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Variability Summary CStefnee E. Pinnegar & Anneta TeemantSome students make rapid progress in learning a second language, while others with the same initial ability and language teaching make little progress at the same time. Schumann hypothetically that this difference could be accounted for by the characteristics of the social and psychological distance learners placed between themselves and the language they learned. Schumann identified eight characteristics of social distance and four characteristics of psychological distance. Characteristics of social distance: Characteristics Explanations of characteristics Social dominance Patterns Naive language students' reference group can be superior, inferior or equal when it comes to politics, culture, technology or economics. If they see the group as superior, they can't learn the other language. Integration strategies Assimilative students give up native language values and lifestyle. Preservative students keep native language values and lifestyle. Adaptive students become bicultural and switch depending on the group. Cabinet When groups share social facilities, the cabinet is low. This supports language learning. Intended length of stay How long a student plans to live in the country, and the permanency of residency in the country affects the motivation to learn a new language. Context Strong intragroup contact in the native language community with few contacts outside society affects second-language learning. Size Size The size of the native language society can affect L2 learning. Cultural congruence The similarity and harmony between cultures influences second-language learning. Attitudes The feelings of the reference groups against each other affect learning. Characteristics of psychological distance: Properties Explanations of characteristics Language Shock Feeling silly about trying to learn the language corresponds less likely to learn. Culture shock Being anxious or disoriented in the culture is less likely to learn. Motivation level affects learning. Ego permeability The extent to which second-language learners see their first language as firm and rigid will affect their learning of the second language. Adapted with permission from: Teemant, A. & Pinnegar, S. (2007). Understanding the Language Acquisition Training Guide. Brigham Young University-Public School Partnership. In 2019, 100 000 people were voted out. Schumann's Acculturation Model: Variability Summary C. I B. Allman (Ed.), Principles of Language Acquisition. EdTech Books. ERIC Number: ED369272Record Type: RIIEPublication Date: 1994Pages: 27Abstractor: N / AISBN: N / A ISSN: 1 / A AccuThe Acculturation Model: The theory and its implications for Classroom Language Acquisition. This paper argues that instruction can play a significant role in second language acquisition (SLA) and that the accumulation process can, some degree, takes place in second-language classrooms as well as naturalistic surroundings. J. H. Schumann's acculturation model of the SLA argues that students will succeed in the SLA only to the extent they accumulate into the group that speaks the target language native. Schumann distinguishes instruction from accumulation, arguing that instruction is a minor variable in the service agreement compared to accumulation. Despite Schumann's claims, it is argued that a responsive teacher can do much to alleviate psychological and sociological distance factors between students and target culture, and responsive teaching can increase students' susceptibility to target language. The paper also examines the classroom implications of the acculturation model. (Contains 35 references.) (MDM) Alireza Zaker Previous research has highlighted the significant effect of culture on learning a second language (L2). Misk's culture is now thought to be a major learning-affecting factor which, along with linguistic competence, facilitates the process of L2 learning. Some have suggested that being surrounded in the L2 environment offers a better chance of learning an L2. Based on this premise, in 1978 Schumann proposed the acculturation/pidginization model as an environmental-oriented model that emphasizes identification with a community as the primary requirement for second-language acquisition. This study attempts to take a closer look at different aspects of this theory. The taxonomy of factors that control social distance is presented along with the different types of accumulation and stages / steps of accumulation in an L2 environment. The article concludes with a discussion about the benefits and shortcomings of the model. Keywords: accumulation, culture, pidginization, target language environment DOI: There is currently no relapse. View my statsThis work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Abstract This article presents a model for second-language acquisition based on the social psychology of accumulation. The model claims that certain social and psychological variables cling to a single variable, accumulation. The model predicts that students will acquire the target language to the extent that they accumulate to the target language group. Six studies that in various ways seek to test the Acculturation Model are reviewed and evaluated. Technical issues that affect such research are discussed, and the current status of the model is considered. Page 