

LIN/LTL 487

SECOND LANGUAGE PEDAGOGY

WEEK I

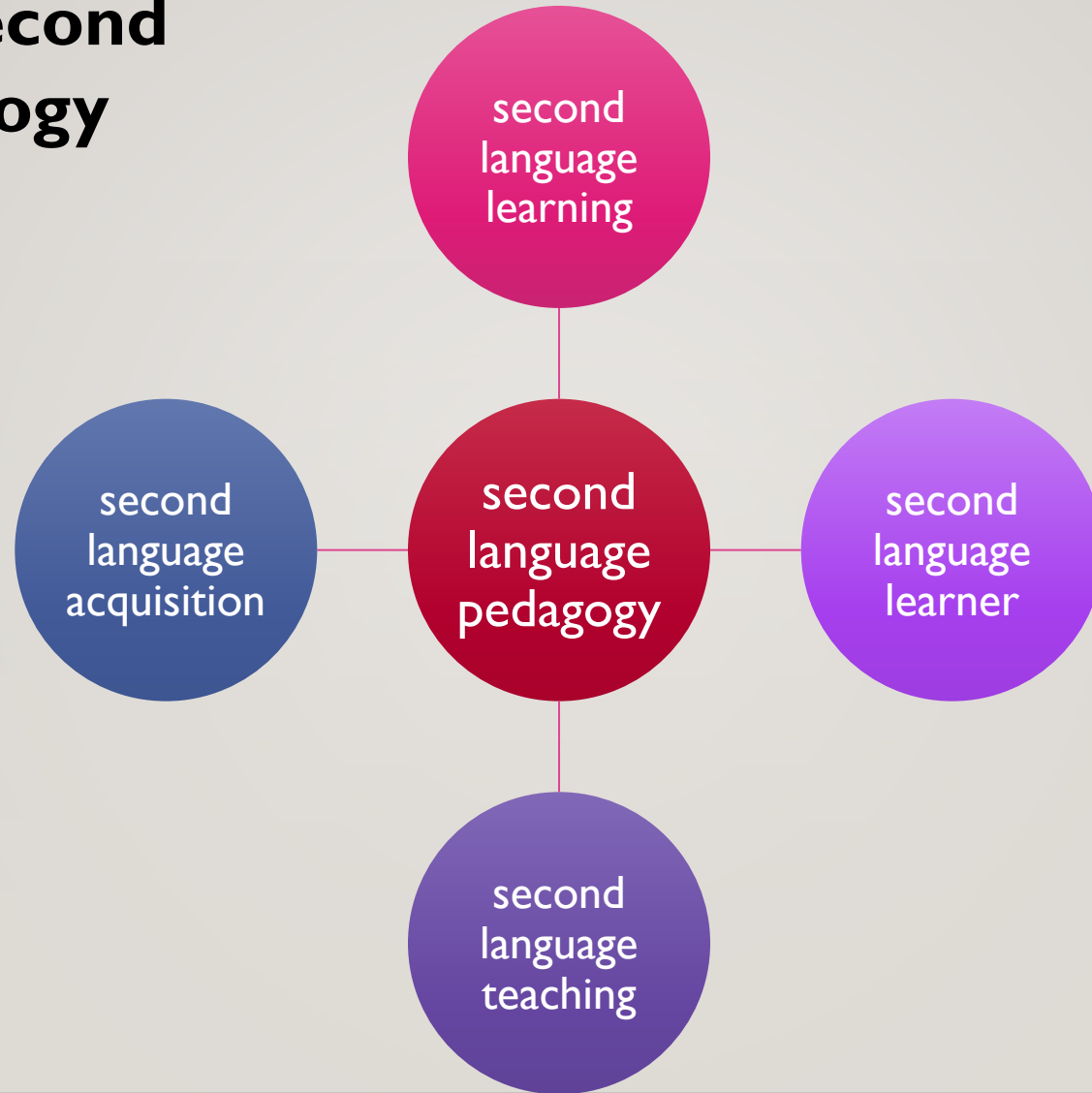
SPRING 2019



OUTLINE

- 1. syllabus
- 2. course overview
- 3. for next class

Brief intro to second language pedagogy



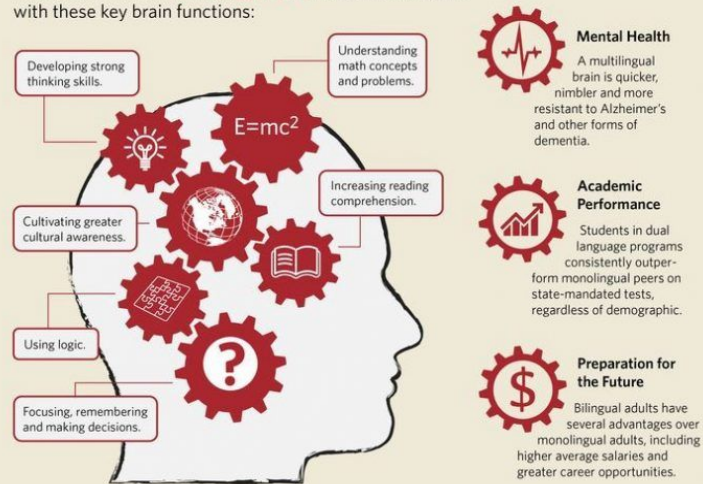
SECOND LANGUAGE LEARNING

Benefits of a

Bilingual Brain

Splash language immersion programs provide a unique and powerful opportunity to strengthen children's highest cognitive brain potentials through deliberate literacy development in two languages and authentic exposure to rich language experiences.

Research shows that **bilingual people** have an easier time with these key brain functions:



Language in the Brain


