



HUF HANDONG
UNIT WIN
FELLOWSHIP

Second Language Acquisition

**Lecture 13: An Integrated View of Second Language
Acquisition**

**Lecturer: Maria Dewi Rosari, M.Pd.
Jakarta International University**

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 13 – LEARNING OBJECTIVES

1. An Integration of Subareas
 - a. Apperceived Input
 - b. Comprehended Input
 - c. Intake
 - d. Integration
 - e. Output

The background is a white canvas decorated with various shades of blue watercolor. There are several large, soft-edged brushstrokes in light blue. Scattered throughout are numerous small, dark blue dots and splatters of varying sizes. A prominent feature is a series of parallel, dark blue lines that appear to be drawn with a brush, extending from the top right towards the center. The overall aesthetic is artistic and modern.

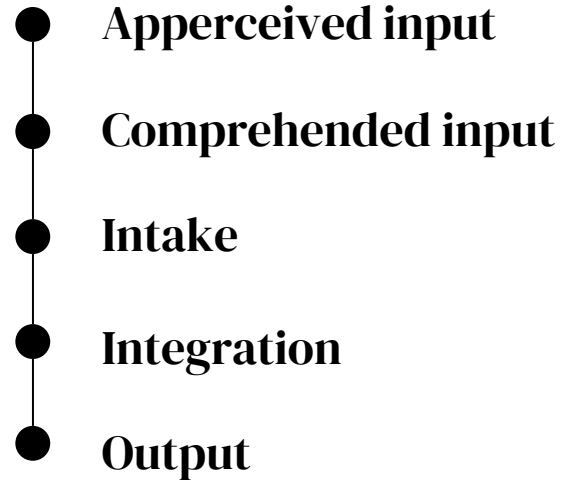
01

An Integration of Subareas

An Integration of Subareas

- All of these approaches to acquisition are crucial in dealing with a part of what happens in learning a second language.
- However, none of them alone is able to account for the total picture.
- In this lecture, a model is presented that will explain where the various pieces discussed throughout this lecture fit and how each relates to a larger picture of acquisition.
- The focus of this lecture is a consideration of what a learner must do to convert input to output.

- There are 5 stages in this process:



- We deal with each of these levels and elaborate on the factors that mediate between one level and another.

An Integration of Subareas

- As will be recalled from previous lectures, a major controversy in language acquisition research (both first and second) is whether or not acquisition can best be **characterized** by means of **innateness**.
- One view holds that a child comes to the learning task with a UG that allows the child to construct a grammar of a language on the basis of limited data.
- Another view maintains that language acquisition is a form of (and results from) social interaction.

- Within the first approach, research focuses on the **nature of UG**.
- Those working within this paradigm take as the scope of investigation linguistic descriptions of grammars.
- In so doing, an idealized speaker-hearer is assumed, with the claim being made that in order to understand formal constraints on language, **one needs to isolate that linguistic system and investigate it in and of itself without external (e.g. social) influences**.

An Integration of Subareas

- With regard to second language acquisition, the question most often asked is:

What is the role of UG in adult second language acquisition?

Is UG (which is assumed to be available to children acquiring a first language) available to adults learning a second language?

- In the **social interactionist view**, it has been argued that *language and social interaction cannot be separated* without resulting in a distorted picture of the development of linguistic and interactive skills
- From this point of view, language and cognitive development are deeply embedded in context;
- thus, an understanding of the development of syntax, for example, can only come about as one investigates how syntax interacts with other relevant aspects of the learning situation.

An Integration of Subareas

- The schematic view of the model of SLA is as follow:
- It is clear that input of some sort is necessary in order for acquisition to take place.
- What sort of input necessary is less clear. For example:

does it have to be modified?

If not, are there other ways in which input can be controlled or limited?

If so, what are those ways?

Can input come from fellow learners or do learners pay attention only to the input from so-called authority figures such as teachers or native speakers?