2 Academia.edu no longer supports the Internet Explorer. To browsing Academia.edu and the wider Internet faster and more securely, taking a few seconds to upgrade your browser. Academia.edu use cookies to personalize content, tailor ads, and improve the user experience. By using our website, you agree to our collection of information through the use of cookies. For more information, see our \* 1 Guidelines. Model 2. Acculturation Model is a second-language acquisition model designed by John H. Schumann in 1978 • This model is based on the social psychology of accumulation • The Acculturation model argues that certain social and psychological variables cluster into a single variable, accumulation • Students will acquire the target language to the extent that they accumulate to the target language group Acculturation: Acculturation means the process by which a human gets the culture of a particular society from childhood 3. •Two groups of variables – social factors and affective factors go into a single variable, acculturation •Acculturation is a large informal variable in SLA •It is defined as social and psychological integration of pupils with target language (TL) group •Social and psychological distance between second language pupil (2LL) and target language (TL) society is an important factor in determining the extent to which language teaching will acquire L2 •Students acquire the second language (L2) only to the extent that they acculturate 4. There are two types of accumulation - 1. Students are socially integrated with the TL group and develop sufficient contacts with TL speakers so they can acquire the target language. 2. Students consciously or unconsciously wish to adopt the TL group's lifestyle and values. • Both types of accumulation are important to provoke the acquisition of TL. • Social and psychological contact with the target language group is the most important element in accumulation. • adopting the values and lifestyle of the target language group is not required. 5. Acculturation Factors Social factors Affective factors (psychological variables) Dominance. Non-dominance, subordination, assimilation, accumulation, preservation, cohesion, posture, intended length of dwelling to the TL area. Language shock, culture shock, motivation, ego permeability 6. Social variables •Two social groups with different languages are in a contact situation •One group considered the second language learning group (2LL), and the other is the target language group (TL) (1) Social dominance pattern • Social dominance patterns explain how political, cultural, technological and economic differences between the 2LL group and the TL group affect the language acquisition process. • If the 2LL group is politically, culturally, technically and economically better than the TL group, it will tend not to learn the target language. 7. Social domination pattern French colonists in Tunisia were potential pupil of Arabic. But as a group the French were politically, culturally, technically and economically much more dominant and superior to the Tunisian and felt little need to acquire Arabic. A colonial-era French architecture in the Tunisian capital. 8. Social dominance pattern • If the second language learning group is subordinate and inferior to the TL group – then there will also be social distance the two groups, and the 2LL group will resist learning the target language. •If the 2LL group and the TL group both have equally political, social, economic, cultural and technical status, the acquisition of the target language of the 2LL Group will be improved. contact between the two groups likely to be more prevalent American Indians living in the Southwest has traditionally been subordinate to the dominant Anglo group and has resisted obtaining English language 9. (2) The second social factor affecting target language learning involves three integration strategies. These strategies are: (i) assimilation, (ii) conservation and (iii) adaptation Assimilation : the 2LL group gives up its own values and lifestyles and adopts the values, lifestyle and views of the TL group. Maximizes contact between the two groups Promotes acquisition of TL . Preservation: The 2LL Group maintains its own lifestyle, values and refuses to adapt or assimilate the TL group values and lifestyle Creates social/ideological distance between the two groups. Makes it unlikely that the 2LL Group will buy TL. Adaptation : The 2LL group adopts the TL group's lifestyle and values, but maintains its own values and lifestyles. 10. (3) Cabinet : Cabinet refers to the extent to which the 2LL Group and the TL Group share the same social structures as schools, churches, clubs, recreational facilities, occupation and trades. If the two groups share these constructions cabinet is said to be low and the contact between the two groups is improved. Acquisition of L2 by the 2LL group is facilitated if the two groups have different social construction: Then the cabinet is high The contact between the two groups is limited and the possibilities for acquisition of L2 are reduced. (4) Context and size: If the 2LL group is coherent, it will tend to remain separate from the TL group. If the 2LL group is large, the intragroup contact becomes more frequent than intergroup contact. Both of these situations will reduce the opportunities for L2 acquisitions. 