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**Comprehension check for
The Scope of Inquiry and Goals of SLA**

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Chapter 1. The Scope of Second Language Acquisition.

1.1 The scope of Inquiry

Question 1. Why is the scope of second language acquisition broad?

Because it encompasses basic and applied work on the acquisition and loss of second (third, etc.) languages and dialects by children or adults, learning naturalistically or with the aid of formal instruction as individuals or in groups in foreign second language and in lingua franca settings. Question

2. What are some of the research methods employed in second language acquisition?

1. Naturalistic observation in field settings.
2. Descriptive and quasi-experimental studies of language learning in classroom or via distance education.
3. Experimental laboratory work.
4. Computer simulations. Question

3. The majority of second language acquisition studies are **cross-sectional**, with serious resulting limitations on the conclusions that can be drawn on some important issues, whereas **Longitudinal studies** of children and adults are distressingly rare in second language acquisition studies.

4. What is the nature of orientation that much current SLA research and theorizing share?

It is strongly **cognitive orientation** varying from nativist, both special (linguistic) and general, to various kinds of functional, emergentist, and connectionist positions.

5. What is the focus of the cognitive orientation in current SLA research?

The focus is firmly on:

- a. Identifying the nature and sources of the underlying L2 knowledge system.
- b. Explaining the developmental success and failure.

6. **Performance data** are inevitable for researchers, a mainstay in SLA, but understanding **underlying competence**, not the external verbal behavior, is the ultimate goal.

7. Researchers recognize that SLA takes place in a **social context** and accept that it can be influenced by it both micro and macro.

8. **Why is research on SLA increasingly viewed as a branch of cognitive science?**

Because researchers recognize that language learning, like any other learning, is a matter of change in an individual's **internal mental state**.

1.2 The goals. Why study SLA?

9. In many parts of the world, **monolingualism**, not bilingualism or multilingualism is the marked case.

10. When do some federal and state governments and departments of education mandate use of regional lingua franca as the medium of instruction?

A. When literacy training or education is simply unavailable in a group's native language.

B. If there are too many languages that makes it economically unviable to offer either in all of them.

11. When does the need for second dialect acquisition exist?

A. When a local variety of a language may be actively suppressed or stigmatized, sometimes even by people who speak it natively themselves, which results in a need for SDA, second dialect acquisition for educational employment and other purposes. Examples can be Hawaii Creole English, here a standard variety may be prescribed for educational settings.

Q.12. Why are SLA and SDA not just common experiences for children alone but also for adults?

There are many reasons.

1. Global migration and refugees. Many people are forced to migrate due to war, oppression, or natural disasters, crossing linguistic and cultural boundaries in the process. They need to learn a new language to integrate it, to integrate into their host societies.

2. Survival and adaptation. Immigrants and refugees are obliged to learn at least basic communication skills in a second language or dialect for survival and their new environment.

3. societal and economic integration. Language acquisition is crucial for employment, accessing education and becoming members of a new communities.

4. Educational requirements. Children experience second language acquisition at school settings where bilingual or multi lingual education is implemented.

5. Broader socio-linguistic processes. Second language acquisition and second dialect acquisition are linked to broader socio-linguistic and socio-cultural processes such as acculturation and socialization which affect language use in diverse context

6. Academic interest. Researchers pay a lot of attention to this field a due to its complexity and implications for social, cognitive and linguistic development of individuals.

Q.13. What are the potential applications or social utility of basic research in SLA?

A) Applications in Linguistic, Cognitive, and Theoretical Understanding

1. Testing Linguistic Theories

- Differentiates linguistic theories like grammatical nativism, emergentism, and functionalism.
- Examines the applicability of universal grammar in SLA.

2. Understanding Cognitive Processes

- Explores implicit and explicit learning, individual differences (e.g., attention, memory), and cross-linguistic influences between L1 and L2.

3. Examining Developmental Relationships

- Links SLA to cognitive growth and learning trajectories, analyzing differences between child and adult learners.

4. Studying Fossilization and Stagnation

- Investigates why learners may stop progressing despite continued exposure to the second language.

5. Comparative Studies

- Compares SLA with first language acquisition, pidginization, and creolization to understand language formation processes.

6. Neuroscience Contributions

- Identifies how the brain adapts to SLA, including structural changes and impacts of trauma or bilingual aphasia.

B) Social and Educational Applications

7. Language Education

- Enhances second and foreign language teaching methods, bilingual education, and L1-L2 development timing.
- Supports error correction strategies and assessment methods.

8. Special Needs Populations

- Addresses SLA challenges in Alzheimer's patients, Down syndrome children, and immigrant learners.
- Supports language acquisition in sign language for deaf and hearing individuals.

9. Bilingualism and Language Maintenance

- Studies primary language loss and strategies for maintaining bilingual literacy.
- Informs second language literacy programs and educational systems.