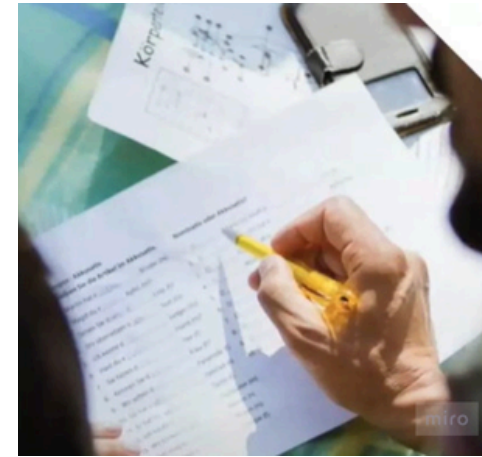


# **Second Language Acquisition**



## **Second Language Acquisition**

**A scientific field of study that focuses on the \_\_\_\_\_ing  
and \_\_\_\_\_ing of second and subsequent languages.**

# **Second Language Acquisition**

**A scientific field of study that focuses on the learning and teaching of **second and subsequent languages.****

**The process of learning a second language**

**Second language learning**

**“Second Language Acquisition research can inform practices in language classrooms.”**

**Field of study**

**“Second Language Acquisition takes more effort than first language acquisition.”**

**Process**

# **First language (L1)**

**Any language learned very early in life  
(from womb to age 4)**

**Also refers to: native language, mother tongue**

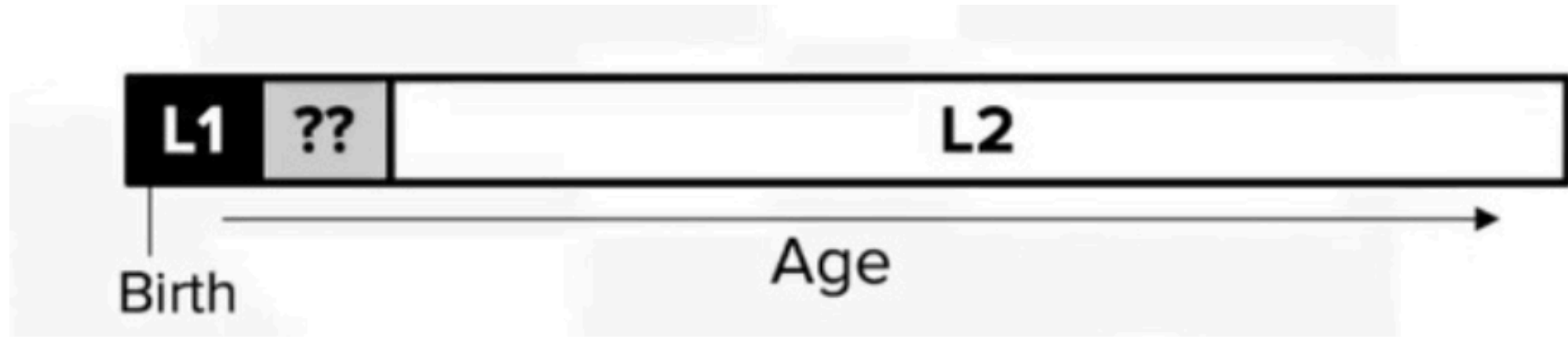




## **Second language (L2)**

**Any additional language(s) learned after your first language(s)**

**Also referred to as: Non-native, foreign, target or world languages**

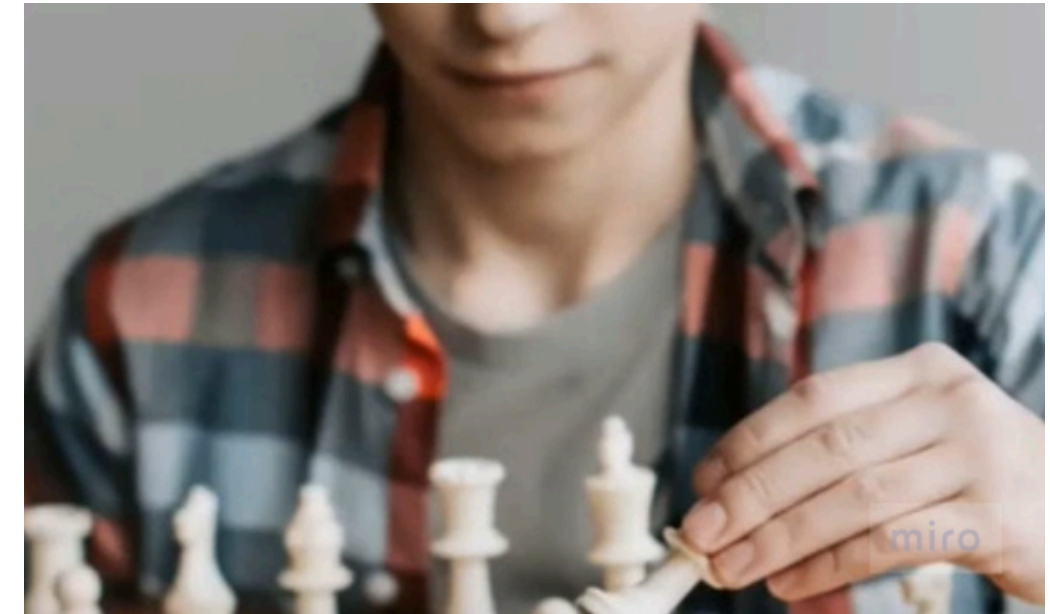




