

TEXTOS DOCENTS

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SECOND LANGUAGE ACQUISITION WORKBOOK

Carme Muñoz (coordinadora)
M^a Luz Celaya
Fernanda Rodríguez

Departament de Filologia Anglesa i Alemanya



UNIVERSITAT DE BARCELONA



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TEACHER TALK

Problem TT-1

Aims: To identify, define and compare features of Baby Talk (BT) and Teacher Talk (TT), taking age differences into account.

Subjects:

Age: 1:8; 8:0; adults

Native Language: Catalan in BT; Catalan in TT

Target Language: Catalan in BT; English in TT

Background Information: All the instances of BT come from play situations between mother and child while the child is having an afternoon snack. Both mother and child are Catalan speakers. The excerpts of TT come from a Catalan teacher and Catalan pupils at a state school in their 1st year of English as a compulsory subject. In excerpt 3, however, the students are adults, but also beginners, as in excerpts 1 and 2, at an English school. Thus, we shall be able to consider possible differences between TT addressed to children and TT addressed to adults.

Data Source: BT: Spontaneous conversation between mother and child; TT: In class.

Data:

(M = Mother; T = Teacher; C = Child; S = Student)

Excerpt 1

BT

M: què mengem? què vols per berenar?

TT

T: you have to put the cross on the number ... you write a cross

Excerpt 2

BT

M: què es això?

C: a iaio

M: una ràdio?

TT

S: hair

T: hair, ok

*Excerpt 3**BT*

M: dis-li una coseta a l'Ester, dis-li una coseta a l'Ester

TT

T: what are you doing after the class? what are you doing after the class?

Questions:

1. Identify the characteristics of BT and TT that appear in the excerpts above.
2. Compare the features that BT and TT share in the examples above.
3. Comment on the function of these features.
4. Does TT addressed to adults (excerpt 3) differ in any way from TT addressed to children or from BT (excerpts 1 and 2)?

Problem TT-2

Aims: To analyse the use of L1 and L2 in classroom language learning.

Subjects:

Age: 8-9 in excerpt 1; 12-13 in excerpt 2

Native Language: Students: Catalan and Spanish; Teacher 1: English; Teacher 2: Catalan

Target Language: English

Background Information: Excerpt 1: An English teacher with Spanish as his L2 acquired in a natural context (six years in Barcelona). Students: Grade "3 Primaria" with 3 years of English as a compulsory subject at a private school where English is introduced earlier than in state schools.

Excerpt 2: Non-native teacher of English, bilingual in Spanish and Catalan and with formal acquisition of English L2. Students: Grade "1 ESO" with 2 years of English. A state school.

Data Source: Excerpt 1: A reading and translation exercise in class. Excerpt 2: During the correction of an exercise and before a listening activity.

Data:

Excerpt 1

T: Ok, very good, say it, say the word, Julio, say moustache. Moustache, say it again. Moustache, say it again. Ok very good. "Professor Wong is short and fat and he's got a moustache." What does that mean?

(...)

T: Remember what I said about the Granstons. In Spanish you say ... ok, como los Garcías, the Garcías, no los García, you say the Garcías, no los García, the Garcías, with a final "s". So, por eso, that's why it says "the Granstons", ok.

Excerpt 2

T: Travel?! No, travelled. Present or past? At Christmas ... is it present or past? Past. I travelled ... to Italy. Sh! Please! No, I usually write letters, I write usually letters ... No. I usually write letters. ¿Qué pasava en el usually? A veure us he d'escoltar jo, eh?, l'altra dia si us escoltava... David I play the guitar ... is it present or past? Present. Usually, a ver dilo otra vez. Yesterday ... yesterday, then you see, when you have yesterday you have a present or a past? past. Then look for the past, right. Present ... past, what?

(...)

T: Then we're going to listen to the tape, to listen to the tape and you have to recognise, and to choose the date, the correct date, eh? Now in the sentence you have two options. This year is ... could you read it please? What year is it? 1492 or Anabel 1730. Ok then, the tape says the sentence "Christopher Columbus..." and one of these, and then you have to mark if it's the first or the second, ok? I tell you because maybe they go fast, they speak fast. Well, the second one "William Shakespeare ... and 1840 or 1616. You see the first. 1780 or 1818. Are you ready?, are you ready to listen to the tape? But please answer, don't move on your heads. Are you ready?

