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Түйін

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Resume

In this article is written about the methods of teaching English language.

Özet

Bu makalede İngilizce dil öğretimi yöntemleri hakkında yazılmıştır.

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Developmental stages in second language acquisition

Acquisition versus Learning: Acquisition is the process by which children unconsciously acquire the language while learning is defined as conscious knowledge of a second language knowing the rules being aware of them and being able to talk about them.

A similar view suggests that the principles of UG hold only during the critical period after which general learning mechanism not specific LA, operate in learning.

Another theory proposes that L2 is acquired on the same universal innate principles that govern L1 acquisition, which is why one finds the same stages of development even if the complete L2 grammar is not acquired due to nonlinguistic factors at work.

Influences on the process of SLA i.e. structural interference from L1 into L2,

Ex1: Spanish learners of German can't discriminate between the word *warum* (*why*) and *weil* (*because*) as they do not discriminate morphologically these words in Spanish. (*por qué* and *porque*)

F: *wollen wir zu Julie gehen?*

G: *nein*

F: *warum nicht?*

G: *warum die ist nicht hier*

Non-linguistics factors may be influential in L2 acquisition like socio-psychological factors such as attitude and motivation.

There are several determining developmental stages:

1. According to Meisel et al there exist developmental sequences in L2 acquisition; however, within each such stage there is considerable variation.
2. This variation characterises the different learner groups linguistically, whether a learner belongs to one such group or another depends on socio-psychological factors.
3. There are two types of approaches to find out what constitutes developmental stages in SLA:
4.
 1. Longitudinal Studies
 2. Cross-sectional Studies

Longitudinal Studies

A longitudinal study gives a description of linguistic performance at several points of time, analysing changes which occur between two different points of time.

If a linguistic feature appears systematically, it is said to have been acquired by a learner. That is, developmental stages are defined in terms of acquired rules.

Problems with Longitudinal Studies as follows:

- **Time:** Not practical.
- **Structure:** There is a limited number of learners and the evidence does not follow from an analysis of several consecutive samples of speech of the same learner.
- **Interpretation of change:** Regular or irregular intervals between a number of recordings do not guarantee either that a new stage in the linguistic development has been attained or that one has not missed such a stage.

Cross-sectional Studies

The procedure follows to analyse the linguistic performance of a number of L2 learners at a certain point of time.

The results are interpreted as:

- a) one tries to find out which areas of the grammar of the target language presents most difficulties by counting the number of errors.
- b) one attempts to give the learner's distance from the standard norm in terms of grammatical complexity.

As result different learners or groups of learners who show comparable linguistic behavior are said to represent different developmental stages.

Cross-sectional studies are based on the assumption that the process of acquisition is strictly linear and uniform. Does a high number of errors in a certain area of grammar really indicate that this structure has been acquired late and vice versa? There is absolutely no reason to believe that an L2 learner should start with the easy part of the grammar and leave the most difficult ones for later. Rather, he uses whatever is necessary to express his communicative needs. In the process of L2 acquisition while some new rules are acquired others are dropped after a certain period of time and some are changed. Thus, a grammatical complexity of one sample of learner is a useful but not sufficient criterion to determine the developmental stage he has reached.

Cross-sectional & longitudinal studies

In language acquisition studies, there is a shared assumption that 'a learners performance reflects the best of his linguistic abilities. However, someone who wants to communicate efficiently in L2 cannot at every instance display the best of his internalized grammar. Instead the learner will be looking for convenient shortcuts. "Simplification" is one of these shortcuts.

There are three kinds of simplification:

1. **Elaborative Simplification:** Serves the purpose of bringing learner's interim grammar closer to the target norm.
2. **Restrictive Simplification:** Reduces the grammar to make it easier for the learner to handle.
3. **Conformative simplification:** The learner simplifies his grammar by conforming to the model system and eliminating any non-standard forms.

Longitudinal studies are advantageous in this respect. Being able study one person's speech at different points of time and at different places and in different context may help to discover which strategies are applied by the learner. To sum up, to find out about the developmental sequences in SLA, the process of language acquisition should be studied over a longer period of time. Then, the results should be backed up by cross-sectional studies. However, this procedure will not eliminate the problems.

