



HUF HANDONG
UNIT WIN
FELLOWSHIP

Second Language Acquisition

Lecture 11: Beyond the Domain of Language

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INTRODUCTION

AIM OF THE COURSE

- understand the underlying concepts of SLA
- explain the theory of SLA
- identify the roles of first, second, and third languages to one's language learning and development
- explain the various approaches to language teaching by considering diverse type of students
- analyze the differences method for SLA research
- formulate the roles of input, process, and output related to SLA
- distinguish the different influence of various factors to someone's language acquisition and or learning journey

WEEK 11 – LEARNING OBJECTIVES

1. Introduction
2. Research traditions
 - a. Linguistics
 - b. Psychology
 - c. Psycholinguistics
3. Affect
 - a. Language Shock and Culture Shock
 - b. Anxiety
 - c. Affective Filter
4. Social Distance
5. Age Difference
6. Aptitude
7. Motivation
8. Personality and Learning Style

The background is a white canvas decorated with various blue watercolor elements. There are several large, soft-edged blue washes in shades of light blue and teal. Interspersed among these are numerous small, dark blue dots and splatters of varying sizes. A prominent feature is a series of parallel, slightly curved blue lines that resemble a brushstroke or a stylized object, located in the upper right quadrant. The overall aesthetic is clean, artistic, and modern.

01

Introduction

Introduction

- One of the most widely recognized facts about second language learning is that some individuals are more successful in learning a second language than other individuals.
- In this lecture, we examine some of the factors that may be responsible for these differences, focusing in particular on nonlanguage factors, such as:
 - Age
 - Aptitude
 - Motivation
 - Attitude
 - Socio-psychological influences.
- In addition to some learners being more successful language learners, there is also the well-known **phenomenon of fossilization**, which has been part of the field of SLA since the middle part of the 20th century.
- That is, the idea that **no matter what learners do, they do not progress** to the same extent as do children learning their first language.

Introduction

- The phenomenon of “**being stuck**” in the L2 seems to occur to most if not all learners even at the most advanced stages.
- There are many reasons for an apparent lack of success, many of which (but not all) are not **related to language or psycholinguistic factors** but relate to the individual himself or herself.
- These are the subject of this lecture.
- First of all, a word about the title of the chapter, “Beyond the domain of language.”
- In much of the SLA literature, the subject matter of this lecture has been described as **individual differences** (see Dörnyei, 2005).

Introduction

- Even though all factors that influence second language learning can be observed only within an individual, the factors to be discussed here are not necessarily idiosyncratic.
- In fact, it may be **social and societal backgrounds** that are crucial, as we shall see.
- Even measures of aptitude, which would seem to be the most individualistic, often correlate with societal differences, in that **individuals from more privileged backgrounds as a whole receive higher scores on aptitude measures.**

The background features abstract blue watercolor splatters and brushstrokes of varying sizes and shades, ranging from light sky blue to a deeper cerulean. The splatters are scattered across the white background, while the brushstrokes are more defined and directional. One prominent stroke in the upper left curves downwards, and another in the upper right consists of several parallel lines. The overall effect is artistic and textured.

02

Research Traditions

Research Traditions – *Linguistics*

- Competence is a major concern of modern linguistics.
- It emphasizes what speakers *know*, rather than what they actually *do* on some particular occasion (performance).
- The first factor to recognize is that the emphasis on competence has resulted in a minimization of reports of differences in ability in native languages.
- However, it is not so clear **whether** the competence that linguists attempt to discover **is common to all native speakers** of a language.

Chomsky (1995)

- ...suggested a common, minimalist sense of competence.
- That is, the same competence would be shared by all native speakers.
- On the other hand, the methodology is based on the assumption of an ideal speaker-listener (sometimes called a speaker-hearer).
- The competence of an ideal person may differ from that of most speakers.

