

The Application of Second Language Acquisition Theory to New Testament Greek Pedagogy

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The Application of Second Language Acquisition Theory to New Testament Greek Pedagogy

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Abstract

The effect of outdated NT Greek pedagogy has left many seminary students ill-equipped to properly exegete using the NT Greek language. Many seminary students graduate with a firm knowledge of syntactic rules, but they are still unable to read the NT text without having to constantly consult a Greek grammar and dictionary. Even though the current style of teaching has been used for many years, research in second language acquisition has exposed that the traditional translation method has many flaws. One of these researchers, Stephen Krashen, has identified that the key to language competence is not *learning* vocabulary and grammar rules, but rather *acquiring* language through comprehensible input. For some reason, NT Greek is still based on the outdated traditional translation method Krashen's research has shown to be ineffective. Vast improvements can be made by applying Krashen's theories to NT Greek pedagogy. Although these methods boldly defy tradition, they not only result in knowledge *about* NT Greek, but actual *comprehension* of NT Greek.

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Second language acquisition theory seeks to quantify how and by what processes individuals acquire a second language. The predominant theory of second language acquisition was developed by the University of Southern California's Steven Krashen. Krashen is a specialist in language development and acquisition, and his influential theory is widely accepted in the language learning community. Five Components of Second Language Acquisition Theory. There are five main components of Krashen's theory. Each of the components relates to a different aspect of the language learning process. The five components of the second language acquisition theory is the brainchild of renowned linguist and researcher, Stephen Krashen. The theory is important because as early as the 1980s, it was influencing all research into how a second language is acquired. Michael Jung/dollar photo club. The Theory. According to the theory, one does not need to use grammatical rules of the target language extensively in order to learn it. All that is required are meaningful interactions in the language, which generally focuses more on the message that is conveyed than the grammar and rules of speech. Competence in the language is Theories of second-language acquisition (SLA). This is an overview. There are references at the end to further reading. Culture. People have been learning and acquiring second (or third, fourth etc.) languages for thousands of years. There's nothing new in that. In many parts of the world, the ability to speak multiple languages is the norm not the exception. Deductive processing involves the application of given rules to the data. For example, once you have been made aware that putting the right ending on a German verb in the second person singular (familiar) is to substitute -st for -en then you can transform any number of infinitive forms in the correct way to get, e.g., rauchen – rauchst bringen – bringst and so on. Inductive processing works the other way around. The main purpose of theories of second-language acquisition (SLA) is to shed light on how people who already know one language learn a second language. The field of second-language acquisition involves various contributions, such as linguistics, sociolinguistics, psychology, cognitive science, neuroscience, and education. These multiple fields in second-language acquisition can be grouped as four major research strands:

(a) linguistic dimensions of SLA, (b) cognitive (but not linguistic) dimensions of