A multi-dimensional model of SLA

Meisel et al (1994, 1997) claims that viewing LA as a linear and uniform process does not allow one to attribute different degrees of importance to different structural properties of the learner's speech, either on language internal or on social or psychological grounds. Certain linguistic structures are general features of specific acquisitional stages. In addition to this, socio-psychological factors play a important role in SLA. Social distance from a target group, intensity of contact, attitudes, motivation, etc. have been shown to be more influential than duration of stay, intelligence and etc. For example, social distance will make it difficult for the learner to acquire the language of the target language group. These researchers abandoned the uniformity hypothesis in favor of a theory which sees SLA as multi-dimentional process. This does not conflict with the view of SLA as a squence of

ordered developmental stages but within each stage one will have to allow for considerable variation. They suggest that this variation be explained by the existence of different learner groups which results from socio-psychological reasons. In other words, they do not merely determine the degree to which a second language is acquired but also the kind of transitional system the learners acquire, eg: as a result of certain strategies of simplification. Learners may very well continue to acquire new rules of the L2 grammar; i.e: they will reach new developmental stages. But, they may stick to certain kinds of simplification which other learners may never use- not even in very early stages. That is, although pidginization is found very frequently in early stages of SLA it is not necessarily present in all learners.

EXAMPLE:

1. The use of copula is not an indication of a learner's new developmental stage but as to be explained by the strategies of the group he belongs to. That means as a learner progresses in his L2 development he may continue not to use the copula.
2. Piensman studied the acquisition of German by two nine-year old children. Luigina systematically deleted the verb if there was an object; however, Concette almost never deleted a verbal element.

L: Ein Madchen () bier

a girl (drink) beer

C: De Kinder essen Apfel

the children eat apple

Both girls develop their knowledge of German in the same way but Luigina continues to delete the copula and the main verb frequently. This is considered as instances of restrictive simplifications which is applied to minimize processing efforts when using the foreign language. Communication is not severely hindered by these deletions.

Meisel et al (1994, 1997) carried out a study with 40 adult learners to identify a criteria to distinguish features which mark a new step toward the target norm of L2. They used verbal elements in the word order to mark developmental stages. They focused on 3 rules:

1. V- END
2. Inversion
3. Particle

They observed that learners who have acquired V-END also possess the other two rules. Some learners who have acquired inversion do not apply V-END. Thus, they assumed that there are 4 developmental stages which can be defined by means of these rules.

Stage I: None of the three rules has been acquired

Stage II: Only PARTICLE has been acquired

Stage III: PARTICLE and INVERSION have been acquired

Stage IV: PARTICLE, INVERSION and V-END have been acquired.

In sum, the position of the verb is a reliable indication of the developmental stage attained by the learner. It is important that learners may reach a new development stage without being able to use the rules acquired before in all possible contexts.

Ex: A learner who uses V-END quite frequently, does not invert subject and verb.

Whereas some learners seem to acquire a rule perfectly before they move onto the next learning task, others are less perfect in terms of the target language. However, they may be more efficient in communication.

Those toward the right represent more simplified learner varieties. Those to the left are more grammatical learners in terms of the standard norms.

STAGE IV	Janni	Benito	
	0.07	0.16	
	0.	0.08	
	0.	0.26	
STAGE III	Maria		Franco
	0.18		0.35
	0.		0.53
	0.11		0.5
STAGE II		Angelina	Lolita
		0.32	0.62
		0.25	0.7
		0.47	0.67

Benito, who has reached stage IV without using the rules in all possible contexts is plotted more towards the right (more simplified variety), than Maria, who is only on stage III but uses those rules in more contexts than Benito.

Whether a learner belongs to one group or another may also change especially if the socio-psychological factors change. For instance, a change in the attitude toward the new social environment may change the learners position. (right/left/up/down)

In sum, SLA in this model cannot be seen as steady movement in one direction, ups and downs are as likely as changes to the right or left.

Possible Applications of the Model. As for designing language courses, this model may also be the basis for establishing psychologically pausable sequencing of teaching material. As long as the social factors remain unchanged, it is predicted that although changes may occur during the class, the transfer of what has been learned to everyday communication will be extremely difficult.