Research Traditions – *Linguistics*

Hill (1961) – Chomsky's early opponents

- ...pointed out that many ordinary speakers did not have the same grammaticality judgements reported in the linguistics literature.
 - But these concerns were not seriously addressed by linguists at that time.
 - Rather than saying that these individuals were **less competent in language**, the response was that they were **less competent in making grammaticality judgments**.
- Hence, the findings of Hill and others were deemed irrelevant for grammatical theory, because these results relate to performance and not to what an individual knows about his or her language.

Research Traditions - *Linguistics*

- It is important to recognize that some individuals are better than others in certain language skills.
 - For example, some are much better storytellers than others.
 - The assumption in mainline linguistics is that these skills only represent what one can do with language, not what one knows about language.
- *Because all children without cognitive deficits learn language in roughly the same way and within the same time frame, and because there is equipotentiality in language (i.e., it is just as easy to learn Chinese as it is to learn Hausa as first languages), discussions of aptitude are not part of mainstream linguistics.*

On the other hand, If there are differences in ability to learn a second language, how did these differences arise? If they are due to an individual's inherent language ability, then why did they not affect native language learning?

Research Traditions – *Psychology*

- In the previous lectures, we dealt with some of the major influences on SLA from psychology.
- It is clear that issues of aptitude/ motivation did not fit into that category, as they had earlier in the study of psychology.
- Various views relating motivation and/or cognition to behavior were flourishing.

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Research Traditions - *Psychology*

- Behaviorism banished both cognition and motivation.
 - Even though cognitive psychology has eventually come to occupy an important place within the field of psychology, it, too, had no role for affect and motivation, at least initially.
- The implication is that researchers trained in the tradition of cognitive psychology would not have tended to look for a significant role for motivation in the field of SLA.

Research Traditions – *Psycholinguistics*

- Psycholinguistics has the roots in both psychology and linguistics.
 - It is especially relevant for second language acquisition research.
 - Sorrentino & Higgins (1986)
Motivation had little place in psycholinguistics.
Motivation is still the case for psycholinguistics.
-
- To summarize to this point, **the tradition of linguistics** led to a **downplaying of aptitude in the explanation of linguistic behavior.**
 - The **tradition of cognitive psychology** led to a **downplaying of attitudes and motivation.**
 - Thus, it is not surprising that second language acquisition researchers, most influenced by these two research traditions, have tended to look for cognitive factors rather than aptitude or motivation in accounting for differential successes in second language learning.

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03 Affect

Affect

Dictionary Definition



“A feeling or emotion as distinguished from cognition, thought, or action.”

In the case of learning...



It can refer to feelings or emotional reactions about the language, about the people who speak that language, or about the culture where that language is spoken.

In other words...

It refers to feelings or emotions that individuals have



Affect – *Language Shock and Culture Shock*

- Diary studies suggest that both language shock and culture shock are important for second language learners, but whether they truly affect acquisition is yet another story.
- Jones (1977), in her own diary detailing her study of Indonesian in Indonesia, discussed language shock, culture shock, and general stress.

Language Shock

June 19

Friday night there was a dinner reception in our honor at the auditorium at school. After we ate dinner, a few of the professors got up and told “funny” stories about their experiences in the U.S. Then they wanted all of us to get up and do the same about our experiences in Indonesia. I politely refused, but Walt and Glenn got up. The guests not only laughed at the stories, but also at the awkward, non-fluent Indonesian used by them. I felt terribly embarrassed. The Indonesians did this because they honestly thought it would be funny and thought we would laugh too. I don’t laugh when they try to speak English and I don’t think it is funny when I make a mistake. This is one time where I feel I cannot get up and make a fool out of myself for others to laugh at because I wouldn’t think it was funny. I find that situations and embarrassment like this inhibits my ability to speak.

Affect – *Language Shock and Culture Shock*

Language Shock

July 15

It seems as if all the young people my age laugh at my Indonesian pronunciation and lack of vocabulary. I don't enjoy being laughed at, and I don't think it is funny!! I am unable to reply to even simple sentences after incidents like these.

