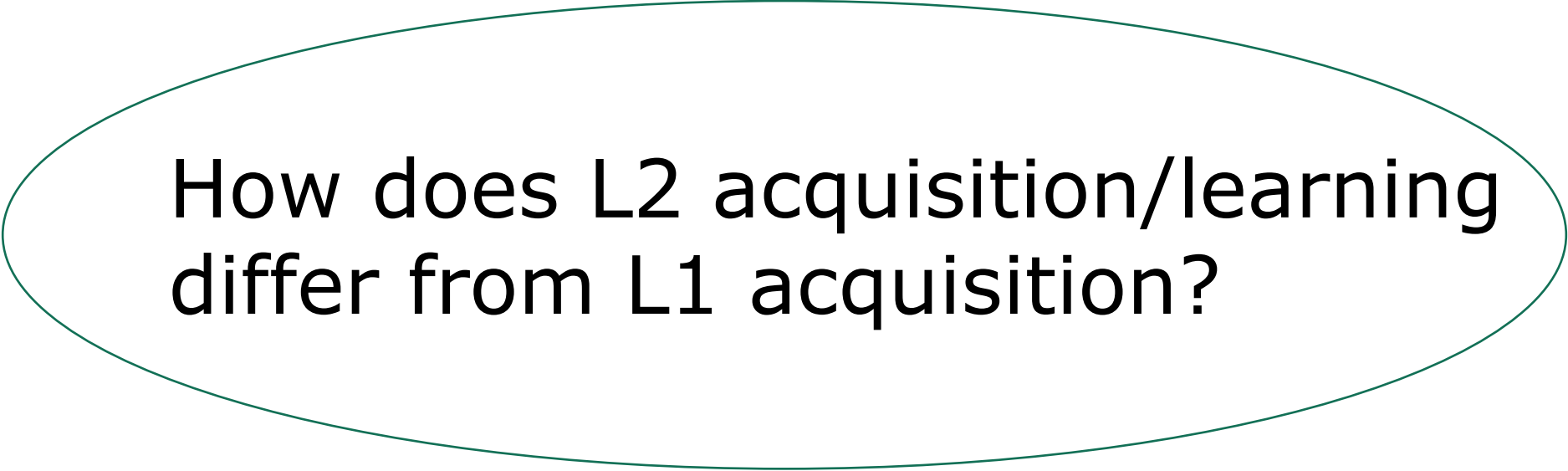




L1 vs. L2 Acquisition Processes

Foreign Language Acquisition &
Communication I

Class 2 ①



How does L2 acquisition/learning
differ from L1 acquisition?

Pre-class questions

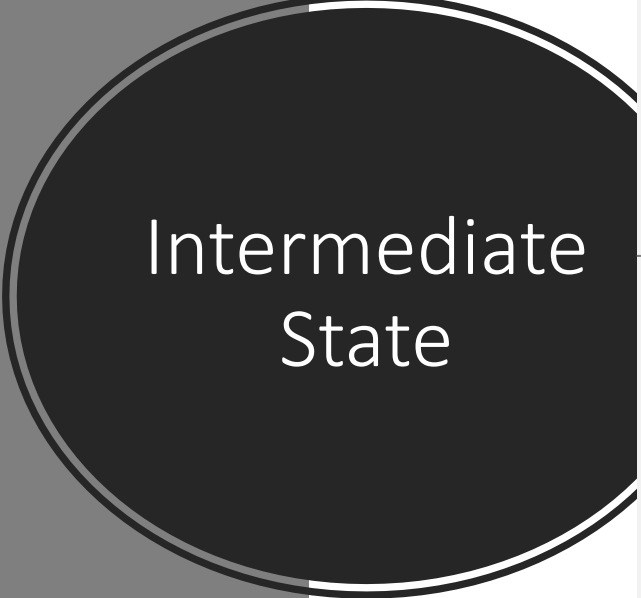
1. How did you acquire your first language/native language?
2. How did you learn (have you learnt) your second languages?
3. What differences can you think of between children and adults in terms of language acquisition/learning?

Learning condition

- Freedom to be silent or forced to speak?
- Ample time to be exposed to a target language or only in classroom/at a workplace?
- Corrective feedback on grammar and pronunciation → tend to be overlooked as long as mutual understanding has been achieved.
- Corrective feedback on meaning, word choice, politeness → clarify, confirm, or ignore to avoid to save a speaker's face
- Modified input: child-directed speech, foreigner talk, teacher talk

Initial State

L1	L2
<ul style="list-style-type: none">▪ Innate capacity <p>Critical period</p>	<ul style="list-style-type: none">▪ Innate capacity? <p>After critical period (?)</p> <ul style="list-style-type: none">▪ L1 knowledge▪ World knowledge▪ Interaction skills



L1		L2
[Necessary conditions]	Input Reciprocal interaction	Input
[Facilitating conditions]		Feedback Aptitude Motivation Instruction



Final State

L1	L2
Native competence	<ul style="list-style-type: none">▪ Multilingual competence▪ Individual differences<ul style="list-style-type: none">a. Native-like competenceb. Near-native competence.c. Fossilization

L1 vs. L2 [Initial stage]

[] Silent period: just listening

[] Children acquire a target language without any prior linguistic knowledge. Innate capacity to acquire a language (UG)

[] Learners have linguistic knowledge of their mother tongue.