Once a learner filters out some of the input, what happens next?

- We consider each of the five stages involved in conversion of input to output: apperceived input, comprehended input, intake, integration, and output.

An Integration of Subareas - *a. Apperceived Input*

- The first point to note is that learners are exposed to a body of second language data.
- This is known as **input**.
- A well-established fact about second language acquisition is that not everything that learners hear/read is used as they form their second language grammars.
- Some language data filter through to learners and some do not.
- A concern in SLA research has been with the limits on what filters through to learners and what determines those limits.

- We consider each of the five stages involved in conversion of input to output:

apperceived input,

comprehended input,

intake,

integration, and

output.

An Integration of Subareas – *a. Apperceived Input*



Apperceived Input

It is the first stage of input utilization.

- **Apperception** → an internal cognitive act, identifying a linguistic form as being related to some prior knowledge.
- We can think of apperception as → **a priming device**, **telling use which parameters to attend to** in analyzing second language data.
- It is a priming device that **prepares the input for further analysis.**
- What is noticed, or apperceived, then interacts with a parsing mechanism that attempts to segment the stream of speech into meaningful unit for the learner.
- Thus, **apperceived input is that bit of language noticed in some way by the learner because of some particular features.**

An Integration of Subareas - *a. Apperceived Input*



Apperceived Input

It is the first stage of input utilization.

Why are some aspects of language noticed by a learner, whereas others are not?

What are the mediating factors at this initial stage?

Put differently, what factors serve as input filters?

- There are a number of possibilities, a few of which are discussed in this lecture.

An Integration of Subareas - *a. Apperceived Input*



Apperceived Input

It is the first stage of input utilization.

01 Frequency

- This first factor is obvious, possibly at both extremes.
- Something which is very frequent in the input is likely to be noticed.
- On the other hand, something that is unusual because of its infrequency may stand out for a learner.

02 Affect

- Within this category are included such factors as social distance, status, motivation, and attitude.
- Social distance is important in preventing a learner from obtaining input data.
- If a learner feels psychologically or socially distant from the target language community, the language input will not be available to that learner.

An Integration of Subareas - *a. Apperceived Input*



Apperceived Input

It is the first stage of input utilization.

03 Prior Knowledge

- Learning involves integration of new knowledge with prior knowledge.
- Importantly, one needs some sort of anchor on which to ground new knowledge.
- Prior knowledge is one of the factors that determine whether the input is meaningful.

04 Attention

- At a given point in time, does a learner attend to the input? One can think of many reasons why the input is not attended to.
- Many of these are trivial and don't concern second language acquisition (e.g., falling asleep in class); others are not trivial (e.g., an a priori realization that the input is not manageable, or task demands that make multiple foci of attention difficult or impossible)

An Integration of Subareas - *a. Apperceived Input*



Apperceived Input

It is the first stage of input utilization.

- These categories (i.e., frequency, affect, prior knowledge, and attention) are not intended to be necessarily independent.
- For example, attention may be related to, or influenced by, affective variables.
- If a learner has little desire to deal with the target language community, he or she may block out all the input, attending only to that which is necessary to conduct business or to get through the day.
- Similarly, affective variables may be influenced by prior knowledge.

An Integration of Subareas - *a. Apperceived Input*



Apperceived Input

It is the first stage of input utilization.

- Whether a learner is positively or negatively disposed toward the target language (community) is presumably determined by prior linguistic knowledge (perhaps the learner does or does not like the sound of the language or does or does not find the language difficult to learn) and even by prior experience with speakers of the target language.
- Thus, a significant role is assigned to prior knowledge and experience as activators of selective attention.

An Integration of Subareas - *b. Comprehended Input*

- The factors mentioned thus far in this chapter contribute to the potentiality of comprehension of the input.
 - But there is another point to consider: the concept of comprehended input.
 - There are two differences between the notion of comprehended input and that of comprehensible input
- **Comprehensible input** → controlled by the person providing input, generally (but not necessarily) a native speaker of the second language.
 - **Comprehended input** → learner-controlled: the learner who is or who is not doing the “work” to understand.
 - This distinction is crucial in the eventual relationship to intake, because it is the learner who ultimately controls that intake.