Culture Shock and Rejection

July 15

The young married couples sit around with nothing to do and complain about how difficult life is or how tired they are. The young unmarried people don't seem to carry on serious conversations with anyone and spend a lot of time in empty chatter.

Affect – *Language Shock and Culture Shock*

Culture Shock

July 18

I feel my language has deteriorated while I have been in Yogyakarta because of the way part of the family has behaved towards me. I have felt like an outsider and have rejected them. I am tired of the attitude of some of the family, laughing at me or being impatient with me in my attempt to learn their language.

Stress

June 14

One of the professors is arranging for a play to be given by the participants. I have been cast in a play. I try to get myself out of it but Pak Soesanto (the professor) doesn't seem to understand that I just don't have enough time. I was advised to just not go to the first rehearsal, so I didn't. The next day all the Indonesians connected with the play questioned me. I tried to explain that I had already talked with Pak Soesanto and that I didn't have enough time but I don't think they understand me. I just don't have the vocabulary to adequately express myself and I feel so frustrated and embarrassed in not really being able to make myself completely understood.

Affect – *Language Shock and Culture Shock*

Stress

June 19

I have gone downtown by myself. The biggest problem is how to ask for “thin” paper for airmail letters. I couldn’t make myself understood, so finally I just dropped the whole matter and went home without the paper. This really irritated me as I wanted to write some letters and finally had enough free time to do so.

Anxiety and stress are also prevalent in classroom learning as well as in individual learning contexts as shown in the examples above.

Affect – *Language Shock and Culture Shock*

- Bailey (1983) conducted a diary study of her own language-learning experience when studying French at the university.
- She made frequent journal entries chronicling her own experiences and feelings.

“I feel very anxious about this class. I know I am (or can be) a good language learner, but I hate being lost in class. I feel like I’m behind the others and slowing down the pace...”

Affect – *Language Shock and Culture Shock*

Today I was panicked in the oral exercise where we had to fill in the blanks with either the past definite or the imperfect. Now I know what ESL students go through with the present perfect and the simple past. How frustrating it is to be looking for adverbial clues in the sentence when I don't even know what the words and phrases mean. I realized that the teacher was going around the room taking the sentences in order so I tried to stay one jump ahead of her by working ahead and using her feedback to the class to obtain confirmation or denial of my hypotheses. Today I felt a little scared. I'm so rusty!

- In sum, anxiety, competitiveness as well as shock in a new, perhaps uncontrollable, situation can make the language-learning situation problematic and stressful.

Affect – *Anxiety*

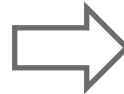
- Anxiety seems to represent a trait that falls within the broader scheme of factors affecting learning, but what is not clear is whether it is a *matter of personality, an emotional reaction to a situation, or a combination.*
- Anxiety is **not always** a negative factor in learning.
- In general, anxiety, like many other factors, has a curvilinear effect on performance: **low levels help, high levels hurt.**
- This makes sense. If one doesn't care at all, there is little reason to try to do well.
- On the other hand, too much concern about failure can get in the way of success.

Affect – *Anxiety*

Dornyei (2005)

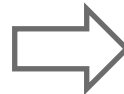
- Points out that there are two dimensions in the literature that are relevant to understanding anxiety.

BENEFICIAL/FACILITATING vs
INHIBITORY/DEBILITATING
ANXIETY



Refers to whether or not anxiety can be a positive or a negative force in learning

TRAIT vs **STATE ANXIETY**



Refers to whether anxiety is part of an individual's makeup across many situations or,

...whether it is a reaction in a particular situation

Affect – *Anxiety*

- Horwitz (2001) in a review of the literature noted that there is something unique about L2 learning anxiety separate from other types of anxiety.
- In a particularly interesting study, MacIntyre and Gardner (1994) in a study of learners of French attempted to induce anxiety by having a video recorder introduced during a vocabulary test.
- Correlations **showed a relationship** between anxiety and performance.