Earlier L1 – L2 Comparisons. In L1 Acquisition, the form and the correct placement of the verb are acquired simultaneously, whereas L2 learners go through an extended period of variability in both verb form and verb placement.

“... most important difference between the two types of acquisition concerns the developmental relationship, in L1 acquisition, between the emergence of the verb placement and also target like placement of the finite verb with respect to the negative element. This generalization does not hold for L2 acquisition.” (Meisel, 1997 cited in Pieneman, 2005: 257)

L1 and L2 learners differ when it comes to the acquisition of word order in verb second languages. Verb second has been reported to be problematic to all L2 learners irrespective of their L1. L1 learners on the other hand seem to have no problems in acquiring verb second. For instance, Swedish L1 children start with variable word order and use verb second as soon as they produce finite verbs. Meisel (1994, 1997) argued that L2 learners do not have access to UG but use other learning strategies. However, Vainika & Young-Scholten (1994) claim that L2 learners in fact use UG in a similar way to L1 learners. The difference is that L2 learners can transfer certain properties of L1 into L2.

On the other hand, according to processability theory, transfer of the L1 into the L2 is of minor importance and it is developmentally moderated.

Processability theory

PT is a reorientation of “the multi dimensional model”.

According to PT language acquisition can be described as the gradual construction of a mental grammar. Each stage in the development is built upon the automatization of the preceding stages. That is, the precise prerequisites are needed for the processing of each stage in the development. In other words, the procedures are activated one-by-one

	Time 1	Time 2	Time 3	Time 4	Time 5
Procedures					
Subordinate clause	-	-	-	-	+
S-procedure	-	-	-	+	+
Phrasal procedure	-	-	+	+	+
Category procedure	-	+	+	+	+
Word access	+	+	+	+	+

PT rejects the idea of complete influence of the learners' L1 at the initial stage. L1 transfer will occur when the structure to be transferred is processable within the developing interlanguage system. PT takes the position that UG is not actively involved during adult L2 development.

Developmental sequence of
GSL word order rules:

1. Stage X : Canonical word order
2. Stage X + 1 : Adverb pre-posing
3. Stage X + 2 : Verb separation
4. Stage X + 3 : Inversion
5. Stage X + 4 : Verb → End
6. Stage X : Canonical word order (SVO)

die kinder spielen mit ball

the children play with the ball

S V O

Stage X + 1 : Adverb pre-posing

da kinder spielen

there children play

ADV S V

Stage X + 2 : Verb separation

alle kinder muss die pause machen

all children must the break have

S MOD O V

Stage X + 3 : Inversion

dann hat sie wieder die knoch gebringt

then has she again the bone brought

ADV AUX S O V

Stage X + 4 : Verb → End

er sagte dass er nach hause kommt

he said that he home came

S V [COMP S ADV V]

Pienemann claims that the process of the development in L1 and L2 is basically similar. He argues that the difference between the rules that L1 and L2 learners use can be explained by their different initial hypothesis. Pienemann argues that once a specific structure such as SVO or SOV is used, the range of options to be chosen for the next stage is restricted. For example, the SOV order that German L1 learners start with can easily be developed into verb-second because the final placement of the main verb is already in the place and the learner only needs a slot available in which to place auxiliary verbs. In contrast to this, the SVO order that L2 learners start with demands more intermediate steps before verb-second can be processed.

L1 and L2 development of German morphosyntax (after Pieneman 1998)

Procedure	L2	L1
5. Subordinate Clause 4. Use of S-procedure for constituents in S 3. Use of phrasal procedure for constituents in VP 2. Use of saliency principle to relax canonical order 1. Word order constrained into canonical order	Comp SOV +/- agreement X Vf S O Vi X S Aux O V/ X S V O PART X S V O SVO	Comp SOV +agreement X Vf S O Vi - - SOV

L2 learners start with SVO as preferred word order. The next step involves a preposed element, with the order SVO held constant. Before the S-procedure, where subject-verb inversion can be processed, the L2 learner needs the phrasal procedure that ensures that the finite verb is separated from the infinitival verb, or the particle, and the object is placed between them. When the S-procedure is accessible, subject verb inversion and subject verb agreement become processible. (They do not necessarily emerge simultaneously as in L1 acquisition.) The last step involves the subordinate clause procedure. However, L1 learners start with a different initial hypothesis, SOV, instead of SVO. They do not use intermediate steps, but proceed directly to the S-procedure, where verb placement and verb morphology is used simultaneously.

