

Paragraaf 2.3

Opdracht 1

Lightbown's generalizations

Patsy Lightbown (2000) heeft een samenvatting gegeven van onderzoeksresultaten in de vorm van tien *generalizations*, voorzien van commentaar dat ze ontleent aan ondersteunend onderzoek. Die resultaten hebben alleen betrekking op onderzoek dat uitgevoerd is in de context van de lespraktijk. Haar opvatting is dat de kennis uit onderzoek weliswaar kan bijdragen aan wat ze noemt *teachers' expectations*, maar dat voorzichtigheid geboden is bij het zomaar toepassen van onderzoeksuitkomsten op de lespraktijk. Dat soort eenrichtingsverkeer vergroot de kloof tussen docenten en onderzoekers alleen maar. Ze pleit juist voor veel meer dialoog tussen onderzoekers en lesgevers.

Table Lightbown's ten generalizations

	Generalizations	Commentary
1	Adults and adolescents can 'acquire' a second language.	While there is clear evidence that incidental acquisition can take place in a classroom, it is also clear that 'guided instruction' benefits learning.
2	The learner creates a systematic interlanguage which is often characterized by the same systematic errors as the child learning the same language as the first language, as well as others which appear to be based on the learner's own native language.	Exposure to formal instruction does not prevent 'systematic interlanguage patterns' emerging. These patterns, however, are not identical with those observed in L1 acquisition as the learner's L1 influences them in subtle ways.
3	There are predictable sequences in L2 acquisition such that certain structures have to be acquired before others can be integrated.	Progress in learning an L2 cannot be assessed purely in terms of whether learners can use the L2 in target-like ways: progress is also evident in movement along a developmental sequence.
4	Practice does not make perfect.	Practice directed at rote-learning is ineffective but it may assist the acquisition of formulaic chunks which learners may later break down for language acquisition.
5	Knowing a language rule does not mean one will be able to use it in communicative interaction.	While there are limits to what explicit instruction can achieve, there is growing evidence that the explicit teaching of grammatical rules is beneficial and, in some case, may be necessary to overcome the influence of the learners' L1.

6	Isolated explicit error correction is usually ineffective in changing language behaviour.	Error correction does not result in instant elimination of the error but it can be effective if sustained, focused on a feature the learner is capable of learning, and occurs in response to the learner's attempt to communicate.
7	For most adult learners, acquisition stops ... before the learner has achieved native-like mastery of the target language.	Even if there is a 'critical period' for language acquisition, it does not follow that 'younger is better'. Also the 'critical period' is of little relevance in a foreign language context.
8	One cannot achieve native-like (or near native-like) command of a second language in one hour a day.	To be successful learners, irrespective of the age they start learning, needs both extensive and intensive exposure to the L2.
9	The learner's task is enormous because language is enormously complex.	Because of the complexity of a language, it is doubtful that learners can achieve mastery of morphosyntax or the sociolinguistic and pragmatic features of a language if they are dependent entirely on the classroom.
10	A learner's ability to understand language in a meaningful context exceeds his/her ability to comprehend decontextualized language and to produce language of comparable complexity and accuracy.	Receptive ability exceeds productive ability and acquisition can be promoted through manipulating the input to induce noticing of grammatical forms. Mastery of an L2 for use in everyday social interaction does not imply mastery of its use in complex/academic contexts.

Uit: Ellis & Shintani, 2014, p. 324.