Affect – *Affective Filter*

- The phenomenon of affect and its relationship to second language learning is well-known and has been experienced by most language learners.
- One of the main concepts is known as the Affective Filter, which explores *why some people were able to learn second languages while others were not.*
- In the previous lectures, one way of accounting for nonlearning in Krashen's (1985) view was to claim that **learners had not received comprehensible input in sufficient quantities.**
- Another would be to claim that an inappropriate affect was to blame.

Affect – *Affective Filter*

- Affect, from Krashen's perspective, is intended to include factors such as:
 - motivation
 - attitude
 - self-confidence
 - anxiety.
- Krashen proposed an Affective Filter.
 - If Filter is up → input is prevented from passing through → there can be no acquisition
 - If Filter is down/low + if input is comprehensible → the input will reach the acquisition device & acquisition takes place.

Affect – *Affective Filter*

- The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters.



Source: From Principles and Practice in Second Language Acquisition by S. Krashen, 1982, Pergamon.

Affect – *Affective Filter*

Krashen (1982)



Those whose attitudes are **not optimal** for second language acquisition will not only tend to **seek less input**, but they will also have a **high or strong Affective Filter**—even if they understand the message, the **input will not reach** that part of the **brain** responsible for language acquisition, or the Language Acquisition Device.



Those with **attitudes more conducive** to second language acquisition will not only **seek and obtain more input**, they will also **have a lower or weaker filter**. They will be more **open to the input**, and it will **strike “deeper.”**

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04 Social Distance

Social Distance

- There are many instances in which a second language learner does not feel an affinity with the target language community.
- In such instances learners create both a psychological distance and a social distance from speakers of the second language community.
- An immediate consequence is that this results in a diminished amount of input.

- Acculturation (made up of social and affective variables) is the causal variable of SLA.
- That is, if learners acculturate, they will learn; if learners do not acculturate, they will not learn.
- Thus, acculturation initiates a chain reaction including contact in the middle and acquisition as its outcome.

Social Distance

- Another social situation to be considered is the extent to which a group **integrates**.
- In many immigrant communities, at least in the United States, there has been nearly **total assimilation**.
- In such situations, there is **a high degree of learning**.
- In others, there is emphasis on **preserving one's own lifestyle and language**.

- These situations result in language schooling for one's children in the home language. As a result of less contact, **less learning would be predicted**.
- However, there is another learner, whose longitudinal development suggests that acculturation cannot be so closely linked to linguistic development.

Social Distance

Schmidt (1983)

- Wes is a 33-year-old Japanese artist who moved to Hawai'i.
 - He had every reason to want to be integrated into the Hawaiian community.
 - First and foremost was the need to make a living.
 - But another important dimension of Wes is the fact that one of the reasons for moving to Hawai'i was “a general attraction to the people of Hawai'i.”
- He had an American roommate and for all intents and purposes lived in an English-speaking world.
 - Yet, his grammatical development was limited.
 - The following is an example from Wes's speech (/ = pause breaks):

Social Distance

I know I'm speaking funny English / because I'm never learning / I'm only just listen / then talk / but people understand / well / some people confuse / before OK / but now is little bit difficult / because many people I'm meeting only just one time / you know demonstrations everybody's first time / sometime so difficult / you know what I mean? / well / I really need English more / I really want speak more polite English / before I'm always I hate school / but I need studying / maybe school / I don't have time / but maybe better / whaddya think? / I need it, right?

Social Distance

- Given that Wes realized that his English was “not right” and given that he showed a desire to acculturate and that he appeared to have a desire to speak better English, it is difficult to justify the view that acculturation is the causal variable in SLA.
- Whereas there may be some personality variables that interact with the variable of acculturation, the data from Wes suggest that one cannot demonstrate a strong causal relationship between social and psychological distance and language learning.

- It is more accurate to consider distance and other variables discussed in this chapter as providing an impetus for learning, or perhaps even setting the stage for learning, but not as causing learning.



