



HUF HANDONG
UNIT WIN
FELLOWSHIP

Second Language Acquisition

Lecture 8: Input, Interaction, and Output

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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 8 – LEARNING OBJECTIVES

1. Introduction
2. Input
3. Comprehension
4. Interaction
5. Output

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01

Introduction

Introduction

- It is commonly believed that learning a second language involves learning the rules of grammar of the second language (often in the form of memorization), along with vocabulary items and correct rules of pronunciation.
- Putting those rules to use in the context of conversation is then construed as a natural extension of grammar acquisition.

Introduction

- This view implicitly assumes that language use does not vary from L1 situations to various L2 situations, for all that would be needed to successfully converse in a L2 would be to plug in the correct forms to say the same thing as one does in one's native language.
- In this lecture, we are going to see how this view is an overly simplistic one.
- We first deal with the nature of the input to L2 learners.
- We then focus on the interrelationship of L2 use (especially conversation) and language learning.

The background is a white canvas decorated with various shades of blue watercolor. There are several large, soft-edged brushstrokes in light blue. Interspersed among these are numerous small, dark blue dots and splatters of varying sizes, some appearing as if they were thrown or splashed. A prominent feature is a series of parallel, dark blue lines that curve downwards from the top center towards the right side of the frame.

02 Input

Input

Corder (1967) made an important distinction between what he called input and intake



Input

What is available to the learner.



Intake

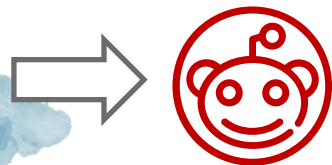
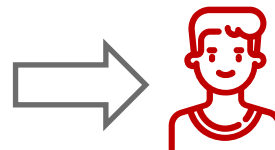
What is actually internalized or taken in by the learner.

- There is a situation in which the language one hears is totally incomprehensible, to the extent that it may **not even be possible to separate the stream of speech into words.**
- Whereas this is input, because it is available to the learner, it is not intake, because it **“goes in one ear and out the other”**; it is not integrated into the current learner-language system.
- This sort of input appears to **serve no greater purpose** for the learner than does that language that is never heard.

Input

What is the nature of the input to a language learner?

- In language directed toward linguistically deficient individuals (young children, NNSs of a language), NNSs **make adjustments to their speech in the areas of pronunciation, grammar, and lexicon.**



- Speech directed toward young children he called **baby talk** (now known variably as motherese, caretaker speech, or child-directed speech); speech directed toward linguistically deficient NNSs he called **foreigner talk.**

Ferguson (1971) had a goal of exploring the similarities between these two speech varieties.

Input

- Hatch (1983), presents a partial listing of **characteristics of foreigner talk speech**.
- In general, foreigner talk adjustments reveal speech patterns that would not ordinarily be used in conversations with NSs.
- Foreigner talk shares features in common with caretaker speech, the language spoken to young children.



NS speech



Foreigner talk

D'yu wanna go?	Do you want to go?
No, I can't.	No, I cannot.

Input

- Some of the most salient features of a foreigner talk include: **slow speech rate, loud speech, long pauses, simple vocabulary** (e.g. few idioms, high frequency words), repetitions and elaborations, and paucity of slang.

SLOW RATE = clearer articulation	VOCABULARY
<ul style="list-style-type: none">• Final stops are released• Fewer reduced vowels• Fewer contractions• Longer pauses	<ul style="list-style-type: none">• High frequency vocabulary<ul style="list-style-type: none">• Less slang• Fewer idioms• Fewer pronoun forms<ul style="list-style-type: none">• Definitions<ul style="list-style-type: none">• Overtly marked (e.g., <i>This means X</i>)• Semantic feature information (e.g., <i>a cathedral usually means a church, that's a very high ceiling</i>)• Contextual information (e.g., <i>if you go for a job in a factory, they talk about a wage scale</i>)• Gestures and pictures

Input

- Some of the most salient features of a foreigner talk include: **slow speech rate, loud speech, long pauses, simple vocabulary (e.g. few idioms, high frequency words), repetitions and elaborations, and paucity of slang.**

SYNTAX	DISCOURSE
<ul style="list-style-type: none">• Short and simple sentences• Movement of topics to front of sentence• Repetition and restatement• New information at the end of the sentence• NS grammatically repeats/modifies learners' incorrect utterances• NS fills in the blank for learners' incomplete utterances	<ul style="list-style-type: none">• NS gives reply within a question• NS uses tag questions• NS offers correction

Input

- The following examples come from a single kindergarten teacher's instructions to her students, there is a gradation from talk to NSs to nonproficient second language learners.
- The teacher adjusts her speech as a function of the proficiency of her students.