## **Acquisition**

**The process of developing a skill**

**Also referred to as: learning**



## **Learners**

**People who are learning (or acquiring) a second language**



## **Input**

**The target language that  
a learner is exposed to.**

**Through listening,  
reading or viewing.**



## **Output**

**the target language that the  
learner produces through  
speaking, writing or singing.**

## 8. Proficiency

Beginner,  
Novice, Low

Intermediate

Advanced  
High

Native-  
like

miro

## **Proficiency.**

**An individual's level of ability in a language**

**Possible to have different provisions levels for different skills.**

**Example: reading vs speaking.**



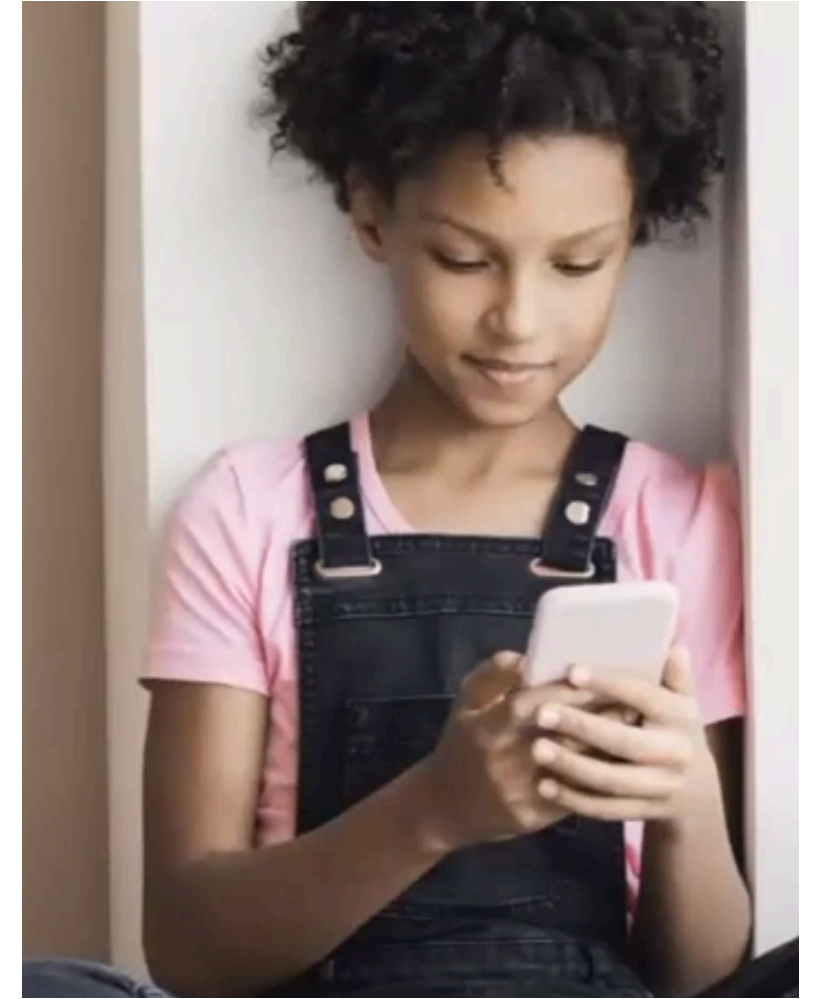
## **Bilingual**

**A person who speaks two or more languages.**

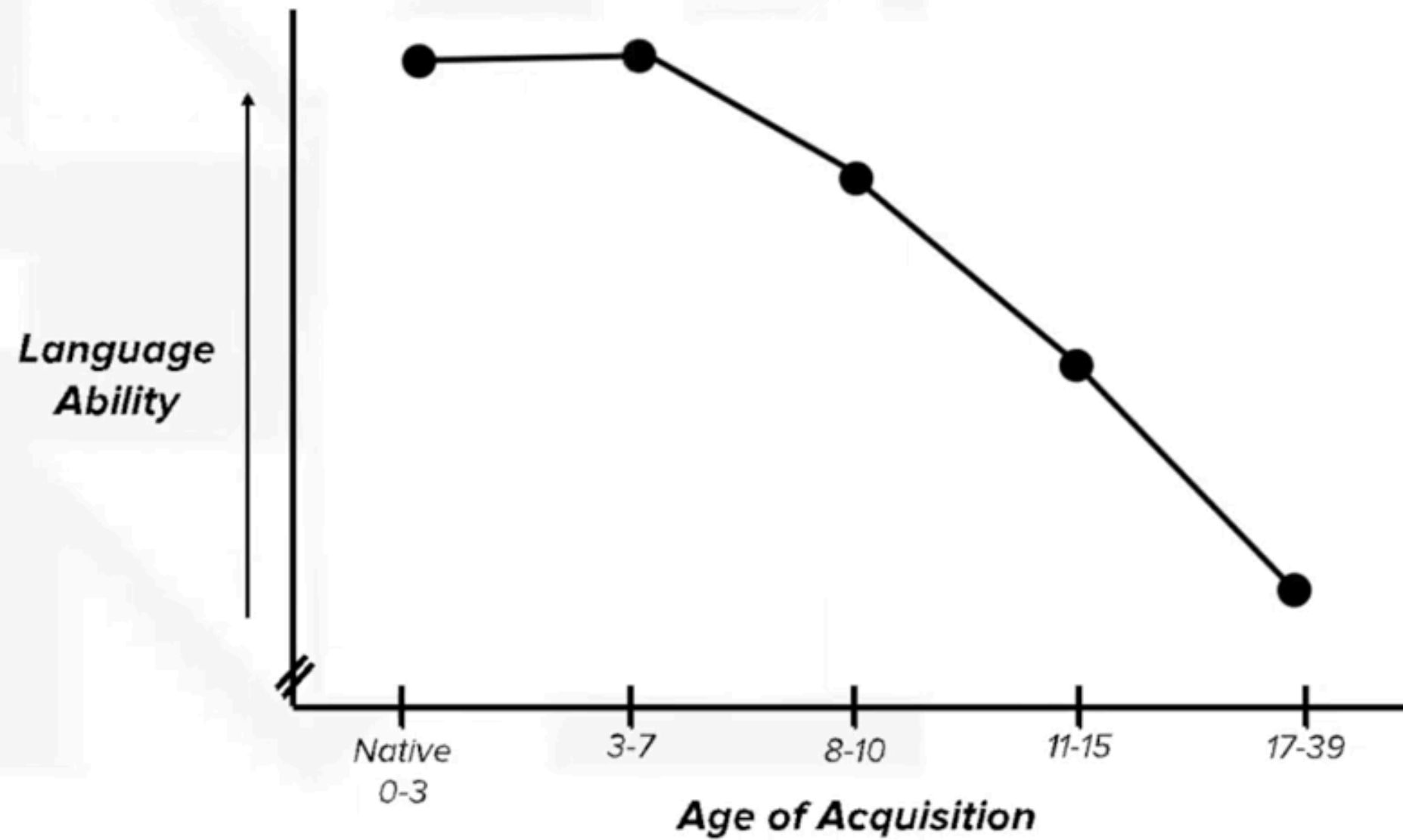


## **Age of acquisition**

**how old you are when you start learning a language**



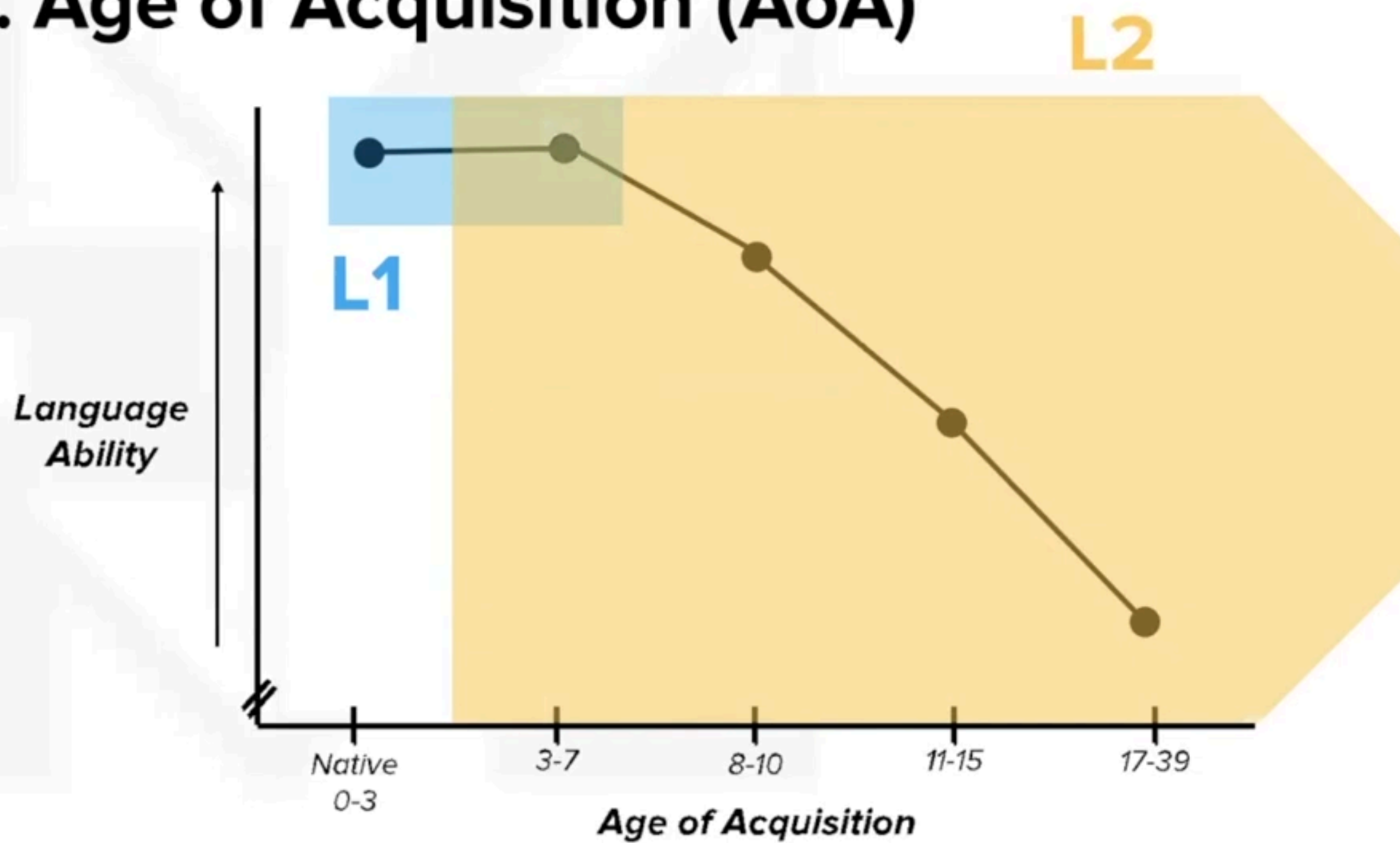
# 1. Age of Acquisition (AoA)