05 Age Differences

Age Differences

- It is commonly believed that children are better language learners than adults in the sense that young children typically can gain mastery of a second language, whereas adults cannot.
- This is reflected in what is known as the Critical Period Hypothesis (CPH).

Birdsong (1999)

“the CPH states that there is a limited developmental period during which it is possible to acquire a language be it L1 or L2, to normal, nativelike levels. Once this window of opportunity is passed, however, the ability to learn language declines”

- Another term used is sensitive period, which is more gradual in its end point and allows for greater variation in attainment (Long, 1990).

Age Differences

- Previous researchers show the evidence that indicates that young children are more likely to attain native-like proficiency in a second language than are teenagers or adults.
- Nevertheless, adults often learn certain parts of a new language more quickly (e.g., early morphological and syntactic development).
- The evidence is much more solid for an advantage for children in the acquisition of phonology, although there is some support for an advantage in other areas of language as well.

Age Differences



1

Both the initial rate of acquisition and the ultimate level of attainment depend in part on the age at which learning begins.



2

There are sensitive periods governing language development, L1 or L2, during which the acquisition of different linguistic abilities is successful and after which it is irregular and incomplete.

Age Differences



3

The age-related loss in ability is cumulative (not a catastrophic onetime event), affecting first one linguistic domain and then another, and is not limited to phonology.



4

The deterioration in some individuals begins as early as age 6—not at puberty as is often claimed.

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06

Aptitude

Aptitude

- Aptitude, simply put, refers to one's potential for learning new knowledge or new skills.
- With regard to language aptitude, it refers to one's ability to learn another language; there is no talk of language aptitude for learning one's first language, at least not for children without cognitive deficits.
- In studies where aptitude has been included, it has been shown to be an important differentiating factor.
- In fact, Skehan (1989, p. 38) stated that "aptitude is consistently the best predictor of language learning success."

Aptitude

- J. B. Carroll (1989) is the name associated most with studies of second language learning aptitude.
- He is the originator of what Skehan called the “standard ‘four component’ view of language aptitude”



Phonemic Coding Ability

- An ability to discriminate among foreign sounds and to encode them in a manner such that they can be recalled later.



Grammatical Sensitivity

- The ability to recognize the functions of words in sentences.
- The ability to discern whether or not words in different sentences perform the same function.

Aptitude



Inductive Language Learning Ability

- The ability to infer, induce, or abduct rules or generalizations about language from samples of the language.
-
- These abilities seem to be reasonable predictors of second language learning success in that a person who is excellent in one or more of these abilities would seem to be at an advantage in learning a second language.



Memory and Learning

- The ability to make and recall associations between words and phrases in a native and a second language.

Aptitude

- One might imagine that language aptitude is simply due to intelligence in general.
- This does not seem to be the case.
- First → there are many approaches to intelligence (e.g. Gardner, 1983) and there is not agreement as to the components or hierarchical arrangements of the components of this construct.
- Second → statistical investigations have demonstrated that language aptitude cannot be explained simply on the basis of the most common measurement of intelligence, IQ scores.
- There are clearly many overlapping traits, but there is not a one-to-one correspondence between measures on a general IQ test and measures of aptitude.

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07

Motivation

Motivation

- Numerous studies have provided statistical evidence that indicates motivation is a predictor of language-learning success.
- In recent years there has been a resurgence of interest in motivation research, with numerous reviews and book length treatments of the topic.
- In general, motivation appears to be the second strongest predictor of success, trailing only aptitude (Skehan, 1989).
- Gardner (1989):
“Motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question”

Motivation

Motivations as a function of time and success

- Improving proficiency in a second language is a long-term project.
- A learner who expends the effort for memorization (even if unconsciously) is more likely to succeed in either foreign or second language environments.

Changes Over Time

- There have been some studies that have investigated how motivation changes over time (e.g. Gardner, Masgoret, Tennant, and Mihic, 2004)

Motivation

- Dörnyei and Ottó (1998) proposed a model of motivation that allows for changes over time.