Developmental stages for English as L2:

Stufe	Strukturen	Beispiele
6	Cancel Aux-2nd	I wonder what he wants.
5	Neg/Aux-2nd-? Aux-2nd -? 3sg-s -	Why didn't you tell me? Why can't she come? Why did she eat that? What will you do? Peter likes bananas.
4	Copula S (x) Wh-copula S (x) V-Particle	Is she at home? Where is she? Turn it off!
3	Do-SV(O)-? Aux SV(O)-? Wh-SV(O)-? Adverb-First Poss (Pronoun) Object (Pronoun)	Do he live here? Can I go home? Where she went? What you want? Today he stay here. I show you my garden. This is your pencil. Mary called him.
2	S neg V(O) SVO SVO-Question -ed -ing Plural -s (Noun) Poss -s (Noun)	Me no live here. / I don't live here. Me live here. You live here? John played. Jane going. I like cats. Pat's cat is fat.
1	Words Formulae	Hello, Five Dock, Central How are you? Where is X? What's your name?

Organic Grammar

Vainikka, A. & Young-Scholten, M. (2006) wrote in their book that OG approach differs from PT in that it is phrase structure itself which is gradually expanded rather than phrase structure rules tied to processing strategies.

Under OG the implicational hierarchy of acquisition need only refer to syntax. 5 steps suggested by PT is replaced by 3 iterative steps in OG.

1. Once a head is identified in the input it projects a maximal projection.

2. A complement position is posited within the maximal projection based on positive evidence.
 3. A specifier position is posited within the maximal projection based on positive evidence.
- In other words, VP is taken to be base of an extended projection with the functional projections IP and CP higher projections of a VP. These are not possible without a VP. The availability of these functional projections is what enables the movement or displacement of certain linguistic elements; no additional processing procedures need to be assumed. While PT assumes that the learning of lexical items precedes syntax, OG claims that the syntax search for lexical items. That is, according to OG the grammar itself drives development. Like PT, OG rejects the idea of complete influence of the learners' L1 at initial stages. OG mediates between the input and the learner's emerging or reemerging grammar

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Түйін

Мақалада екінші шет тілін үйрену барысындағы қадамдар түсіндіріледі. Сондай-ақ, екінші шет тілін үйрену барысында грамматикалық ережелерсіз яғни қоршаған ортаның оған әсер етуі арқылы сол тілді қабылдау, оны меңгеру (мысалы, қазақтардың орыс тілін қоршаған орта арқылы кішкентай кезінен қабылдау арқылы үйренуі) және арнайы шет тілін грамматикалық тұрғыдан үйрену (мысалы, қазақтардың ағылшын немесе басқа тілді арнайы мектептерде, грамматикалық ережелер арқылы үйренуі) жолдарының айырмашылықтары, артықшылықтары мен кемшіліктері жайында сөз болады.

Резюме

В статье анализируются методики обучения второго иностранного языка. В частности рассматривается обучение иностранных языков без специфических грамматических правил, и их плюсы и минусы.

Özet

Bu makalede ikinci yabancı dili öğrenirken geçeceğimiz adımlardan bahsedilir. Ayrıca, ikinci yabancı dil farklı öğrenilebilir, mesela Kazaklar Rusçayı doğal olarak çocukluğundan öğrenir. Ana dilini öğrendikleri gibi hiçbir özel kitap okumadan, grameri incelemeyen, günlük hayatta çevrelerindeki insanların o dilde konuştukları sayesinde öğrenir ve ikinci yabancı dile sahip olur. Ama ikinci yabancı dil her zaman böyle öğrenilmez, yani mesela Kazakların İngilizce öğrenmesini alırsak, günlük hayatta çevrelerindeki insanlar İngilizce konuşmazlar. O yüzden insan İngilizceyi öğrenmesi için gramer dolu kitapları okuması, kurallara uyması lazım. Belki de özel kurlara da gidebilir. İşte bu makalede bu iki öğrenme yolun özellikleri, farklılıkları ve faydası v.b. söz konusudur.