Today, we are going to be looking at second language acquisition. The learning of language is one of the mysterious questions in the field linguistic. As we have seen earlier how children learn language is one of the theoretical questions, one of the central questions that linguists deal with. We have had different approaches to this question in the past.

For a long time, the psychological perspective added to this question that we only learn language by imitation in the process of stimulus and response. Language was considered human behavior. What was good and what was helpful from this approach was it laid emphasis on the language from the immediate surroundings as well.

So the input or the stimulus in this approach as well came from immediate surroundings that is, immediate society. However, it focused on input and output alone that was stimulus and response. And to a great extent, it allowed us to believe that response can be compared with stimulus. In other words, use generative terms, output could be compared with input.

However, without getting into the details of behaviorist model of language learning in we will discuss little bit about generative model which we have discussed earlier in one of the modules and then we come back to second language acquisition. So in 1957, in a way behaviorist model of language learning was seriously challenged and kind of dismissed.

And when we do the max, what we find is the thing that was missing in behaviorist model was the role of human mind. The input was known as stimulus, the output was known as response, but the entire focus was on stimulus and response and input and output. What was missing was the focus on human mind, which was bought into generative approach of looking at language acquisition.

And then it explained how the how the connection between input and output is imaginable. Input is very limited, unstructured, fuzzy and not coherent at the same time, output is unlimited, grammatical, systematic, rule governed and completely coherent. There comes the role of human mind and the generative capacity in language being the innate endowment of human species was discovered and was supposed in the process of language acquisition.

Once again we want to underline the point that the process of language acquisition in humans and particular children has been one of the mysteries that linguists have been dealing with. So when we talk about the process of language acquisition in children, we essentially mean the process of first language acquisition.

And that required lot of attention, a lot of controversies, deliberations, discussions and then we do see that people recognize the role of human mind in learning of language. And now we have reached a point where we believe that language is one of the most sophisticated product and activities of human mind. This takes us to the question, how do we learn second language?

When we see and observe, we do find people speaking multiple languages sometimes unrelated languages overtly, so how does it happens that people learn multiple languages? Also, when first language acquisition was looked at seriously, it was also found that the capacity to learn language automatically with the help of innate endowment decreases as we grow older.

And by the age of 13 and 14 it is kind of loss that benchmark was called critical period. And the discussion about such a benchmark was called critical period hypothesis. So roughly speaking the idea is anything that we learn or acquire before that could potentially be counted as first language. There are going to be multiple first languages possible before critical period.

And that is guaranteed by the generative apparatus in the sense that if we have input from multiple languages, the system will provide us output in whatever we get input, so it is not contradictory. However, what is of our concern today is the point that we do learn language after critical period as well. So if we draw a circle around critical period instead of putting a point, it will be somewhere between the age of let us say 7 to 14.

Some people discuss critical period in terms of a particular point in our development like 12 or 13 years of age. I do not have a particular problem with a point in development of language. However, it is helpful to look at this point in terms of a circle that is, in terms of a continuum. So 7 to 14 years sounds a long period, but could be reasonable time when we see the capacity to acquire language decreases.

Without discussing this further, we want to bring in the point the question of second language acquisition. So anything that we acquire after 14 years of age, anything that we try to learn

after 14 years of age is considered second language. And that is the precise distinction between the first language and second language, number 1. Number 2, the distinction is also that, for first language we do not have to make conscious effort.

I repeat it again and this is a very significant point that for second language, we have to use conscious effort. This is why, this learning takes place in grown up people and for the purpose of discussion grown up means 14 years onwards. We have capacity to learn language at any stage in our life, so it is easy for us to conclude that the potential the capacity to learn language is never dead.

It is always available in us however, to what extent that capacity is exploited and to what extent that capacity helps us in learning a language at a later stage in her life is crucial in the domain of second language acquisition. So this is how he established the decision between first language and second language. So having established this distinction, we want to move further and see how it is relevant in this course.

