

## TOPICS FOR MIDTERM II

### Acquisition with inconsistent and/or restricted input

Simon (Singleton and Newport reading)

Who he is and what makes him interesting

How he and his parents performed in the study

Explanations for why he performed as he did

Basic conclusions: what we learn from the Simon case and why it's interesting

### Bilingual L1 acquisition

Why bilingual acquisition is very common

Evidence that:

- the pace of development is roughly the same in both bilingual and monolingual acquisition
- children raised bilingually keep the two languages distinct for the most part

Some influence from one language to the other does occur, and code-switching is common

### Bilingualism (Bialystok, Craik, Klein & Viswanathan reading)

Basic properties of this study

What the Simon task is

How monolingual and bilingual children and adults perform on this task

Who the subjects were in this study

Similarities between the Simon task and bilingual language processing

(what psychologists mean by a "control" process and how this comes into play in both the Simon task and bilingual language processing)

### Attrition

Basic properties of attrition (from beginning of Tomiyama reading)

Details of Oh et al. and Au et al. studies

Who the subjects were

What tasks they were given

How each group performed

Basic conclusions: what this tells us about people who appear to have forgotten their childhood language

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## Overview of second language acquisition

Why classroom learning is not the best example of second language acquisition

Similarities between L1 and L2 acquisition

L2 acquisition in childhood

3 main ways that adult L2 acquisition differs from L1 acquisition

2 aspects of second language acquisition that adults are relatively good at

## Age effects and the critical period (Birdsong reading; Hakuta, Bialystok & Wiley reading)

Evidence for critical period in L1

“Stretched Z” model: geometric and temporal properties

Basic results of Johnson & Newport (1989) study

Newer studies suggesting that:

- There is no sharp cutoff point where decline begins

- There is no “flattening out” later; gradual decline throughout life

Nativelikeness: How often it occurs, basic properties, what it says about critical period

Possible biological and environmental reasons for decline in L2 learning ability with age

## Role of input in second language acquisition (VanPatten book)

*(We won't cover all of this in time for the midterm. Anything we don't cover will just have to wait until the final exam.)*

Why L2 acquisition is complex, unconscious, and gradual

Input and intake: Why these aren't always the same

VanPatten's P1 - P4

Making input more accessible: interaction and modification/simplification

Accommodation

Restructuring