediate to intermediate learners, relatively closed tasks stimulate more modified interaction than relatively more open tasks.

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Martyn (1996): the influence of certain task characteristics on the negotiation of meaning in small group work. The variables are:

- Interaction relationship → info held by a participant only or every student
- Interaction requirement → share/not
- Goal orientation → convergent/divergent
- Outcome options → only a single correct answer/more than one possible answers



Further implication to teaching practices:

- Communicative approach principle → the processes are as important as the forms:
- Thus, T should replicate as far as possible the processes of communication → practice of the forms of the target language can take place within communicative framework → *choice, info-gap, feedback.*

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