Learning of second language which also entails teaching of language is one big domain in applied linguistics. And all these discussions are relevant for the purpose of teaching as well. What we are going to be looking at or rather deriving in second language acquisition is the findings of the structure of language which we do on the basis of our first language and we see to what extent they are relevant in second language acquisition as well.

So we will examine these things and then we will see to what extent it is difficult and to what extent various theories try to uncover the process of second language acquisition. So we are going to be looking at several approaches that have come up in the process of discussion on second language learning. So to put it formally, second language acquisition is learning a language after the first language has already been acquired.

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Introduction

- Second language acquisition is learning a language after a first language is already acquired.

- Many children indeed acquire several languages as first languages in a multilingual environment. For example, a child born of a Panjabi mother and a Bengali father and growing up in Hyderabad, India may acquire Panjabi, Bangla, Telugu, Dakkhini and probably English at the same time as first languages.

We try to discuss various theories that try to uncover the process of Second Language Acquisition.

Many children acquire several languages from a multilingual environment and we have established, we will continue establishing that every society, every environment is multilingual. So and then we are going to be looking at how several theories have been created and how they have tried to uncover the process of second language acquisition.

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Second Language Acquisition

- This can happen either in a natural way as for instance, if a child grows up in a foreign environment and speaks one language at home and as she grows up, she learns the language spoken outside.
- A second language can be acquired in a structured way as well, like in a classroom or by a tutor.

Second language acquisition can take place either in a natural way for instance if children grow up in a foreign environment and speak one language at home and grow up, the second language can also be learned in a natural way. How does it how does it happen? It could happen in a context when children grows up in a foreign environment and speaks one language at home as she grows up; she learns the languages spoken outside.

So the language of home and language outside, this language outside constitutes second language for a child and if the child interacts with the society outside, then the learning of second language is possible in a natural way. Now, at this point researchers may disagree with what is acquired in a natural way can only be counted as first language.

So we are leaving that discussion aside and we are only making the distinction that is possible to learn second language in natural way as well. That is, not formal instruction is required, which brings us to the point that second language can be acquired in a structured way like classroom or by a tutor.

And this becomes more emphatic and this approach has been taken up more seriously in the field of second language acquisition that second language acquisition involves second language learning involves structured instructions, whether it happens in a classroom or by a tutor or somewhere else. But there has to be a structured method of learning a second language.

And again there are several aspects of this structured method of learning and that we will be looking at. So let us summarize this part in a way that we understand it clearly that there are 2 approaches to second language acquisition; one, learning in a natural way and 2, learning in structured way. Some linguists will disagree about the natural way in the sense that every language learned in natural way is going to be first language of the learner.

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Language Acquisition

- Acquisition vs. Learning
- Acquisition
  - first language acquisition is an amazing process by which very young children acquire very complex language structures of one or more languages with relative ease.
- First Language
- Second Language
- Foreign Language

And language learned in a structured way in a conscious manner can only be second language. So we leave that decision apart or we take it up for the discussions. So we have

looked at language acquisition earlier as well, we have discussed what we mean by language acquisition and then we now want to establish whether infer and draw in a conscious way that there is a distinction between acquisition and learning.

As long as we do not keep that distinction in mind, we can use the 2 terms interchangeably however, there is a distinction between the 2; acquisition and learning. And first language acquisition is an as we have seen, it is an amazing process by which every young child acquires a very complex language structure of one or more languages with no effort.

So effortlessly learning complex system that is the structure of language by children at a very early stage is called acquisition. When this does not happen effortlessly and when we have to put in lot of efforts in order to get to speak a language by pressure and by efforts that is called learning. So, conscious effort and automatic process are what establishes the distinction between acquisition and learning.

We have looked at the terms like first language and second language, we know now that first language is effortless, it is not conscious effort however, second language can only be done even if it happens in a natural environment with a conscious effort.