Research also shows that the brains of bilingual people are more developed in areas that organize and process speech.



- How many languages do you speak? What are they? When do you speak them?
- Have you ever visited places (other than Canada and your hometown) where people use more than one language in their daily lives? What language do they use? When and why?



SECOND LANGUAGE LEARNING

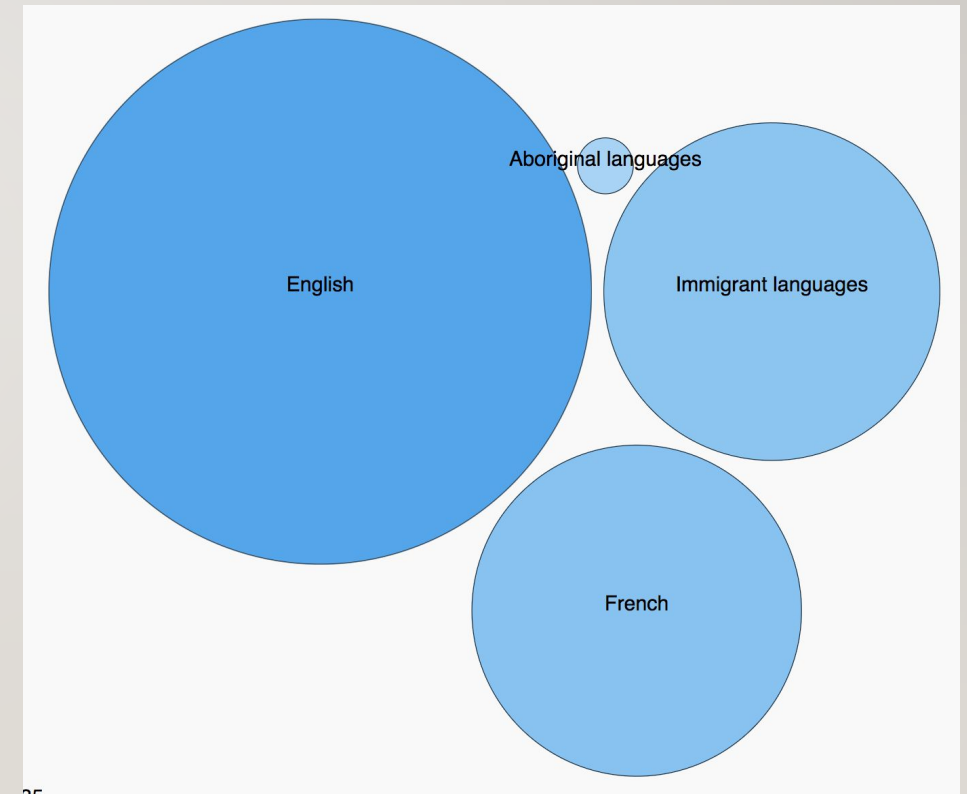
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- Why do people learn second languages*?
 - Please make a list of reasons in your group:
 - yourself
 - people you know
 - people you don't know

* We do not distinguish "second language" from "foreign language" in this course.