An Integration of Subareas - *b. Comprehended Input*

- However, there is a broader sense of the word, one that includes comprehension of structure as well as meaning.
- Comprehension represents a continuum of possibilities ranging from semantics to detailed structural analyses.
- In other words, comprehended input is potentially multistaged.

- For example, one can comprehend something at the level of meaning; that is, one can have an understanding of the general message.
- On the other hand, one can imagine a more analytic understanding taking place, with learners performing a mini-linguistic analysis.
- They might understand what the component parts of an utterance are and thus gain an understanding of the syntactic or phonological pattern represented.
- This recognition of different levels of analysis is important in relation to the subsequent level of intake.

An Integration of Subareas - *b. Comprehended Input*

- What is the difference between **apperceived** and **comprehended input**?
 - Apperceived → conceptualized as a priming device, preparing the learner for the possibility of subsequent analysis.
 - Example: learning a language with contrastive vowel length.
-
- Apperceived → a learner might apperceive that vowel length is an important feature of a language.
 - Comprehending → the task facing the learner is to analyze the input in order to determine what the vowel length is in some particular context and then to relate the particular vowel length to a specific meaning.

An Integration of Subareas - *b. Comprehended Input*

- To take a specific example, Japanese uses vowel length for the purpose of differentiating the meanings of words: /biru/ “building” versus /bi:ru/ “beer.”

- Apperception → learner of Japanese has to first recognize that Japanese differentiates between words on this basis.
- Comprehension → After the step-in apperception, the learner then recognizes the difference between /biru/ and /bi:ru/ (comprehension),
- and then match /biru/ with the concept of ‘building’ and/or /bi:ru/ with the concept of ‘beer’ (another level of comprehension).

An Integration of Subareas - *b. Comprehended Input*

- There is another necessary separation of components—that of comprehended input from intake.
- This separation is important because not all input that is comprehended becomes intake.
- For example, input may be comprehended only for the immediate purpose of a conversational interaction, or it may be used for purposes of learning.

Faerch and Kasper (1980)

- Proposed something similar when they differentiated between intake as communication and intake as learning,
- Intake as communication → language intake only for the purpose of immediate meaning in the course of a conversational interaction,
- Intake as learning → intake incorporated into a learner's grammar.
- Intake refers to the process of attempted integration of linguistic information.

An Integration of Subareas - *b. Comprehended Input*

- *What will determine whether the second language is comprehended?*
- **Prior linguistic knowledge** (e.g., knowledge of the NL, of the TL, language universals, knowledge of other languages) **is an important aspect.**
- These same factors are important in the determination of apperception as well.

- This is not surprising because linguistic knowledge is in some ways **cumulative.**
- One needs a place to attach new information and one needs some basis for the analysis (i.e., comprehension) of new information.
- Comprehension cannot take place in a vacuum.
- Prior knowledge forms the basis for comprehension (in either a narrow or broad sense).

An Integration of Subareas – *c. Intake*

- It is the process of assimilating linguistic material.
- **Intake**
 - mental activity that mediates between input and grammar.
 - different from apperception or comprehension (as they both do not necessarily lead to grammar formation)
 - Is not merely a subset of input
- Input and intake refer to 2 fundamentally different phenomena.

An Integration of Subareas – *c. Intake*

WHAT MEDIATES BETWEEN WHAT HAS BEEN COMPREHENDED AND WHAT IS EVENTUALLY IMPORTANT FOR INTAKE?

- The quality of analysis (i.e. comprehended input) is an important factor.
- Clearly, knowledge of the L1 and L2 is also significant.
- Additionally, whether a particular feature is part of UG (representing something innate) or is part of a universal typological feature will also bear upon eventual intake.
- These factors are not to be understood as being necessarily independent.

