4. Similarities and differences between L1 and L2/FL acquisition

| Conceptual objective: the students will be able to detail the similarities and differences between the three types of acquisition |
| Procedural objective: the students will be able to compare the features between L1 and L2 acquisition |
| Attitudinal objective: the students will develop an interest for the topic of learning several languages |

4.1. Introductory question to reflect

*Is learning the foreign language like learning the first?*

4.2. General Comparisons between languages

- 4.2.1. Child L1-Adult L1
- 4.2.2. Child L1-Child L2
- 4.2.3. Child L2-Adult L2
- 4.2.4. Child L1-Adult L2

4.3. Arguments of comparison

- 4.3.1. Neurolinguistic arguments of comparison: the best account of phonological acquisition
  - 4.3.1.1. Critical versus sensitive period for L1 and L2
  - 4.3.1.2. The question of age and neurobiological constraints
- 4.3.2. Linguistic Arguments: the best account of grammar acquisition
  - 4.3.2.1. LAD and Universal Grammar: three options of availability
- 4.3.3. Psycholinguistic Arguments: the best account of acquisition and representation of lexical system
  - 4.3.3.1. The questions of meaning and mapping in cognitive development
  - 4.3.3.1. Labels and linguistic concepts

4.4. Theories comparing L1 and L2 acquisition

- 4.4.1. Conductist approaches
- 4.4.2. Identity hypothesis: first and second language acquisition are similar (Dulay & Burt, 1974)
  - 4.4.2.1. L1 developmental data compared with L2 developmental data
- 4.4.3. Contrastive Hypothesis: L1-L2 systematic comparisons of phonetic and grammatical systems (Zobl, 1982)
- 4.4.4. The Monitor Theory (Krashen, 1985): tutored and unguided L2 acquisition
- 4.4.5. The theory of learner varieties: L2 learners linguistic systems (interlanguage)
- 4.4.6. The Pidginization theory: similarities between pidgins and L2 learner varieties (Clashen, 1990)

4.5. Similarities between L1 and L2

- 4.5.1. Processes and development stages
- 4.5.2. Morphemes: order of acquisition
- 4.5.3. Syntactic structures: questions, negations and relatives
- 4.5.4. Creative and formulaic language (through L2 users produce more formulas)
- 4.5.5. Communication and learning strategies (L2 learners use them more)
- 4.5.6. Sensitive period
- 4.5.7. Some cognitive processes involved in learning
4.6. Differences between L1 and L2
  4.6.1. Cognitive differences
  4.6.2. Word knowledge, cognitive development and communicative needs
  4.6.3. Availability of the first language, in the case of L2 learners
  4.6.4. Role of conversational skills and communicative ability
  4.6.5. Role of the L1 semantic and syntactic system
  4.6.6. Role of explicit and implicit learning
  4.6.7. Extent to which acquisition is natural
  4.6.8. Final achievement
  4.6.9. Biological differences
  4.6.10. Socio-cultural and contextual variables
  4.6.11. Role of instruction
  4.6.12. Role of input
  4.6.13. Time devoted to learning the language
  4.6.15. Role of motivation
  4.6.16. Different role of mistakes for L1 and L2 learners
  4.6.17. Attitudes

4.7. Summary. (Ellis, 1994): L1/Foreign Language Acquisition
  4.7.1. Overall success
  4.7.2. General failure
  4.7.3. Variation
  4.7.4. Goals
  4.7.5. Fossilization
  4.7.6. Intuitions
  4.7.7. Instruction
  4.7.8. Negative evidence
  4.7.9. Affective factors

4.8. Conclusion: Issues to consider for L1 and L2
  4.8.1. Competence and performance
  4.8.2. Comprehension and production
  4.8.3. Nature or development
  4.8.4. Uniformity of development or variability
  4.8.5. Language and thought
  4.8.6. Associative learning and imitation
  4.8.7. Role of practice and interaction
  4.8.8. Type of input
  4.8.9. Type of discourse

4.9. Questions to reflect:
  4.9.1. Is there a language instinct for L1 and L2?
  4.9.2. Is there a critical period?
  4.9.3. What is the input like in L1 and L2 acquisition?
  4.9.4. What can be the role of individual differences for L1 and L2 acquirers?
**BASIC BIBLIOGRAPHY**

**COMPLEMENTARY BIBLIOGRAPHY**

**SPECIFIC BIBLIOGRAPHY**