However, foreign language is a new term and this requires attention as well in this context that the distinction between second language and foreign language is such that foreign language may not be available in immediate society outside the classroom in structured learning.

For example, in a place like Chennai, a language like Manipuri or for that matter Kashmiri could be a foreign language in the sense that it is possible to teach these languages in a classroom by a tutor however, these languages rarely available in the society for interaction with the speakers of these languages.

The distinction between first language, second language and foreign language at the same time, the decision between acquisition and learning and clear understanding of acquisition of first language is relevant for understanding what goes in second language and this is what we have established so far.

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Difficulties in Second Language Acquisition
- Acquiring second language(s) is challenging for children because in most cases children are not exposed to the target language at home and even at school they get limited exposure.
- Critical Period Hypothesis
- How do children and adults acquire a second language?
- What are the mechanisms and how can teachers help them learn a second language effectively?
- We will discuss and critically examine the generally held belief that languages already learnt by the child interfere with her learning second languages.

When we talk about in general difficulties in second language acquisition, we come up with several things. Acquiring second language could be challenging for children because children are not exposed to the target language at home and schools provide very limited exposure to second language. And also, learn is very rarely get to interact with the speakers of second language.

Or have hesitation interacting with the speakers of second language that creates the first stage of challenge in second language learning. And it is worth noticing here that the challenge is rooted in exposure that is, exposure in the target language is natural in home environment and in society.

However, the exposure in the target language for second language learning is not natural is limited exposure is constrained exposure. Critical period hypothesis becomes important in in here in the sense that the exposure that we are discussing right now in the process of learning second language is something that comes after critical period, which is when the capacity to learn language naturally is on decrease.

Keep in mind, the capacity to learn language is never dead, it is always available when I say available here it is very it is a complex thing to discuss and I refer you to look at first language acquisition for that, but the capacity to learn a language is always available with humans. So, the questions are how children with these difficulties do and limitations, so how do learners learn second language?

What are the mechanisms and how can teachers help learning second language effectively? We want to examine some of these things critically and generally held belief that languages are learned by children and effortlessly and, what we want to look at in particular is that languages already learnt by children interfere with the learning of second language. Is that true?

What is the role of such a hypothesis in learning of second language is what we are going to be looking at. So here onwards, we are going to look at several approaches to second language learning and several approaches which have explained what goes in the process of learning of a second language. So, here we look at the first one this is known as contrastive analysis hypothesis.

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Contrastive Analysis Hypothesis

- The main goal of this hypothesis is to compare the differences and similarities of the first language (L1) with that of the second language (L2).

- The hypothesis is that these similarities and differences are what play roles in acquiring a second language effectively. These differences can help us predict the kinds of problems that learners face.

- It has been suggested that all the problems that are there in the speech of a second language speaker are due to the interference from L1 due to the differences between L1 and L2.

As the name suggests, it compares and contrasts and let us see what it does. So the goal of this hypothesis is to look at the differences and similarities between first language and second language. First language is termed in linguistic this course as L 1 and second language is termed as L 2. So the comparison between the differences and similarities of L 1 and L 2 is the goal of contrastive analysis.

The main point here is that these similarities and differences are very critical in learning second language effectively. And these differences can also be critical in the sense that they help us predict the kinds of problems learners are going to be facing. So, if teachers or for that matter learners are aware of the differences and similarities between L 1 and L 2 and they can focus on those areas, the learning is going to be more effective and faster.

So it has also been suggested that all the problems that aren't as in the speech of second language speaker are due to the interface of L 1 or due to the differences between L 1 and L 2. Well, that was something which required more clarification and to do that what people came up with the hypothesis that the greater the differences are, the more severe the learning difficulties are going to be.

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- It has also been suggested that the greater these differences are, the more severe the learning difficulties. This is because there will be interference from L1 into L2.

- This transfer/interference is considered positive if the structure exists in both languages and enhances the chance of the learner to acquire that feature in L2 as well.
- If there is a feature that is not available in L1, then it makes it hard for the learner to acquire it in L2.