*Adapted from Johnson & Newport (1989)*

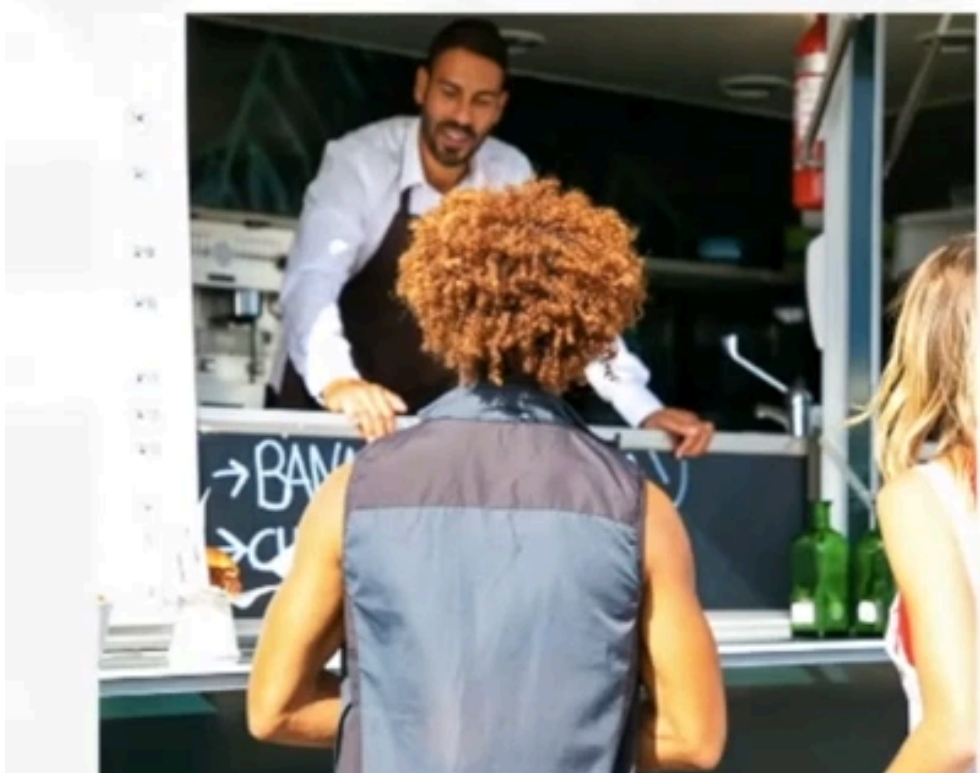


# 1. Age of Acquisition (AoA)



*Adapted from Johnson & Newport (1989)*

# Learning context

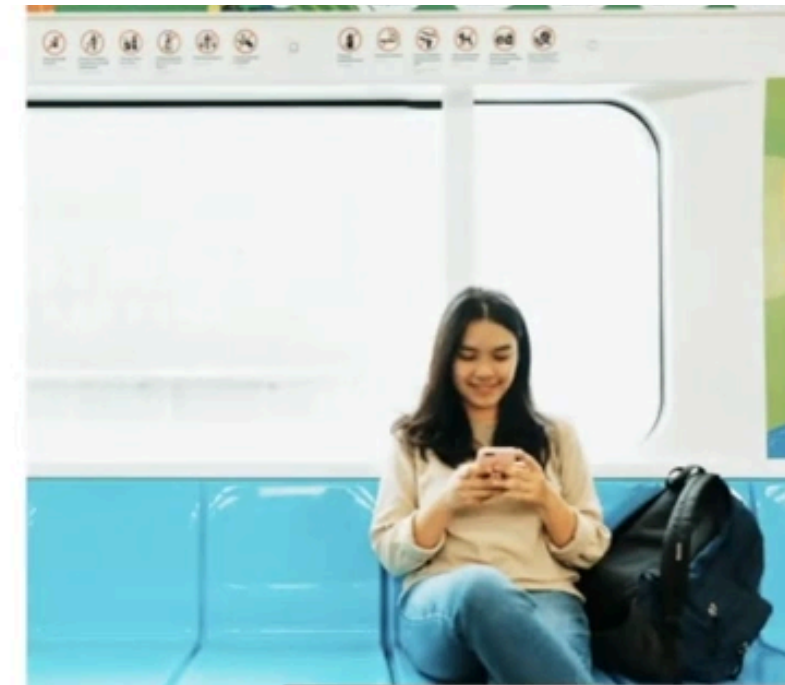




## **Amount of input**

**Input = target language a learner is exposed to, through reading, listening or viewing**

# Amount of input



# Amount of input

The image shows a language learning application interface. On the left, the 'Listen' section displays statistics: Words 91, Unique 48, and New 5. Below this is a playback control bar with a pause icon, 'Speaker 1', and a volume indicator. On the right, the 'Read' section shows the same statistics and a text snippet: 'Bienvenidos al museo es Carmen su guía. El museo está a domingo de nueve de la'. A blue callout box highlights the word 'museum' in the text. To the right of the text is an audio player with a green waveform and a microphone icon, with the text 'Bonjour. Je m'appelle Philippe.' above it.

