

First Language (L1) Acquisition	
Factor	Questions to Address
Age: When does language acquisition begin and how does it progress?	<p><u>6-10 months:</u> Babbling begins with child producing consonant vowel sounds. Child begins to understand words.</p> <p><u>10-18 months:</u> Child begins uttering one syllable words. These words are usually something that the child sees or wants.</p> <p><u>18-24 months:</u> Child starts using two words and shows an understanding of basic syntax. Vocabulary begins growing quickly. Child learns on average one word every two hours.</p> <p><u>24-36 months:</u> Child begins using simple sentences that are more complex in nature. Child may have problems with articulation.</p> <p><u>3-7 years:</u> Function words emerge and vocabulary continues to grow. First language acquisition begins to fade at around seven years of age.</p>
Sound System: How do young children learn the L1 sound system and the rules of the native language?	<p>Young children learn their L1 sounds system from their parents and/or their caregivers. The first things that a child learns are the phonology and syntax of a language. When a baby babbles it is experimenting with the phonology of the languages it hears. Morphology, semantics, and pragmatics come later. The child learns the rules of their L1 through implicit instruction.</p>
Learning Environment: Where does L1 take place and under what conditions and circumstances does early language learning occur?	<p>A child acquires their L1 through interaction with the parents, caregiver, or anyone with whom the child spends a significant amount of time. This takes place in the home as well as outside the home. Anywhere the child is L1 is taking place. The child may also learn language from television programs such as <i>Sesame Street</i>.</p>
Second Language (L2) Acquisition	
Factor	Questions to Address

<p>Age: When does second language acquisition begin and how does it progress?</p>	<p>Second language acquisition begins the moment a child is introduced to a second language. There are several factors that affect how quickly that child may become fluent in the second language. Generally there are five stages to second language acquisition.</p> <p>#1-Preproduction: Child understands very little of what is being said and says almost nothing, giving this stage the name 'silent period'. This period usually lasts around six months.</p> <p>#2-Early production: During this stage the child can respond with one or two-word responses. Child can respond to more complex commands. This period lasts between six to twelve months.</p> <p>#3-Speech emergence: Child can produce multi-word phrases and sentences and can understand much of what is being said in the L2. This period lasts from one to three years. Child will have a vocabulary of 3,000 words.</p> <p>#4-Intermediate fluency: Child can converse in L2. Child may still make grammar mistakes. Child's vocabulary has doubled to around 6,000 words. It may take three to five years to achieve this level.</p> <p>#5-Advanced fluency-At this stage the child has near native-like fluency. It can take five to seven years to reach this stage.</p>
<p>Sound System: How do second language learners learn the sound system and rules of the second language?</p>	<p>A second language learner learns the sound system and rules of the L2 by being extensively exposed to the language. More will be acquired implicitly than through explicit instruction. The child will use their L1 as a means support in learning the L2.</p>
<p>Learning Environment: Where does early L2 language acquisition take place and under what type of conditions?</p>	<p>The child can learn a second language anywhere but most likely it will be in a school environment where they are exposed to the L2 the most. A student will learn the most in a traditional classroom where the instruction will be completely in L2; they will also learn L2 in an ESL classroom through explicit instruction. An</p>

	L2 can be learned from television, movies, and radio.
Related Factors: What is interlanguage and fossilization and how do these things impact SLA?	An <i>interlanguage</i> is basically a transitional language between a speaker's L1 and L2; it is neither the L1 nor the L2. It contains elements of each language. It is a common phenomenon and is to be expected. It is each second language learners' way of dealing with a new language. <i>Fossilization</i> is a mistake that a second language learner makes in the L2 and does not make any improvement. It is natural to make mistakes in L2 but a mistake that persists can become permanent (fossilized). Explicit instruction may need to be used to prevent fossilization.

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