⇒ positive or negative influence

[] Problem-solving skills might play a major role in _____, but not in _____.

→ Children are cognitively immature (They have a hard time to figure out how to tie up their shoelaces!).

[] They are forced to speak in the target language in classroom.

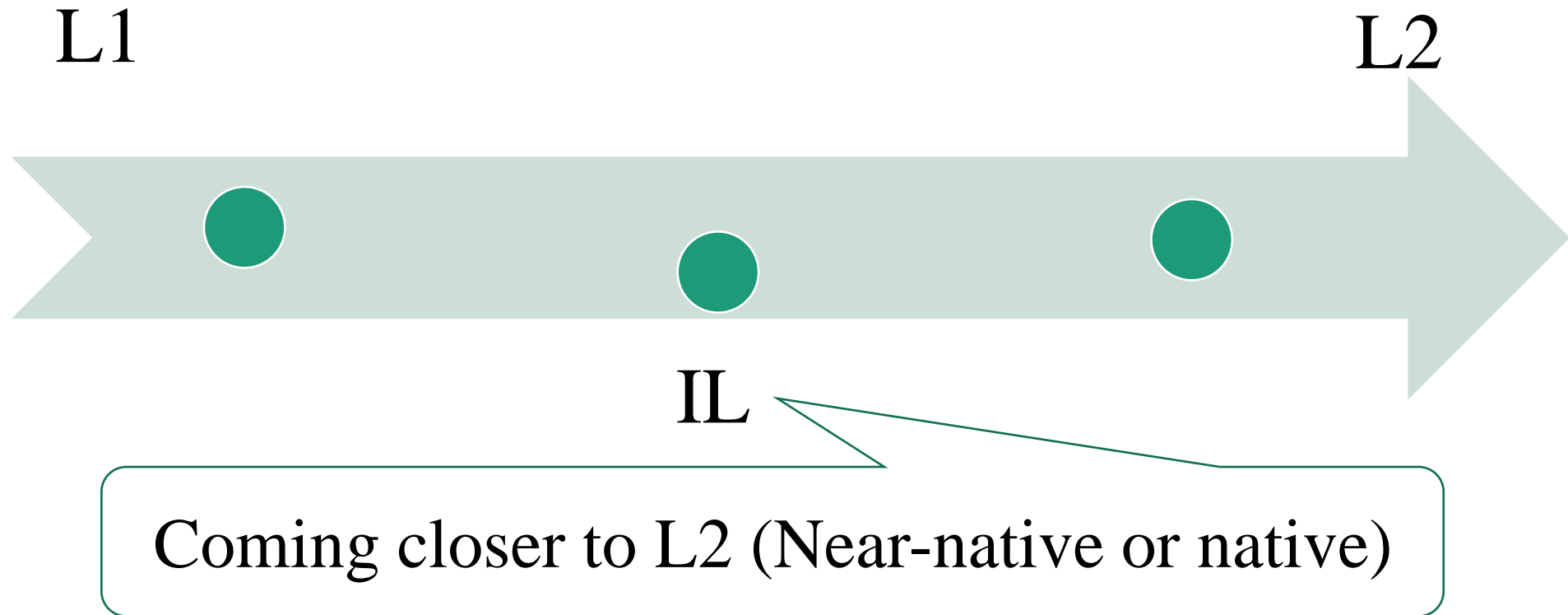
L1 vs. L2 [Learning environment]

- [] They may not be frequently corrected their grammatical errors;
- [] They, in particular those receiving formal instruction, may get more frequent error correction, which could enhance the speed of acquisition.
- [] They may have different purposes and goals for learning a target language.
- [] They tend to transfer their knowledge to process input and produce utterances in a target language.

L1 vs. L2 [Final stage]

- [] All of them turn to be the native speakers of a target language.
- [] There are very few who could obtain native-like competence.
- [] Individual differences are found in the acquisition process although they have studied a target language under the same learning situations.
- [] Fossilization is common. (Ex. She don't know it.)

Interlanguage (Selinker, 1972)



Characteristics of Interlanguage

- ▶ Learners' errors
- ▶ Systematic: The IL is governed by rules which constitute the learner's internal grammar. → Regularity in the data
- ▶ Dynamic: The system of rules which learners have in their minds changes frequently.
- ▶ Variable: Although the IL is systematic, differences in context result in different patterns of language use. → inconsistency of plural form in various linguistic contexts (e.g., How many *month* or years)



Fossilization/Stabilization

- The probability that L2 learners will cease their target-language development in some respects before they reach its norms despite continuing L2 input and passage of time.
- Age of learning, social identity, communicative needs
- Hard to recognize if it is fossilization or just simply takes time to move to the next stage??? \Rightarrow longitudinal study

Influential factors

- Exposure to language → input
- Language use → output
- Meaning negotiation → interaction
- Language distance → L1 transfer
- Psychological distance: motivation, willingness to communicate, perceived proficiency