

Summarize the article



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s Due Role of language prominence In this paper the choose to view SLA as a socio-cognitive process which can be influenced. The study explores the manner in which learning context influences Germany-speaking pupil's acquisition of English. They follow Hymes research which found that the key to understanding language in context is not starting with the language but with the context and then to relate the two systematically. Learning must take place in context and language is learning. (84)

This paper shows the results found after an investigation of the impact of learning context on the L2 acquisition of English by German speaking students. Learning context is set on the terms of the importance of L1 and L2 within the learning context. This later on affects the functional roles and area of use put for L1 and L2.

L2 language is compared across four different language-learning contexts that represent four separate positions on the second language (SL)-foreign language (FL) context range. Findings show that learners most close to the second language end of the range outperform the learners in the three other contexts on most aspects of L2 proficiency investigated. Studies of L2 learning in a wide range of contexts make an important contribution to the understanding of the complexity and richness of the SLA phenomenon. Identifying and understanding the impact of contextual discrepancy on the L2 learning process depends on the quality of the measurement practices used. According to Norris and Ortega (2009), measure practices in SLA research should capture the fully integrated ecology of complexity, accuracy and fluency (CAF) development in specific contexts over time. This helps us understand why and how language develops within them or does not develop within them.

There are other factors that promote various types of learning and outcomes not only the context. Factors like the quality of experiences, efforts invested to use the L2 that makes one learning context superior to the other in relation to the L2 development and the nature of the input and output conditions. An instruction has a strong effect and influences the rate of outcome of the L2 acquisition. The main assumption in this study is that the natural/second language/study abroad contexts offer more favorable opportunities for L2 learning which results in higher L2 proficiency and more favorable socio-psychological disposition than foreign language.

The trend from this research is that natural second language contexts are more likely to improve oral fluency, lexical richness and discourse-pragmatic sensitivity while foreign language contexts lead to higher levels of grammatical ability both in the sense of accuracy and the range of structures mastered.

Learning context includes the linguistic input and output opportunities available to learners in their socio-physical environment but it is wider than that. Learning context is the different settings in which L2 learning can take place, each setting functions as a context determined by the interaction between a multitudes of social factors.

The learning context is subdivided in to three parts: extra-curricular context or macro level, curricular or meso level and individual context or micro level. For the language context, it all depends on all the three backgrounds. The knowledge and abilities of an individual, the demographic background and the education intelligence and background

Work Cited

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