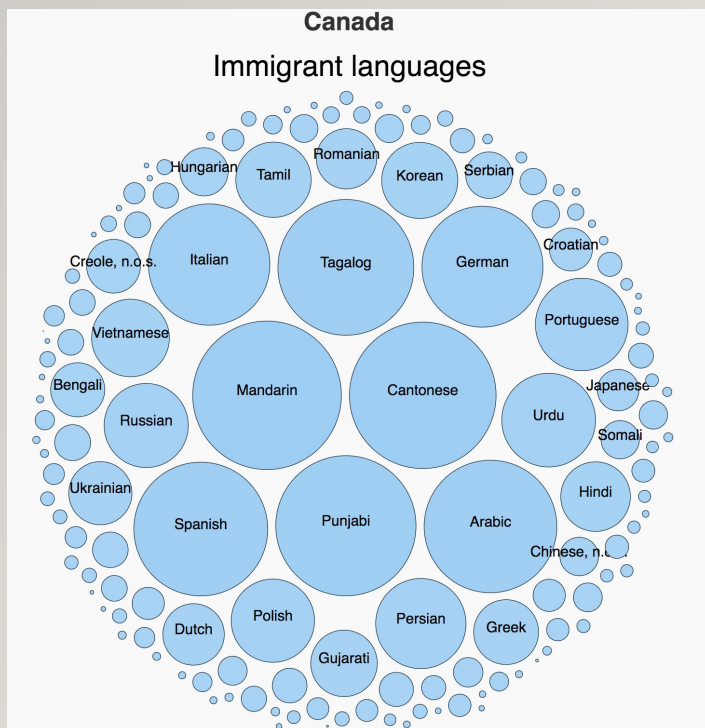
MULTILINGUAL CANADA

	Total number of people	Percentage in category	Percentage of the total population
Total	34,767,255		
Official languages	27,446,185		78.9
English	20,193,335	73.6	58.1
French	7,452,075	27.2	21.4
Aboriginal languages	213,230		0.6
Immigrant languages	7,749,120		22.3



SOURCE: CANADA 2016 CENSUS

MULTILINGUAL CANADA



	Total number of people	Percentage in category	Percentage of the total population
Immigrant languages	7,749,120		22.3
Mandarin	610,835	7.9	1.8
Cantonese	594,030	7.7	1.7
Punjabi (Panjabi)	543,495	7.0	1.6
Tagalog (Pilipino, Filipino)	510,425	6.6	1.5
Spanish	495,090	6.4	1.4
Arabic	486,525	6.3	1.4
Italian	407,450	5.3	1.2
German	404,745	5.2	1.2
Urdu	243,090	3.1	0.7
Portuguese	237,000	3.1	0.7
Persian (Farsi)	225,155	2.9	0.6
Russian	195,920	2.5	0.6

SOURCE: CANADA 2016 CENSUS

MULTILINGUAL WORLD

- What languages are spoken in these countries:
 - USA
 - Australia
 - England
 - Germany
 - France



SECOND LANGUAGE LEARNER

- First language learning (acquisition) vs. second language learning
- What are the differences? Think of your own experiences



SECOND LANGUAGE LEARNER



- Think about how the characteristics and learning conditions of the following learners may differ:
 1. A young child learning a first language
 2. A child learning a second language in day care or on the playground
 3. An adolescent studying a foreign language in their own country
 4. An adult immigrant with limited or disrupted education working in a second language environment and having no opportunity to go to language classes

Source: Lightbown & Spada (2013)

SECOND LANGUAGE LEARNER

+ : usually there

- : usually absent

? : sometimes present, sometimes absent, or you're not sure



	First language		Second language		
	Young child (at home)	Young child (playground)	Adolescent (classroom)	Adult (on the job)	
Learner characteristics					
Another language					
Cognitive maturity					
<u>Metalinguistic awareness</u>					
World knowledge					
Anxiety about speaking					

The pumpkin story



SECOND LANGUAGE LEARNER

+ : usually there

- : usually absent

? : sometimes present, sometimes absent, or you're not sure



	First language	Second language		
	Young child (at home)	Young child (playground)	Adolescent (classroom)	Adult (on the job)
Learning conditions				
Freedom to be silent				
Ample time				
Corrective feedback (grammar & pronunciation)				
Corrective feedback (meaning, word choice, politeness)				
Anxiety about speaking				