An Integration of Subareas – *c. Intake*

HOW CAN WE DESCRIBE THE INTAKE COMPONENT?

- It is that component where psycholinguistics processing takes place.
- That is, it is where incoming information is matched up against prior knowledge and where, in general, processing takes place against the backdrop of the existing internalized grammatical rules.
- It is where generalizations and so-called overgeneralizations are likely to occur.
- It is where memory traces are formed.
- It is the component from which fossilization stems.

An Integration of Subareas – *c. Intake*

- Some of the major processes that take place in the intake component are:



**Hypothesis
Formation**



Hypothesis Testing



Hypothesis Rejection



**Hypothesis
Modification**



**Hypothesis
Confirmation**

- Hypothesis formation takes place with the addition of new information.

An Integration of Subareas – *c. Intake*

- A beginning learner (let's assume an NS of Spanish):
hears → the English sentence It's pretty
hypothesize → that English sentences
can be of the form verb + adjective.
- The learner arrives at this conclusion by:
 - a. Attending to the form
 - b. Apperceiving it in terms of the Spanish sentence like *Es bonito*
 - c. Understanding the sentence in terms of both its meaning and its syntactic structure.

- The error in the learner's analysis comes from the fact that it's is heard as being similar to *es* and the learner assumes a similar syntactic structure.
- Thus, knowledge of the L1 facilitates that conclusion.
- Prior knowledge led:
 - a. to apperception
 - b. to actual syntactic and semantic comprehension
 - c. to intake because the analysis matched up with something the learner already knew (*es bonito*)

An Integration of Subareas –

d. Integration

- After there is language intake, there are at least two possible outcomes, both of which are a form of integration: the development *per se* of one's second language grammar and storage.
- The distinction made here is between **integration and non-integration** of new linguistic information.
- Let's consider how this relates to input.
- There are essentially four possibilities for dealing with input.
 - **The first two** → take place in the intake component and result in integration,
 - **The third** → takes place in the integration component,
 - **The fourth** → represents input that exits the system early on in the process.

An Integration of Subareas –

d. Integration



Hypothesis confirmation/rejection (intake)

- This first possibility for input is useful as part of the confirmation or rejection of a current hypothesis.
- This results in integration.

An Integration of Subareas –

d. Integration



Apparent Nonuse

- It stems from the fact that the information contained in the input is already incorporated into a learner's grammar.
- When the information contained in the input is already a part of one's knowledge base, the additional input might be used for rule **strengthening or hypothesis reconfirmation.**
- Part of becoming a fluent speaker of a second language involves the automatic retrieval of information from one's knowledge base.
- The knowledge base is developed through practice or repeated exposures to exemplars.

An Integration of Subareas –

d. Integration



Storage

- The third possibility is that input is put into storage, perhaps because some level of understanding has taken place, yet it is not clear **how integration into a learner's grammar can or should take place.**
- Example:
 - Spanish-speaking ESL student had heard the word *so* in the following sentence:
So, what did you do yesterday?
 - The student could neither figure out what it meant nor how to use it and asked a direct question in an ESL class as to the meaning.
 - From this, one can infer that the learner had stored this information and was waiting for it to be available for integration.

An Integration of Subareas –

d. Integration



Nonuse

- In this final possibility, learners make no use of the input at all.
- This may be because they have not succeeded in comprehending it at a useful level.

An Integration of Subareas –

d. Integration

- Integration is not necessarily a one-time affair.
- Rather, there are different levels of analysis and reanalysis from storage into the grammar, and within the grammar itself, as part of integration.
- Importantly, the integration component does not function as an independent unit.
- Language information that is processed and deemed appropriate for language development, yet that is not put into storage, becomes part of a **learner's knowledge system, or grammar.**

An Integration of Subareas –

d. Integration

- A factor that provides the impetus or motivation for changes in one's knowledge base is the recognition of a mismatch between what is present in the input and the learner's grammar.
- For learners to modify their speech, they must first recognize that there is something in need of modification—that there is a perceived mismatch between native speaker speech and their own learner grammars.
- Evidence for integrated knowledge can be seen in one of two ways.