And this is because there will be effective interference from L 1 into L 2. And this interference is going to be positive if the structure exists in both the languages that is, if a particular structure of L 1 also exists in L 2, then the learning is going to be easier. If the sound system of the 2 languages, for example are similar, there are very few sounds that are different or almost no sounds, no new sound in a target language.

Then the learning of second language is going to be enhanced. However, if the differences were larger, then the learning is going to be more difficult. This sounds like a continuum, if there is a feature that is not available in L 1, then it is going to make it harder for acquisition of L 2, this is naturally predictable. The error analysis gives a different term to the understanding of second language learning.

Error Analysis

- It was believed that Contrastive Analysis (CA) did not predict most of the errors that L2 learners would potentially have. Thus, Error Analysis came into place.
- They distinguished between systematic errors (due to lack of L2 knowledge) and mistakes (know the target feature but just made a mistake).
- EA was essentially a taxonomic classification of the common errors that L2 learners made and their frequency counts. The categories could be things like 'grammatical gender', 'agreement', 'aspect', 'past perfect marker' etc.

It has shown that contrastive analysis did not predict most of the errors that L 2 learners would potentially have. Contrast analysis only looked at differences and similarities between L 1 and L 2. However, when error analysis came into place, it started distinguishing between systematic errors and mistakes.

When an error took place due to the lack of knowledge of L 2 that is the difference between the structures of L 1 and L 2, then this was called systematic error. However, when the target feature was available and still it did not come up in L 2 learning, this was called mistake in error analysis. And it was a taxonomic classification of common errors that L 2 learners make and their frequency counts.

So they put things in categories and categories could be things like let us say grammatical gender, agreement, aspects, pass perfect markers, and ergativity and so on. So if English is L 1 and Hindi is L 2, English does not have ergative marker, then this is going to be more difficult for L 1 English speakers learning Hindi as L 2.

The third model for learning of for learning of second language was called speech learning model. After rejecting critical period hypothesis and outcomes of this, what was proposed was speech learning model to account for how individuals learn or fail to learn to produce and perceive phonetic segments in a second language.

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Speech Learning Model

- Flege (1995) rejects the Critical Period Hypothesis (CPH) and proposes the Speech Learning Model (SLM) to account for how individuals learn or fail to learn to produce and perceive phonetic segments in a second language.

- According to the SLM, the two phonetic subsystems of the L1 and L2 reside in a common phonological space in the bilingual's mind.

- The subsystems then interact with each other via two different mechanisms: 'category assimilation' and 'category dissimilation'. Category assimilation is when a speaker comes across a new L2 sound (which is not there in the L1), and, at first the speaker substitutes this sound with the closest sound in her existing phonological inventory.

And this point, it is important to keep in mind that for a particular phonetic segment, it is also important to keep in mind that maturation of vocal track is going to be responsible and visible in the learning of second language. So according to speech learning model, the 2 phonetic subsystems of the L 1 and L 2 resides in common phonological space in the bilingual mind.

It is pretty simple, the subsystems then interact with each other via 2 different mechanisms and they are called "category assimilation" and "category dissimilation". So, but this did not pick up because as I mentioned before that phonetic segments and the difficulties in learning sound system was also largely contributed to maturation of vocal track.

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Monitor Model Theory

- Monitor Model Theory was introduced by Stephen Krashen. Krashen's theory of second language acquisition consists of five hypotheses:

To the best possible extent, the theory that explains and helps explain the process of learning second language is Monitor model theory proposed by Stephen Krashen. This model has 5 parts of it and each one of them are equally significant in understanding the process of second language learning and we are going to look at each one of them carefully in order for understanding second language learning.

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- Acquisition-Learning hypothesis
  - According to Krashen there are two different systems of second language performance: 'the acquired system' and 'the learned system'.
  - Language acquisition refers to developing competence in a language by using it in natural, communicative situations as available while learning languages we hear in our homes and the neighborhood.
  - Language learning on the other hand refers to developing competence in a language by learning its rules and vocabulary through explicit teaching in a classroom setting.

