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

...more on next page
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