To an NS kindergarten class	To a single NS:	To an intermediate level NS of Urdu:
<i>These are babysitters taking care of babies. Draw a line from Q to q.</i> <i>From S to s and then trace.</i>	<i>Now, Johnny, you have to make a great big pointed hat.</i>	<i>Now her hat is big. Pointed.</i>

Input

- The following examples come from a single kindergarten teacher's instructions to her students, there is a gradation from talk to NSs to nonproficient second language learners.
- The teacher adjusts her speech as a function of the proficiency of her students.

To a low intermediate level NS of Arabic:	To a beginning level of NS of Japanese:	To a beginning level of NS of Korean:
<i>See hat? Hat is big. Big and tall.</i>	<i>Big, big, big hat.</i>	<i>Baby sitter. Baby</i>

Input

- Characteristics of foreigner talk are not always so obvious.
- See the following example which come from a survey on food and nutrition that NNSs conducted over the telephone.

Example 1



NNS: How have increasing food costs changed your eating habits?



NS: Well, we don't eat as much beef as we used to. We eat more chicken, and uh, pork, and uh, fish, things like that.



NNS: Pardon me?



NS: We don't eat as much beef as we used to. We eat more chicken and uh, uh pork and fish . . . We don't eat beef very often. We don't have steak like we used to.

Input

- Characteristics of foreigner talk are not always so obvious.
- See the following example which come from a survey on food and nutrition that NNSs conducted over the telephone.

Example 2



NNS: There has been a lot of talk lately about additives and preservatives in food. In what ways has this changed your eating habits?



NS: I try to stay away from nitrites.



NNS: Pardon me?



NS: Uh, from nitrites in uh like lunch meats and that sort of thing. I don't eat those.

Input

- In these two examples, there **was little indication of modified speech** in the initial responses to the NNSs' questions.
- This is perhaps because the questions were scripted and rehearsed, and despite the obvious non-nativeness of the caller (Spanish in the first example and Arabic in the second), there was an appearance of fluency.
- However, once the NNS said *Pardon me?*, the NS realized the difficulty involved in the conversation and made modifications.
- In this case, the modification was **not syntactic or phonological, as one typically expects with foreigner talk**.
- Rather, the NS **restated, repeated, and elaborated on the responses**, the implication being that, given more information, the NNS would have an easier time understanding.



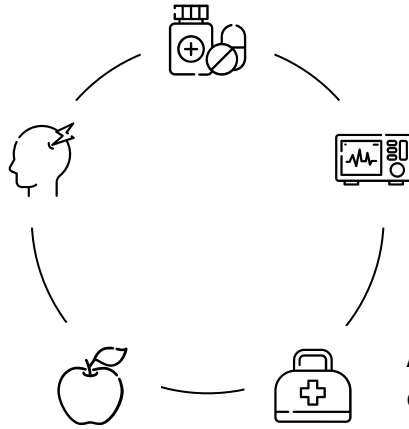
Input

What are the functions of foreigner talk in terms of language learning?

One will be better able to understand speech that has been simplified.

Second languages are acquired “by understanding messages, or by receiving ‘comprehensible input (Krashen, 1985)

It is related to Input Hypothesis by Krashen.



Without understanding the language, no learning can take place.

Although understanding alone does not guarantee that learning will occur, it does set the scene for learning to take place.

Input

Krashen defined
“comprehensible input” in a
particular way.

***Essentially, comprehensible
input is that bit of language
that is heard/read and that is
slightly ahead of a learner’s
current state of grammatical
knowledge.***



Language containing structures a
learner already knows essentially
serves no purpose in acquisition.



Language containing structures
way ahead of a learner’s current
knowledge **is not useful.**



Learner does not have the ability to “do” anything with those structures.

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02 Comprehension

Comprehension

- The first area of concern in a discussion of comprehension is **the NS's ability to understand the NNS's pronunciation.**
- However, this is clearly not the only factor; the NNS's ability to use the second language grammatically is yet another.
- In a study using a matched-guise format, NS listeners were asked to judge sentences read by the same NNS (each of 14 NNSs read one pair of sentences, all of which were then randomized).
- The sentences varied according to whether or not they were grammatical.
- One version was grammatical and the other was not.
- Given that one speaker read both versions, pronunciation remained constant.

Comprehension



It is unusual for him to have a new car.



He is unusual to have a new car.