The first is acquisition learning hypothesis, so according to Krashen, the 2 different systems of second language performance are acquired system and learned system. Please notice that Krashen is making the distinction between acquisition and learning. We have already established this before, but to repeat this once again.

Language acquisition refers to the development of competence in a language by using it in a natural communicative situation. Which is available while learning languages which we hear home and in our neighborhood. That is, development of competence in a language from natural surroundings effortlessly. However, language learning refers to development of competence by learning rules and vocabulary through explicit teaching in a classroom setting.

- Monitor hypothesis
  - This hypothesis explains the relationship between learning and acquisition.
  - According to Krashen, conscious learning is limited in L2 performance. However, what we have acquired in our language can be monitored by a self-correcting system. The learning system performs the role of the 'monitor' or an 'editor' that acts in a planning, editing and correcting function when the L2 learner has sufficient time at her disposal and knows the rules of L2. The role of the monitor is only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance. The monitor system is user-specific – over-used, under-used and optimal use.

Here it involves in Krashen's distinction as well, learning involves careful conscious efforts. The monitor hypothesis explains the relationship between learning and acquisition. So having made the distinction between 2 subsystems, it explains this relationship and according to Krashen, conscious learning is limited in L 2 performance. However, what we have acquired in our language can be monitored by a self-correcting system.

The learning system performs the role of a monitor or an editor that acts in a planning, editing and correcting function when the L 2 learner have sufficient time at her disposal and knows the rules of L 2. So the role of the monitor is only to correct deviation from natural speech and to give a speech more polished appearance. The monitor system is also user specific, sometimes it is overused, sometimes it is underused and sometimes it has got optimal use.

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- Natural Order hypothesis
  - When someone acquires a new language, some grammatical structures are acquired earlier than others. The L1 of the speaker, age of acquisition, amount of quality of input and exposure are irrelevant for this sequence. However, based on this Krashen does not suggest a particular grammatical sequence in language teaching pedagogy.

So, the key point is self-correcting system and this self-correcting system is what is referred to by monitor. The natural order hypotheses as part of monitor model is when someone acquires a new language, some grammatical structures are acquired earlier than others. So in the process of second language learning, it is possible that we acquire certain structures before and certain structures later.

This it is predictable here that certain structure does not require lot of experts. However, certain structures do require lot of efforts. The L 1 of the Speaker and age of acquisition, amount of quantity of input and exposure are irrelevant for this sequence. Keep in mind that the age is not important, the amount of input is not important, the exposure is also not important for this sequence.

However, that is the reason why on the basis of this Krashen does not put a grammatical sequence in teaching pedagogy. This is one of the most effective outcomes of monitor model that there does not have to be particular grammatical sequence in teaching pedagogy because if we do acquire, we do learn some structures before and some structures later.

- Input hypothesis/Comprehensive Hypothesis:

  – We only acquire language when we have sufficient comprehensible input in the oral or written form. L2 learners use their linguistic competence with their general world knowledge to progress the 'natural order' when she gets L2 input that is a little more than her current linguistic competence stage. This hypothesis is only concerned with acquisition, not learning.

  – Krashen suggests: "The best way, and perhaps the only way, to teach speaking, according to this view, is simply to provide comprehensible input. Early speech will come when the acquirer feels "ready"; this state of readiness arrives at somewhat different times for different people, however. Early speech, moreover, is typically not grammatically accurate. Accuracy develops over time as the acquirer hears and understands more input."

The next one is "Input hypothesis" is also called Comprehensive hypothesis" because input hypothesis what is significant is comprehensible input. So what we see is we only acquire language when he has sufficient comprehensible input in the oral or written form. Comprehensible input is one of the most significant aspects of second language learning and one of the most significant components of monitor model by Krashen.

