

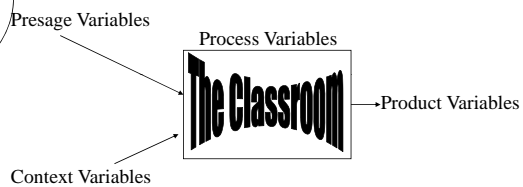
Instructed Second Language Learning

Instructed Second Language Learning

- A model for the study of classroom teaching
- Classroom discourse
- Does classroom instruction make a difference?
- Focus on form

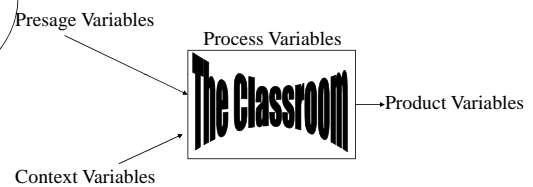
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A Model for the Study of Classroom Teaching



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A Model for the Study of Classroom Teaching



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A Model for the Study of Classroom Teaching: Presage Variables

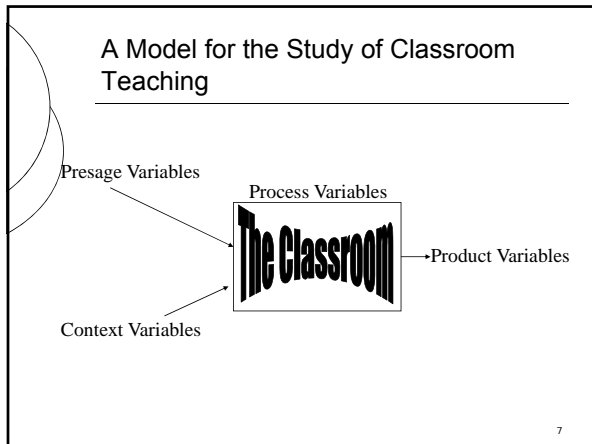
- Teacher's formative experiences
 - Social class
 - Age
 - Gender
- Teacher training experiences
 - College attended
 - Features of program
 - Practice teaching experiences

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A Model for the Study of Classroom Teaching: Presage Variables

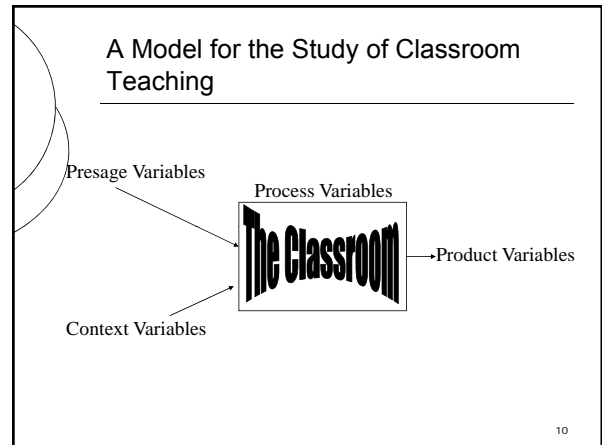
- Teaching skills
- Intelligence
- Motivation
- Personality

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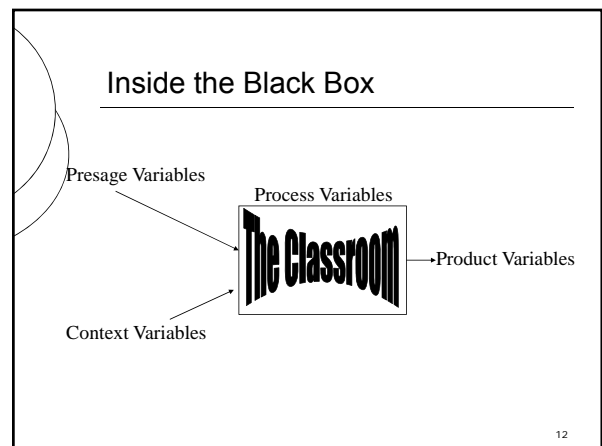


- ### A Model for the Study of Classroom Teaching: Context Variables
- Student formative experiences
 - Social class
 - Age
 - Gender
 - Student properties
 - Ability
 - Knowledge
 - Attitudes
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- ### A Model for the Study of Classroom Teaching: Context Variables
- School and community contexts
 - Climate
 - Ethic composition of the community
 - Bussing
 - School size
 - Classroom contexts
 - Class size
 - Textbooks
 - Instructional technology
- 9



- ### A Model for the Study of Classroom Teaching: Product Variables
- Immediate student growth
 - Learning subject matter
 - Attitudes toward the subject
 - Growth of other skills
 - Long term effects on students
 - Adult personality
 - Professional or occupational skills
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Inside the Black Box

Classroom Discourse

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Does Classroom Instruction Make a Difference?

Does Classroom Instruction Make a Difference?

- This complex question can be broken into 4 simpler questions. What is the effect of instruction on
 1. Accuracy orders or developmental sequences?
 2. Acquisition processes?
 3. The rate of acquisition?
 4. The level of ultimate L2 attainment?