**Listen**

Words 91 Unique 48 New 5

Speaker 1

**Read**

Words 91 Unique 48 New 5

Bienvenidos al museo es Carmen su guía. El museo está a domingo de nueve de la

Bonjour. Je m'appelle Philippe.

museum

## **Affective factors**

**Internal factors like anxiety, motivation, inhibition and self esteem**



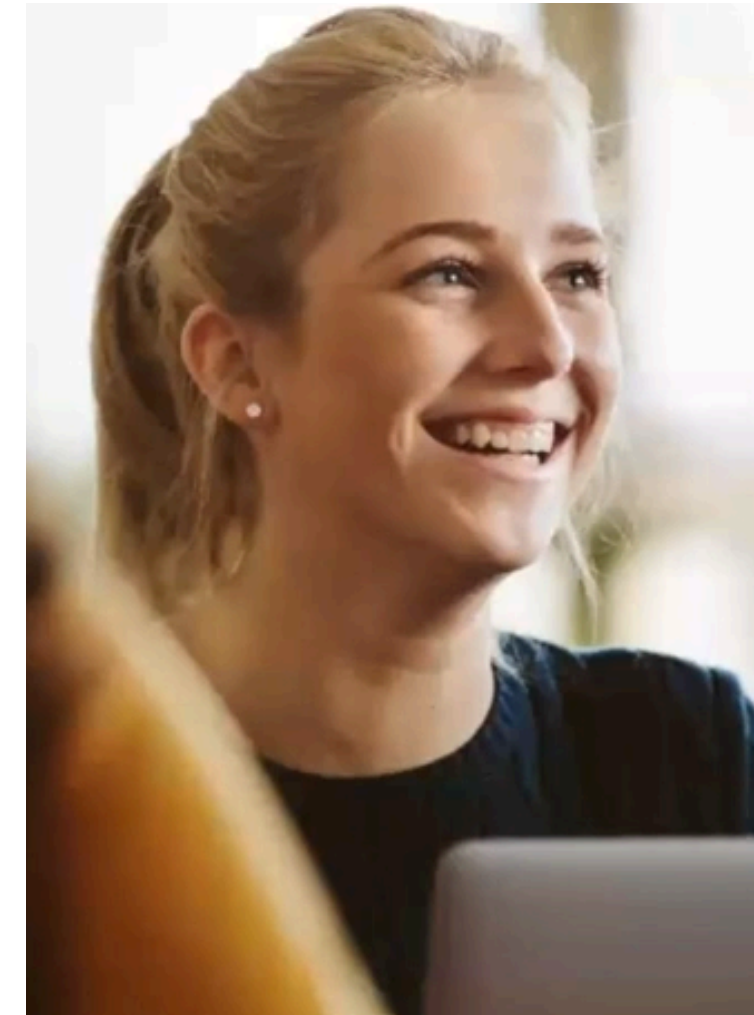
## **Affective factors**

### **Integrative motivation**

**desire to connect with caregivers and  
community through language**

### **Instrumental motivation**

**language learning for practical purposes**



**Students need:**

**considerable exposure to language**

**comprehensible input**

+ 1

**to use language in meaning-focused tasks**



# Resources:

**What is Second Language Acquisition (SLA)? |  
Science Behind Language Learning  
(youtube.com)**

**The 9 Essential Terms of Second Language  
Acquisition | Science Behind Language Learning  
(youtube.com)**

**(76) 4 Key Differences Between First and Second  
Language Learning | Science Behind Language  
Learning - YouTube**

**Harmer, J. (2007). The Practice of English Language Teaching. Pearson Longman. p.49-54**

<b>PART 2: THEORIES, METHODS AND TECHNIQUES</b>	
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