Chapter 3: Age and Acquisition

**Dispelling Myths**

- **Acquiring the first language and acquiring the second language are different because of the different times and situations learner acquires two languages.**

**Types of Comparison and Contrast**

- **The Critical Period Hypothesis (CPH)**
  - **Hemisphere Lateralization**
  - **Biological Timetables**
  - **Critics**
  - **The Role of Ego-centricity**

**Neurological Considerations**

- **Hemisphere Lateralization**
  - The plasticity of the brain prior to puberty enables children to acquire not only their first language but also a second language.

**The Significant of Accents**

- **The Henry Kissinger effect**
  - Non-native accents, but more eloquent language use than other natives.

**Linguistic Considerations (Ch8-10)**

- **Lateralization**
  - Disequilibrium may provide motivation for language acquisition.

**Affective Considerations (Ch6-7)**

- **Second Identity**
  - **Attitudes in Language Learning**
  - Children enabling them to try being open-minded.

**Background**

- **Human beings are emotional creatures as well as intellectual.**

**Cognitive Consideration (Ch4-9)**

- **Jean Piaget**
  - 1) Sensorimotor stage (~2)
  - 2) Preoperational stage (2-7)
  - 3) Operational stage (7-16)

- **Sensorimotor stage (~2)**
  - adults learning a second language could profit from certain grammatical explanations and deductive thinking.

- **Preoperational stage (2-7)**
  - distinction between role and meaningful learning.

- **Operational stage (7-16)**
  - lack of flexibility and lack of decorrelation may well be a necessity for language acquisition.

**Code-switching**

- **New language does not pose inhibition to the ego, the growth to puberty give rise to a "defensive mechanism."**

- **Child's ego"language ego"**

**Jean Piaget**

- 3) Operational stage (7-16)

**Localization (Piaget)**

- **Disequilibrium may provide motivation for language acquisition.**

**Tolerance in cognitive ambiance**

- **Jean Piaget**

**Chapter 3: Age and Acquisition**

- **Jean Piaget**
  - Concrete operational stage (7-11)

- **Jean Piaget**
  - Formal operational stage (11-16)

- **Psycholinguistic Considerations**
  - Australian children learning first and second language show no difference in learning both languages, thus there is not much interference.

**Risk Factors**

- **Psycholinguistic Considerations**
  - adult second language linguistic processes are more vulnerable to the effect of the first language on the second. However, it is not the most relevant or most crucial factor in acquiring second language because they share similar error patterns as children make. There can be even a facilitating factor and not just an interfering one.