The language constructions of adult Finnish learners: the interconnections between complexity and accuracy development and teaching order

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The social environment serves as an important resource for a L2 learner, and to make the most of this resource teaching should follow the learner’s ongoing learning process. This aim often proves to be difficult because there are many alternative paths to L2 development (Larsen-Freeman 2006). By adopting the Dynamic Systems Theory framework (e.g. de Bot et al. 2007) I will explore in my PhD study (in progress) the individual developmental learning paths of adult beginner learners of Finnish and how teaching is interrelated with the development of learner language. The development of key constructions of learner language is studied from the viewpoint of complexity and accuracy.

The research questions are:

What kind of development of complexity and accuracy occurs with beginner Finnish learner language?

What kinds of interconnections are there between complexity and accuracy development and teaching order?

This paper presents my PhD study setting and data. The study is longitudinal: the spoken and written data were collected alternately every second week during nine months (August 2015–April 2016). The data consist of 18 texts and 18 speaking samples from four participants (in total 144 samples). Frequent data collection makes it possible to investigate small changes and variability in learner language. The next stage of the study will be operationalization. The aim is to find out the best measures for complexity and accuracy and their variability.

References:


Keywords: Dynamic Systems Theory, Finnish L2 learning, accuracy, complexity.