1. There can be changes in the rule system that surface in the output.

This is in fact what is typically thought of when one considers developmental changes.

2. There may be changes in the underlying system although there is no output change.

Changes in underlying systems with no surface manifestation are typically subsumed under the category of reanalysis or restructuring

An Integration of Subareas –

d. Integration

- Within a second language context, we can think of reanalysis in two ways.

1. First, a reanalysis of the underlying system may affect the potential for output.

- For example, one can imagine a learner having learned the lexical item *orange juice* as a single lexical item *orangejuice* and only at a later point in time reanalyzing it as *orange + juice*.
- This reanalysis sets the stage for the potential forms *apple juice*, *grapefruit juice*, and so forth.⁵
- Thus, reanalysis allows for the potential creation of novel forms.

An Integration of Subareas –

d. Integration

- Within a second language context, we can think of reanalysis in two ways.

2. Second, on a syntactic level, prefabricated patterns may be analyzed (initially) with little output change.

- Example: Here is the speech of Uguisu, a 5-year-old child learning English. In the first month of data collection, the following were typical utterances:
Do you know?
Do you want this one?
- In later periods, it became obvious that *do you* was a (possibly monomorphemic) question marker.
- When reanalysis did finally take place and *do you* was analyzed into its component parts, with the result being a productive rule of question formation, there was no output difference.

An Integration of Subareas –

d. Integration

- Within a second language context, we can think of reanalysis in two ways.

2.

- The sentences below are taken from the 5th and 6th month, respectively, of data collection:
How do you break it?
Do you put it?
- Thus, whereas there was no output difference as a function of reanalysis, the underlying systems were different, as evidenced by other forms in this learner's grammar

An Integration of Subareas –

e. Output

- The final stage that needs to be examined is that of output.
- In the previous lecture, we discussed the concept and importance of comprehensible output.
- There are **two points** to emphasize.
- First, there is the **role of comprehensible output in testing hypotheses**. Thus, there can be a feedback loop back into the intake component.
- Second, there is **the role output plays in forcing a syntactic** rather than a solely semantic **analysis on language**. This conceptualization of output necessitates a feedback loop to comprehended input.

An Integration of Subareas –

e. Output

- Learners' output is often equated with their grammar.
- For example, it is frequently inferred that changes in the output represent changes in a learner's grammar. However, the two should not be equated.
- That the output is not identical to one's grammar is suggested by a number of factors.

- Among these is the recognition that there are individual differences in what learners are willing to say.

- Personality factors such as confidence in one's ability to produce correct target language sentences may influence whether or not a learner produces target language material.

- Additionally, learners produce different linguistic forms that have varying amounts of accuracy depending on the context and the task performed

An Integration of Subareas –

e. Output

- For example, what learners can produce in writing is not what they can produce in speaking; what they can understand from a printed page is not equivalent to what they can understand from an oral stimulus.
- Finally, different grammatical information may be used in different genres.
- Undoubtedly, this has to do with the ability to use different channels to express linguistic information.
- It is also a matter of limitations of access that one has to one's knowledge base.

- In sum, the output component represents more than the product of language knowledge; it is an active part of the entire learning process.

Reference

- Færch, C., and Kasper, G. (1980). *Processes in foreign language learning and communication*. *Interlanguage Studies Bulletin*, 5, 47-118.
- Gass, S. M., Selinker, L. (2008). *Second language acquisition: An introductory course*. Routledge.



Thanks

Does anyone have any questions?
mdrosari@jiu.ac

CREDITS: This presentation template was created
by **Slidesgo**, including icons by **Flaticon** and
infographics & images by **Freepik**