Questions:

1. Compare the teachers in their use of Catalan and Spanish in their explanations.
2. Are the exercises explained in English or in the students' L1?
3. Is grammar explained implicitly or explicitly?
4. Are there any differences between the teachers' grammar explanations?
5. If so, what do you think are the factors that may have brought about such differences?

Problem TT-3

Aims: To describe differences in Teacher Talk (TT) relative to the proficiency level of the students (beginners and non-beginners).

Subjects:

Age: 10 to 12

Native Language: Teacher: English; students: Catalan

Target Language: English

Background Information: Beginners in excerpt 1 and non-beginners in excerpt 2. In the classroom

Data Source: In class, with exercises from the book

Data:

(S = Student; T = Teacher)

Excerpt 1

S: Marian, si en anglès es diu ... gat es diu "cat", com es diu gata en anglès?

T: Cat

S: Cata

T: Cat. So now, does Witch want a new broom?

S: Yes

T: Yes, she ...

S: Do

T: Do? Does. That's better. Yes she does. Does Witch want a T-shirt?

S: No, she doesn't

Excerpt 2

T: Next one Esther

S: He has the sense of humour and make

T: Makes

S: Other people laugh

T: Laugh

S: Funny

T: Funny, ok. What is the message at all? They are all adjectives of personality. What are adjectives? What are adjectives?

S: Els adjectius

T: Adjectives describe, no? Describe. For example, if I'm saying tall, it's an adjective. If I say you are fat, it's an adjective. If I say you are cold or happy or horrible, adjectives, ok?

Questions:

1. Comment on the references to grammar made by the teacher in excerpt 1 (beginners) and excerpt 2 (non-beginners).
2. Are there any instances in which the teacher makes the students aware of language?

Problem TT-4

Aims: To analyse characteristics of Teacher Talk.

Subjects:

Age: Between 30 and 40

Native Language: Spanish/Catalan

Target Language: English

Background Information: A group of 6 female workers at a company-sponsored course that meets twice a week, whose level of English ranges from absolute beginners to low intermediate (2nd year). The teacher is a native speaker of English.

Data source: Classroom interaction. In Excerpt 1 the teacher is giving explanations concerning the first task of the class, and in Excerpt 2 the teacher is concluding a task and beginning a new one.

Data:

(T = Teacher; Ss = Students)

Excerpt 1

T: Good afternoon! Ok, page... page 44. Let's do this exercise, here. One of the problems in English is that there are many words which are pronounced the same but spelt different. In Spanish, no. Is impossible. But in English... for example, how do you say *mar*?

S1: Sea

Excerpt 2

T: Is there a cinema?

S1: Yes! Yes, there is.

T: Is there a school?

S2: No, there aren't

S3: There isn't!

T: Ok. Excellent, excellent! These exercises, you can do for homework. It says here, which words from the text, the text. For example, places, sitios: house, disco, right?

Ss: Hm

T: People: Prime Minister

{Ss talk at the same time}

T: This is not for now, this is for homework!

S1: ¡Ah, nenas! Que esto es por for homework.

T: Right. Now, you are going to hear five people speaking or talking about where they live. Right?

{Silence}

T: I repeat?

S2: Sí.

T: Listen. Listen to five people. I am five people, one, two, three, four, five people.

S2: Somos cinco personas.

T: No, yo soy cinco personas. Talking about where they live.

Questions:

1. Are there any modifications in the language used by the teacher (NS) to address the learners (NNSs)?
2. Do all the modifications result in grammatically correct speech?
3. Compare these characteristics of Teacher Talk to the characteristics of Foreigner Talk and Baby Talk.

INTERLANGUAGE

Problem IL-1

Aims: Development of oral skills

Subjects:

Age: 13 at time 1, and 15 at time 2

Native Language: Spanish/Catalan

Target Language: English

Background Information: Two students who have been interviewed two years apart, in the 7th grade of "EGB" and in the 1st grade of "BUP". Neither has attended extra English classes outside the school.