He always spends his holidays at home.



He does spend his holidays always at home.

Comprehension

- When asked to judge the NNSs' pronunciation on a two-pronged scale ("good" and "not good"), NSs for the most part judged **the grammatical sentences as being spoken by a speaker with good pronunciation** and the **ungrammatical sentences spoken by a speaker with bad pronunciation.**
- Although grammaticality had an influence on the majority of the responses, there were some speakers for whom grammaticality had little effect on NS judgments.

- These were the speakers who were judged, on an independent rating, to have very good or very bad pronunciation; that is, the two extremes.
- Thus, understanding an NNS's speech is dependent on at least the grammaticality of the NNS's speech as well as the pronunciation.

Comprehension

- Additional factor determining comprehensibility is:

The NNS's ability to contextualize the language by using appropriate vocabulary and linking devices.

- To exemplify this, we reproduce a letter written by an NNS to an NS.
- As can be seen, this letter is, at best, difficult to understand.
- Given the written mode, pronunciation is not a factor.
- What is particularly interesting is that the sentences for the most part are syntactically well-formed.
- Yet, as a whole, the letter is unclear.

Comprehension

Dear ...

I'm very glad to receive your good request about expending for language. I looked it hardly and found that late.

I want to obtain publications which will help me to finish my formations in English or technological knowledge.

Many times I wrote over without best answer was obtained. With that discriminate area, I have disjointed several forms.

So, I ask a place to follow research learning, or, your useful publications.

I prefer to change my present job, so, all you'll do must be wellcome.

I'm interesting in world food program, or, in a field where research, campaigns are useful.

Thanks.

Comprehension

1st paragraph



It is grammatically correct, but semantically anomalous → the choice of vocabulary items (*expending, language, hardly*), making the paragraph difficult to understand.

3rd paragraph

It supports the centrality of vocabulary and the secondary role of grammar.



1st sentence → *Many times I wrote over without best answer was obtained*, even though the 2nd clause is grammatically ill-formed, it is not difficult to understand that the writer meant *without receiveing a good answer*.

2nd sentence → *With that discriminate area, I have disjointed several forms*. It is grammatically well-formed, but the vocabulary is inappropriate (*discriminate* and *disjointed*).

Comprehension

- The second area of concern in a discussion of comprehension is **the NNS's ability to understand.**
- In conversation, indications of understanding are given in a number of ways.
- Most common are what are called **backchannel cues.**
- Example: ***uh huh* or *yeah*,** which are said during the time another person is talking

- When a conversation is face to face, as opposed to over the telephone, **head nods** can also serve the same function.
- Nonnative speakers of a language quickly learn how to give appropriate backchanneling cues without the concomitant ability to actually understand the conversation.

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03 Interaction

Interaction

- The interaction approach accounts for learning through:

Input (exposure of language)
Output (production of language)
Feedback

..that comes as a result of interaction.

- Interaction involves a number of components including
Negotiation
Recasts
Feedback

- When the flow of conversation is interrupted, participants often compensate by:

Questioning particular utterances

→ *You say there's been a lot of talk about what?*

Requesting conversational help

→ *could you spell one of those words for me?*

- In other words, they negotiate what was not understood.
See the following example:

Interaction

NNS : There has been a lot of talk lately about additives and preservatives in food.
How—

NS : —a a a lot, a lot of talk about what?

NNS : Uh. There has been a lot of talk lately about additives and preservatives in food.

NS : Now just a minute. I can hear you—everything except the important words. You say there's been a lot of talk lately about what [inaudible]

NNS : —additive, additive, and preservative, in food—

NS : Could you spell one of those words for me, please?

NNS : A D D I T I V E.

NS : Just a minute. This is strange to me.

NNS : H h.

NS : Uh—

Interaction

NNS : 'n other word is P R E S E R V A

NS : —oh, preserves

NNS : Preservative and additive.

NS : —preservatives, yes, okay. And what was that— what was that first word I didn't understand?

NNS : OKAY in—

NS : —Additives?

NNS : OKAY.

NS : —Additives and preservatives

NNS : Yes.

NS : Ooh right ...