SECOND LANGUAGE LEARNER



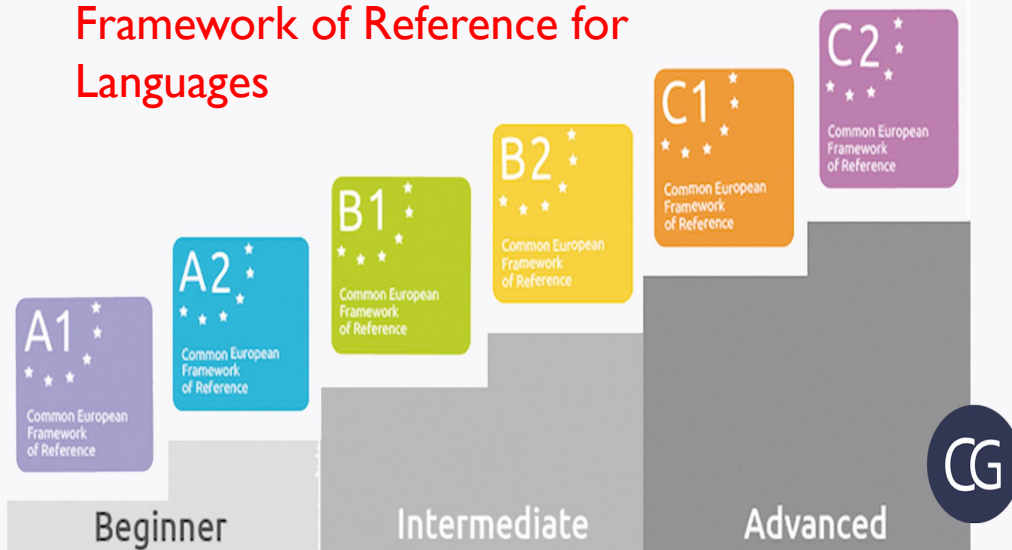
What qualifies
as a good
language
learner?

SECOND LANGUAGE LEARNER

CEFR Levels:

Top Language Proficiency Tests

The Common European Framework of Reference for Languages



A summary of CEFR levels

- C2** Learners can communicate with a high degree of precision, appropriateness and ease
- C1** Learners have good access to a broad range of language that allows fluent, spontaneous communication
- B2** Learners can engage in sustained and effective argument and have an enhanced language awareness
- B1** Learners can maintain interaction in a range of contexts and cope flexibly with problems in everyday life
- A2** Learners can cope with a basic range of social interaction and make simple transactions in shops, post offices or banks
- A1** Learners can interact in a simple way rather than relying purely on words and phrases

SECOND LANGUAGE LEARNER



What makes a
good language
learner?

SECOND LANGUAGE LEARNER

What do good language learners do?

Rubin & Thompson (in Brown, 2007, pp. 259-260) provide a list of good language learner characteristics:

1. Take charge of their learning.
2. Organize information about language.
3. Experiment with the language's grammar and words.
4. Create opportunities to practice using the language.
5. Learn to live with not understanding every word.
6. Use mnemonics and other memory strategies. [memonics](#)
7. Make errors work for them.
8. Use linguistic knowledge (even from the L1) to work for them.
9. Use context clues.
10. Make intelligent guesses.
11. Learn formulaic language chunks.
12. Learn tricks to keep conversations going.
13. Learn production strategies to fill gaps in conversations.
14. Learn to vary their language.

SECOND LANGUAGE LEARNER

The Perfect Language Learner

Every language student wants to know the secret of making the most progress in the shortest time.

What does the perfect learner do to excel in acquiring a foreign language?



www.stgeorges.co.uk

English School in Central London



1: Learn every day

Even when you are really tired, do some learning, even if it's only 5-10 mins. Never miss a chance to increase your knowledge. Use it, or lose it! Practice makes perfect.



2: Be motivated

What is your goal? Always think about your objective. You are learning because you want to achieve something. When you get there your life will be better. Always remember that, even when it's tough.

Success in remembering new vocabulary

Vocabulary book	86%
Mobile phone	74%
Flashcards	67%
No written record	21%



3: Record new vocabulary

To really learn a new word, you have to remind yourself of it 6 times over hours, days and weeks. Write down all your new vocab in a little book that you can always carry around with you. Or keep a record in your mobile - you always have it with you, don't you?



4: Read, read & read!