We will explain that in the process of understanding this. So, L 2 learners use their linguistic competence with their general world knowledge to progress the natural order when she gets L 2 input that is little more than her current linguistic competence stage. This hypothesis is only concerned with acquisition, and not learning.

So what is important to keep in mind is L 2 learners use their linguistic competence with their general knowledge of the world to progress the natural order when they interact with L 2, when they receive L 2 input which happens to be only a little more than the current linguistic competence stage.

On the basis of this, Krashen suggests that the best way and perhaps the only way to teach speaking according to monitor model hypothesis is simply to provide comprehensible input. Early switches will come when the learner feels ready, the state of readiness rice at somewhat different times for different learners. Early speech is typically not grammatically accurate, the accuracy develops over a period of time as the learner hears and understands more imports.

So now this is the role of input and this is what incomprehensible input can do in the process of learning language. The next is effective filter and this is also significant for this model

proposed by Krashen and in this he claims that if we have high motivation and high self confidence as well and low level of anxiety, we will be acquiring language in a better way as this helps us equip us to learn L 2 in a better way.

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- Affective Filter hypothesis:
  - Krashen claims that if we have high motivation, high self-confidence and a low level of anxiety we will be better equipped to learn an L2. The way we generally teach language, we tend to raise the anxiety levels of learners; their affective filter is thus raised obstructing comprehensible input to become intake. Unless input gets converted into intake, no learning will take place. We must therefore make every possible effort to lower the affective filter of learners.

The way we generally teach language is we tend to raise the anxiety level higher; the effective filter is thus raised obstructing comprehensible input to become intake. So therefore what effective filter does is, we make every possible effort to lower the effective filter of learners. Unless we lower the effective filter, the learning is going to be slow. So the lower the effective filter, higher the learning.

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- All second language learning passes through many phases. It is important for us to understand the stages in order to be effective L2 teachers.
- The best way to help L2 students is by providing comprehensible input in natural, communicative situations that are meaningful to children. For example, if children in your class know some words in English then 'comprehensible input' might mean using these words in sentences that are meaningful for them.
- A teacher may give instructions like – pick up the pencil, open your notebook etc., to children where the context will help the child in building meaning for words like open, pencil, notebook etc. While doing so, it is also important for us to make sure that our students are self-confident and not anxious, since this would lead to minimal learning.

Therefore, a close eye on effective filter is important in learning second language. So, all second language learning has to go through many phases. It is important for us to understand the stages in order to be a good L 2 teacher and a good L 2 learner, to be watching our own learning a second language.

So the best way to help as a teacher help to learners as a teacher is by providing comprehensible input in a natural and communicative situation that are meaningful to children. For example, children in classes know some words in English, and then there is no point repeating those words. Rather, in such a situation comprehensible input might mean using these words in sentence that are meaningful to them.

So the use of comprehensible input also incurs N + 1 situation, you always have to provide something to learners in order to progress. So a teacher may give instructions like "pick up the pencil", "open your notebook", et cetera, where the context will help the child in building meaning of words like open, pencil and notebook. While doing so, it is also important for us to make sure that learners are self-confident and not anxious.

The level of confidence and learning and lowering the anxiety as we have seen is part of effective filter is one of the most difficult jobs of L 2 teachers and this is going to minimise learning or maximise learning. This is going to be relevant in learning of second language.

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Conclusion

- The focus in SLA should always be on a text, a discourse that makes sense to learners; it could be a poem, a story, a dialogue or even a picture or a sequence of pictures. Isolated words or phrases without context are not of much use.

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So to conclude this part, the focus in second language learning or acquisition should always be on a discourse that makes sense to learners. It could be a poem, a story or a dialogue or

even a picture or a sequence of pictures. Isolated words or phrases without contexts are not much of use.

So each one of these points are going to be evaluated with the 5 different hypothesis of the monitor model and therefore, it is very successful and useful in examining this process of second language learning, thank you.