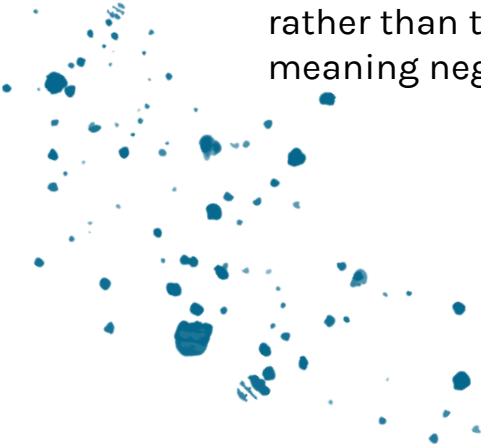
Interaction

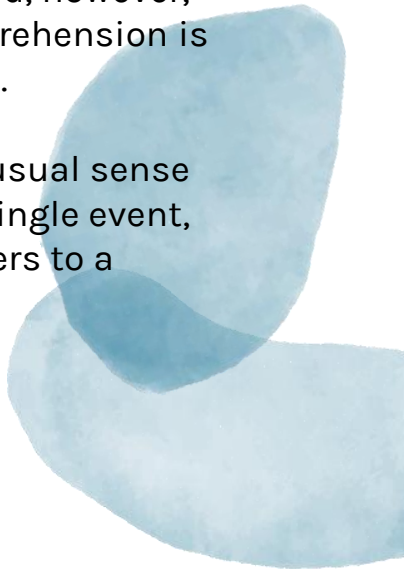
- Negotiation of this sort allows participants to maintain as well as possible equal footing in the conversation.
- Negotiation allows participants to
 - respond appropriately to one another's utterance,
 - and to regain their places in a conversation after one or both have "slipped."

- The effect of NS and NNS modifications (whether intentional or not) is to aid the NNS in understanding.
- This reduces the burden for the NNS in that he or she is assisted by others in understanding and in producing language appropriate to the situation.



Interaction

- However, one could also argue that outward signs of negotiation and resolution of that negotiation are only strategies to show solidarity, rather than true indications of meaning negotiation.
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- One should not be misled, however, into thinking that comprehension is the same as acquisition.
 - Comprehension, in the usual sense of the word, refers to a single event, whereas acquisition refers to a permanent state.
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04 Output

Output

- Input alone is not sufficient for acquisition, because when one hears language one can often interpret the meaning without the use of syntax.
- For example, if one hears only the words *dog, bit, girl*, regardless of the order in which those words occur,
 - it is likely that the meaning *The dog bit the girl* is the one that will be assumed
 - rather than the more unusual *The girl bit the dog*.
- Similarly, if one hears a sentence such as *This is bad story*,
 - one can easily fill in the missing article.
- Little knowledge, other than knowing the meanings of the words and knowing something about real-world events, is needed.

Output

- There is no better way to test the extent of one's knowledge (linguistic or otherwise) than to have to use that knowledge in some productive way.
- However, output has generally been seen not as a way of creating knowledge, but as a way of practicing already existing knowledge.
- In other words, output has traditionally been viewed as a way of practicing what has previously been learned.

Swain (1985)

- Comprehensible output → “pushed” output.
- “Pushed” output → learners are “pushed” or “stretched” in their production as a necessary part of making themselves understood.
- They might modify a previous utterance or they might try out forms that they had not used before.

Output

Comprehensible Output

- Refers to the need for a learner to be “pushed” toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately.
- Output may stimulate learners to move **from**
the semantic, open-ended, nondeterministic strategic processing prevalent in comprehension
to
the complete grammatical processing needed for accurate production

- Output, thus, would seem to have a potentially significant role in the development of syntax and morphology.
- Output is generally considered to have a positive effect on learning, although results have been mixed.

Output

Example of pushed output:

- NNS : And in hand in hand have a bigger glass to see.
NS : It's err. You mean, something in his hand?
NNS : Like spectacle. For older person.
NS : Mmmm, sorry I don't follow, it's what?
NNS : In hand have he have has a glass for looking through for make the print bigger to see, to see the print, for magnify.
NS : He has some glasses?
NNS : Magnify glasses he has magnifying glass.
NS : Oh aha I see a magnifying glass, right that's a good one, ok.

Output

Recall comments following this episode:

In this example I see I have to manage my err err expression because he does not understand me and I cannot think of exact word right then. I am thinking thinking it is nearly in my mind, thinking bigger and magnificate and eventually magnify. I know I see this word before but so I am sort of talking around around this word but he is forcing me to think harder, think harder for the correct word to give him so he can understand and so I was trying. I carry on talking until finally I get it, and when I say it, then he understand it, me.

- The recall comments come immediately following the episode.
- As is clear from these comments, this learner understood that her language was not clear and struggled to come up with the appropriate expression.
- She was pushed through the negotiation sequences to make her language clearer.

Reference

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Thanks

Does anyone have any questions?
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