These methods do not force early production in the second language, but allow students to produce when they are ‘ready’, recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful. Stephen Krashen, University of Southern California is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language acquisition. Since 1977, he has published well over 20 books and articles and has been invited to deliver over 200 lectures at universities throughout the United States and Canada.

This is a brief description of Krashen’s widely known and well-accepted theory of second language acquisition, which has had a large impact in all areas of second language research and teaching. The Acquisition-Learning distinction is the most fundamental of the five hypotheses in Krashen’s theory and the most widely known among linguists and language teachers.

According to Krashen there are two independent systems of foreign language performance: ‘the acquired system’ and ‘the learned system’.

Gesture, meaning-making, and embodiment: Second language learning in an elementary classroom. View 1 excerpt, cites background. Research Feed. However, they did not repeat the sentences, only the gestures. The comparison group and the experimental group were given the gestures as well.

There were 5 sessions of this kind with different groups of 10 French expressions. The analysis of the results shows that the students presented with illustrative gestures recalled more sentences than the others. The experimental group who reproduced the gestures did better than the comparison group who just saw them during the posttest.

Both experiments dealt with adult subjects. In our study on second language teaching to young children and the role of teaching gestures in lexical memorisation, it seemed interesting to elaborate similar experiments with younger subjects. Our first work in this field Tellier, a was with 32 children age 5 who were divided into 2 groups control and experiment and had to watch 3 videos which contained a list of 10 words each. The words were in French, the subjects’ mother tongue, for we did not want to work with foreign language yet.

The children watched the video individually and had to do a free recall task immediately after. The three videos watched by the control group only presented them with words pronounced by a person on the film. The first video watched by the experiment group was the same as the control group, the second video was illustrated with gestures and the third had pictures to illustrate the words pronounced. The experiment group had significant better results with video 2 and 3.

This enabled us to infer that the use of visual modalities improved short term memorisation. In this article we will still work on short term memorisation in a free recall task.
Also, in the present study, we will not deal with foreign language. Since we were interested in short term memory, we did not teach new words to children but worked on words they are familiar with in their mother tongue. Thus, we will be able to assess the real effect of gestures. The experiment was a 3 x 3 x 4 factorial design. They were working on 3 different videos named Video 1, Video 2 and Video 2G. Forty-two French children from the same school were involved in the experiment. The age mean was 5 years 9 months old, and the range was 5 years 3 months old to 6 years 3 months old.

Two lists of 10 French words were elaborated. They were designed for children, based on everyday vocabulary. Despite the significant effects of social L2 learning, individual differences have been observed as discussed 48 , It is therefore important to examine in greater detail both the contexts of learning and the characteristics of the learner. It is possible that highly interactive, embodied experiences are more helpful to some than to others 48 : learners who are poor at abstract associative learning may benefit more from social-interactive learning.

Finally, a number of new directions present further research opportunities. For example, systematic investigation is needed for understanding the role of various types of non-verbal information that may contribute to positive L2 learning outcomes. Previous cognitive neuroscience studies have provided empirical evidence that non-verbal information e. As discussed earlier, there is evidence that emotional responses are more strongly associated with L1 than L2 and social contexts may be a significant contributor to this association 80 , Indeed, social interaction has been studied as one of the most crucial contributors to the development of learning motivation in L2 acquisition. The SL2 approach provides a framework for integrating previous findings and hypotheses with new insights from affective and cognitive neuroscience to fully understand the social brain of language learning.