Read (in the foreign language) things that you like, not boring stuff. Notice new grammar patterns and important vocabulary. The more you read, the quicker you progress - it's as simple as that.



5: Be brave

Don't worry about small mistakes! No-one minds! When you learn new vocab or grammar, use it as soon as possible. If you are not 100% accurate, someone will correct you. Challenge yourself! Go for it!



6: Use technology

Listen to podcasts of native speakers
Do online tests checking your level & knowledge
Read the news in your target language
Watch videos in the target language
Comment on articles & interact with blog authors
Record yourself speaking with free audio software
Make your own flashcards with online flashcard generators
Play games in the target language
Keep a permanent record of your new vocab in GoogleDrive

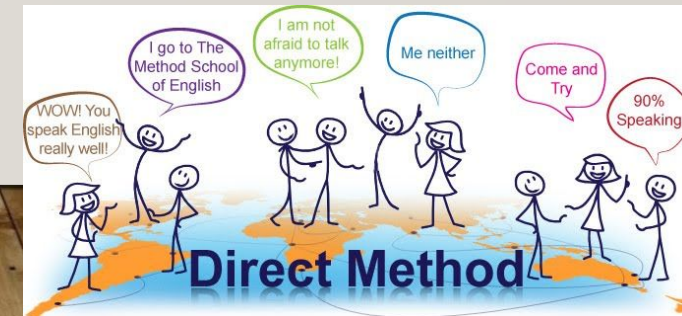


Steve Kaufmann

SECOND LANGUAGE TEACHING



- Think of your second/foreign languages learning experience...
- How did you learn your second/foreign languages?
- What teaching methods have you experienced?
- How did you learn to listen, speak, read and write?
- Did you learn lots of grammar/grammar terms?
- What was your teacher's teaching styles?



SECOND LANGUAGE TEACHING



- Methods of language teaching:
- <http://hlr.byu.edu/methods/content/grammar.html>
- Have you ever experienced one of these teaching methods?
- Which method would you prefer? Why?
- Which method would not work for you? Why not?

SECOND LANGUAGE ACQUISITION

- The rationale behind different teaching methods

FOUNDATIONAL SLA THEORIES	KEY CHARACTERISTICS	SELECTED ASSOCIATED APPROACHES/ METHODS	KEY CHARACTERISTICS
Early formal theories	<ul style="list-style-type: none">• Language defined as forms to be learned• Successful students can produce grammatically correct sentences	Grammar-translation	Emphasis on the study of grammar rules and lists of vocabulary and the application of this knowledge to the slow and careful translation of the classics
		Audio-lingualism	Emphasis on habit-formation and automatization based on repetition of teacher model with focus on pronunciation, stress, intonation, and rhythm

SECOND LANGUAGE ACQUISITION

- The rationale behind different teaching methods

Cognitive theories	<ul style="list-style-type: none">• Language defined as underlying grammatical competence• Successful students receive adequate input and acquire cognitive rules and strategies	Natural Approach	Emphasis on providing students with simplified input that adds one level of complexity to their acquired language ($i+1$) and lowering students' affective filters
		Learning Strategies Approach	Emphasis on training learners to employ cognitive strategies and using practice to facilitate shifts from cognitive to automatic stages

LECTURE REFERENCES

- Johnson, K. (2017). *An Introduction to Foreign Language Learning and Teaching* (3rd ed.). London: Routledge, Taylor & Francis Group.
- Lightbown, P., & Spada, N. (2013). *How languages are learned* (Fifth Edition). Oxford: Oxford University Press.
- Shrum, J. and E. Glisan (2016). *Teacher's Handbook: Contextualized Language Instruction* (5th edition). Boston, MA: Cengage Learning.

NEXT CLASS

- Reading:
- Wesely, P. (2012). Learner Attitudes, Perceptions, and Beliefs in Language Learning. *Foreign Language Annals*, 45 (SI), S98–S117.
- <https://bit.ly/2LC5pe2>

NEXT CLASS

- Practice writing a journal entry on this article
 - Entry type: summary & critical responses/reflection
 - Length: 2-page, double-spaced, 1-inch margin
 - Submission: bring a hard copy to the class
(doubled-paged)

NEXT CLASS

- Format:
 - Summary: half a page maximum
 - [how to write a summary](#) (UT writing center)
 - Critical response/reflection: one and a half page
 - [how to read critically](#) (UTSC writing center)
 - [how to write a critical review](#) (UTSC writing center)