Preactional Stage

During which motivation is generated. This leads to the selection of the goal pursued.

Actional Stage

Referred to as *executive motivation*. It relates to the sustaining of the activity even with distracting influences.

Postactional Stage

Referred to the evaluation of how the activity went and feeds into future activities pursued in the future.

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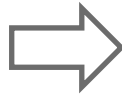
08

Personality and Learning Style

Personality and Learning Style

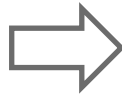
- The term learning style refers in broad terms to the preferences that an individual has of **obtaining, processing, and retaining information.**
- In other words, how do individuals approach the task of learning?
- The term **learning style** is often used interchangeably with **personality**, although the former is undoubtedly more variable, whereas the latter refers to a stable trait of an individual

LEARNING STYLE



more variable

PERSONALITY



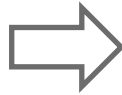
a stable trait of an individual

Personality and Learning Style

EXTROVERSION AND INTROVERSION

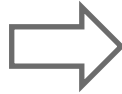
- The stereotype:

INTROVERT



Someone who is much happier with a book than with other people

EXTROVERT



The opposite: someone happier with people than a book

- These stereotypes have implications for second language learning success, but the implications are somewhat contradictory.

Personality and Learning Style

- We might expect the introvert to do better in school.
 - This has been borne out in research.
 - For example, Skehan (1989) cited studies of British undergraduates showing a correlation of 0.25 between introversion and academic success.
 - Nonetheless, the gregariousness associated with extroverts would suggest that they would engage in more talking and social activity in a second language and would thus learn the language better
- Hence, there are good reasons to think that both extroversion and introversion lead to success in second language learning, although in different ways.
 - Research data do not resolve this quandary.
 - It is probable that there is no correct global answer.
 - The likely solution is that extroversion is beneficial for certain tasks and certain methods of language teaching, whereas introversion is beneficial for others.

Personality and Learning Style

RISK TAKING

- It has been suggested that a tendency to take risks is associated with success in second language learning.
- Risk taking has been defined as “a situation where an individual has to make a decision involving choice between:
alternatives of different desirability;
the outcome of the choice is uncertain;
there is a possibility of failure”
- To say that an individual is a risk taker is to say that she or he generally is more willing to take risks than the average person.
- Thus, risk taking should be based on a background of general behavior.

Personality and Learning Style

RISK TAKING

Kahneman, Slovic, and Tversky (1982)

- Found that individuals are generally risk-averse when contemplating a gain
- Found that individuals are risk-seeking when contemplating a loss.

- To give common examples, if we have an opportunity to make a financial gain, we generally prefer conservative, but safer, investments.
- If we are threatened with a loss, we are much more willing to undertake risky actions that could ameliorate our losses if successful.

Personality and Learning Style

VISUAL / AUDITORY / KINESTHETIC

- We are all familiar with the commonly held belief that some individuals are visual learners and some are oral learners.
 - How do learners best take information in? Through listening to a passage? Through a teacher writing on the blackboard?
- **VISUAL LEARNERS** → those who take in information visually.
 - Thus, reading is preferred to listening.
 - Blackboard use or PowerPoint presentations are preferred to straight lectures.
 - They might rewrite lecture notes using color codings or other visual organizational schema.

Personality and Learning Style

VISUAL / AUDITORY / KINESTHETIC

- **KINESTHETIC (OR EVEN TACTILE) LEARNERS** → better when the whole body is involved or when objects can be manipulated, such as in lab work.
 - For kinesthetic learners, movement is a key issue and frequent breaks are necessary, as is moving while repeating/memorizing information important.
- **AUDITORY LEARNERS** → those who prefer to take in information auditorily.
 - They prefer listening to reading.
 - Lectures are an effective means of absorbing information.
 - They prefer to talk through material and even to have text read out loud.

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Thanks

Does anyone have any questions?
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