Data source: Individual oral interview with external researcher. Although the researcher is not the same at time 1 and time 2, the interview is semi-structured and contains a number of predetermined topics and questions, from which the excerpts have been selected.

Data:

(I = Interviewer; L = Learner)

Learner 1; time 1; 13 years old

I: Okey Marta, how old are you?

L: hmm I'm thirteen.

(...)

I: Now, Marta, what time did you arrive here this morning? What time did you arrive here to the school this morning?

L: {silence}

I: What time? Do you understand "what time"? What time?

L: Sí.

I: Okey, so this morning, this morning eh? So what time did you arrive here? ¿A qué hora has llegado al cole?

L: ¡Ah!, er ninety

I: Nine?, aha. And what time will you finish school today?

L: Four

I: At four

L: No, three

I: ¿No? at three, okey

(...)

I: So is waterpolo one of your hobbies?

L: Yes.

I: Yes? have you got any other hobbies?

L: {silence}

I: Have you got any hobbies? Waterpolo, any other hobbies? Music, for example?

L: {silence}

I: ¿Hobbies? ¿Tienes algún hobby?

L: Futbol

I: ¿Futbol? right, okey. Let's talk about your family now. Have you got any brothers or sisters?

L: Sister

I: One sister?

L: Aha

I: What's her name?

L: Olga

I: Aha, and how old is she? How old is she?

L: {silence}

I: The age, the age

L: {silence}

I: No? it's not clear? ¿Cuántos años tiene?

:

Learner 1; time 2; 15 years old

I: And how old are you Marta?

L: Fifteen

(...)

I: Okey, and er what time did you arrive this morning here?

L: ¿A qué hora empezamos?

I: Aha

L: Eight, eighty o'clock

I: Eight o'clock?

L: Sí.

I: At eight o'clock

L: Sí.

I: Okey, and er when will you leave?

L: ¿Dónde vivo?

I: No, when will you stop school and go home?

L: Ah, vale, at ...

I: At five? five thirty?

L: No, a one

I: At one? One-thirty or one?

L: One-thirty

I: One-thirty. ¿A qué hora? A la ...

L: La una y media

(...)

I: What do you like to do in your free time?

L: En mi tiempo libre

I: Aha

L: Waterpolo

I: Yes? Where do you play?

(...)

I: Okey now, Marta, let's talk about your family, ok? How many brothers and sisters have you got?

L: One sister

I: Okey, is she in this school as well?

L: Yes.

I: Aha, ok, how old is she?

L: Twenty, twenty years

Learner 2; time 1; 13 years old

I: Bueno ahora otro tema ¿no? In your free time, free time, what do you do?

L: I like play play basketball.

(...)

I: Okey, now, canviem de tema. Let's talk about your family, your family. How many brothers and sisters have you got?

L: Mm no, I'm not er...

I: Zero germans?

L: No.

(...)

I: What time did you arrive this morning?

L: Hm at eight o'clock

I: At eight o'clock. When will you leave?

L: {silence}

I: At five, at six? You arrived at eight? and you stay all day, morning, lunch, afternoon and then good-bye school. What time? At five?

L: Ah

I: What, ok, ok, at five you finish

L: Sí.

Learner 2; time 2; 15 years old

I: Okey, er, what are your hobbies?

L: My hobbies are to listen music

I: Aha

L: and to play sports.

I: Aha, which, which?

L: Sometimes football, sometimes basketball

(...)

I: Have you got any brothers and sisters?

L: No, I don't have any brothers and sisters.

(...)

I: Okey, what time did you arrive this morning?

L: This morning? I ...Can you repeat, please?

I: Sure. This morning what time did you arrive to school?

L: I arrive to school at ten ten minutes past eight.

I: Okey, and when will you leave?

L: Hm I leave.. No sé. No sé. Can you repeat this, please?

I: When will you leave?

L: I live in N.C. Street.

Questions:

1. Compare the data of learner 1 at time 1 and at time 2.

2. Compare the data of learner 2 at time 1 and at time 2.

3. Are there any differences in the interactional patterns?