11. (5) Congruence : If the two cultures are similar, social contact social contact between the two groups more likely to occur spontaneously and thus L2 learning becomes easier. (6) Attitude: If the 2LL and TL groups have positive attitudes towards each other, L2 learning is more easily facilitated. (7) Length of residence in the target language area: If the 2LL group intends to remain for a long time in the target language area, more widespread contacts with the TL group are likely to develop. Therefore, an intended long residence in the TL area assumes to promote L2 learning. 12. Affective factors ( psychological variables): The psychological variables that affect accumulation and SLA include – (i) language shock, (ii) cultural shock, (iii) motivation and (iv) ego permeability. A student can learn L2 under such social conditions, which are not favorable to THE SLA, on the other hand he can not learn under favorable State. (i) Language shock: When students try to speak a second language, they often fear that they will appear cartoon. Adult students fear ridicule and criticism. A child has no fear of criticism. The child sees the language as a method of play and finds communication as a source of joy. 13. Stengal (1939) compares the use of second language as wearing fancy wipes. The adult may want to wear his fancy wipes, but fears ridicule and criticism. However, the child sees the language as a method of play and finds communication as a source of joy. Thus, he does not fear wearing his fancy dresses and likes to wear them If an adult person preserves these infantile characteristics, he can easily acquire a new language. Adult L2 students are often haunted by doubts about whether their words actually reflect their ideas. Children are less worried about this. Stengal (1939) compares the use of second languages as wearing fancy wipes. The adult may want to wear his fancy wipes, but fears ridicule and criticism. 14. (i) Cultural Shock : Culture shock can be defined as anxiety as a result of confusion, a student meets while entering a new culture. When you move into a new culture, students find themselves in a dependent state. His problem-solving mechanisms often do not work His routine activities in his home country require a lot of energy in the new environment. This situation can cause fear, anxiety, disorientation and stress. may develop a powerful syndrome of rejection. can reject his own culture, his organization and the people of the host country. Make less effort to learn L2. 15. (ii) Motivation: Motivation implies students' reason for obtaining the target language. There are two motivating factors for L2 learning- (1) Integrative motivation. (2) Instrumental motivation. (1) Integrative motivation: An integratively motivated student wants to learn L2 because he values and admires the target language. Students want to speak, behave and maintain lifestyle as the target language group. (2) Instrumental motivation: An instrumental-oriented student shows less interest in the TL group's people and lifestyle. But want to learn the language for some utilitarian reasons, such as getting ahead in their profession, gaining recognition in their own society. Students' instrumental goals needed low skills in L2- such as being able to buy food or take public transport It has generally been assumed that integrative motivation is more effective than instrumental motivation. 16. (v) Ego permeability: Pupils native as ability in L2 develop language ego. language ego is parallel to Freudian construction, body ego. During general ego development the child acquires the body ego as he becomes aware of the limits of his physical device and adapts according to the environment around him. Similarly, the child gets a sense of the limits of their language. It words, syntax and morphology of his language are objectified and develop strong boundaries. In the early stages of development, language ego boundaries are permeable, but later they become fixed and rigid. 17. Criticism of acculturation model • According to Freeman & Long (1991), Schumann did not specify the combinations and levels of social and psychological factors to predict students' language outcomes. • Acculturation model also does not explain how social and psychological factors affect the frequency of the acquisition. • This model does not provide a statement for changing social or psychological distance over time. • Does not explain the students' current social and psychological distance and how it collars students' skills while learning an L2. • Does not show how social and psychological factors vary from individual to individual. 18. • Kelley (1982) and Stauble (1981) found no relationship between accumulation and skills. • Schumann did not include important personal factors such as age, family separation, past educational experiences or students' traumatic experiences. These additional stress factors determine how well a student performs in a new social/school environment. Acculturation model is a conceptual framework that allows interpretation and understanding of the success or failure of SLA in various contact situations. This theory attempts to explain the relationship between students' second-language acquisitions and their social and psychological factors, and it helps to prove the importance of social factors in second-language acquisitions. Acquisition.

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