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Classroom Instruction and Developmental Sequences

- Krashen argues that classroom learning shows up only on certain “monitored” tasks.
- Classroom learning is not useful for communicative tasks.
- Common developmental sequences are a reflection of language universals.

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Classroom Instruction and Developmental Sequences

- Krashen’s conclusion is ...
- Most of a second language cannot be taught in a form-focused classroom. It must be acquired.

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Classroom Instruction and Developmental Sequences

- Manfred Pienemann studied the acquisition of German as a second language (GSL) by Gastarbeiter from Italy, Spain, and Turkey.
- He found a developmental sequence in the acquisition of GSL word order rules.

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Developmental Sequence of GSL Word Order Rules

- Stage X : Canonical word order (SVO)
 - *die kinder spielen mit ball*
 - the children play with the ball
 - S V O

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Developmental Sequence of GSL Word Order Rules

- Stage X + 1 : Adverb pre-posing
 - *da kinder spielen*
 - there children play
 - ADV S V

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Developmental Sequence of GSL Word Order Rules

- Stage X + 2 : Verb separation
 - *alle kinder muss die pause machen*
 - all children must the break have
 - S MOD O V

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Developmental Sequence of GSL Word Order Rules

- Stage X + 3 : Inversion
 - *dann hat sie wieder die knoch gebringt*
 - then has she again the bone brought
 - ADV AUX S O V

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Developmental Sequence of GSL Word Order Rules

- Stage X + 4 : Verb → End
 - *er sagte dass er nach hause kommt*
 - he said that he home came
 - S V [COMP S ADV V]

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Developmental Sequence of GSL Word Order Rules

- Stage X : Canonical word order
- Stage X + 1 : Adverb pre-posing
- Stage X + 2 : Verb separation
- Stage X + 3 : Inversion
- Stage X + 4 : Verb → End

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Pienemann's Teachability/Learnability Hypothesis

- Learners can only learn the next stage in the developmental sequence.
- If they are at stage N, they can only learn N + 1.
- If they are taught an N + 3 structure, they cannot learn it.
- They can only learn N + 1.
- This is a testable version of Krashen's *i + 1* hypothesis.

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Classroom Instruction and Acquisition Processes

- Teresa Pica compared the acquisition of English morphemes by three groups of Spanish ESL learners.
 - Adults at EFL schools in Mexico City
 - Immigrants in Philadelphia with very little or no ESL instruction
 - ESL students at the University of Pennsylvania's EPFS

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Classroom Instruction and Acquisition Processes

- Instruction only
 - Adults at EFL schools in Mexico City
- Naturalistic learners
 - Immigrants in Philadelphia with very little or no ESL instruction
- Mixed learning group
 - ESL students at the University of Pennsylvania's English Program for Foreign Students

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Classroom Instruction and Acquisition Processes

	<i>Nat Ord</i>	<i>Instruct</i>	<i>Natural</i>	<i>Mixed</i>
PROG	1	1	1	1
PLUR	2	3	5	4
COP	3	2	2	2
AUX	4	5	4	6
ART	5	4	3	3
IRREG	6	6	6	5
PAST	7	8	7	7
3PS	8	7	8	8

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Classroom Instruction and Acquisition Processes

- Accuracy was calculated by the percentage of suppliance of a morpheme in an obligatory context.
- Pica found a high degree of correlation among the accuracy orders of the 8 morphemes in all three groups.
- But different groups made different types of errors.

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Error Types for Progressive *-ing*

% TLU	<i>Instruct</i>	<i>Natural</i>	<i>Mixed</i>
0-9			
10-19			
20-29	Overuse		
30-39			
40-49			Overuse
50-59	Overuse	Overuse	Overuse
60-69	Overuse	Omission	Overuse
70-79	Overuse	Omission and Overuse	
80-89	Overuse		Overuse
90-100	Overuse	Overuse	Overuse

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Error Types for Plural -s

% TLU	Instruct	Natural	Mixed
0-9			
10-19			
20-29		Omission	
30-39		Omission	
40-49			Omission
50-59			Omission
60-69			
70-79	Omission	Omission	Omission
80-89	Overuse	Omission	Omission
90-100	Overuse	Omission	Omission

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Classroom Instruction and Acquisition Processes

- Pica found different groups made different types of errors.
 - The naturalistic group tended to omit *-s* and *-ing*.
 - The instructed group oversupplied *-s* and *-ing*.
 - The mixed group pidginized early but shook it off later.

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Classroom Instruction and Acquisition Processes

- Pica concluded ...
 - Differing conditions of exposure to the L2 appear to affect the hypotheses that learners create about the target language, and also learners' strategies for using the target language.

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Classroom Instruction and Acquisition Processes

- Pica concluded ...
 - Similarities across the three learner types support the idea that a great deal of second language acquisition depends on the learner, and not on environmental or contextual factors.

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Classroom Instruction and Acquisition Processes

- Pica concluded ...
 - Instruction affects the production and performance of second language learners by ...
 - Triggering oversuppliance of grammatical morphology, and
 - Inhibiting (but not preventing altogether) the use of ungrammatical constructions found in pidgins, even if these forms are communicatively effective.

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