Second language development through the lens of a dynamic usage-based approach

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1.   Language learning is a "developmental" process in which linguistic skills "grow" and "decline", and language "acquisition" and language "attrition" are equally relevant outcomes." There is no point at which it can be said that a language is completely acquired. Its development is ongoing (cf. de Bot and Larsen Freeman, 2011, p. 6).

2.   Movie segments work as a "soap opera", creating interest and curiosity in wanting to know what happens next; repeated exposure to the movie scenes gives learners the benefit of noticing linguistic features that they have missed in the earlier viewing (Verspoor & Hong, 2013, pp 11-12).

3.   Computers, with their capacity to incorporate text, sound, images, and video all at the click of a button, are more interactive, more appealing, and more effective than any other self-instructional materials.

4.   Multimedia can be beneficially used to actively engage the learner in his or her own learning process, provide scaffolds and support, and control the mode of presentation.

5.   Individual self-paced language learning is an act of self-instructed material-centered learning, designed using validated pedagogical principles, in which learners are given a degree of control--marginally more than a normal teacher-centered classroom--whereby learners make informed decisions concerning the path and pace of learning.

6.   A self-instructional material-centered multimedia computer programme enables learners to master a language in a private learning environment, advancing at their own pace by accessing the material and practice a lesson repeatedly.

7.   A self-instructional material-centered multimedia computer programme will help address issues faced by the Faculty of Management Studies and Commerce of the University of Sri Jayewardenepura such as teacher paucity, resulting in large classes, but most definitely also the heterogeneity within the classrooms of the Faculty.

8.   A dynamic usage-based self-instructional material-centered multimedia computer programme can help overcome some of the restrictions that limit the effective delivery of second language instructions in teacher-fronted classroom.

9.   A second language learner should not only learn the specific form and meaning coupling at the word level, but also the abstract representation of form and meaning, aided by some basic cognitive abilities such as association, categorization and schematization (e.g. Bybee, 1985; Langacker, 1988).

10.   In order to develop the ability of using language in an increasing range of contexts, learners need to have an understanding of the cultural and situational contexts in which they have to use language, and then have the language resources to realize the meanings appropriate to those contexts.