

Answers to Pause and Reflect Boxes for Chapter 13 Second Language Acquisition

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Pause and Reflect 13.1

Answers will vary but a few examples would be to fulfill academic requirements, to learn more about another culture, to communicate with people from other countries, etc.

Pause and Reflect 13.2

There is a lot of debate about this. It is very likely that L2 learning influences L3 learning but it is believed that language typology, as in the case of Spanish and Italian, may have an important effect.

Pause and Reflect 13.3

There are many other examples of consonants with voicing contrasts in word-initial, -medial, and -final positions as well as other combinations of these three positions. Here is another example with [t] and [d]:

sounds	word-initial	word-medial	word-final
[t] [d]	[tu] [du] <i>two do</i>	[itən] [idən] <i>Eaton Eden</i>	[sæt] [səd] <i>sat sad</i>

Pause and Reflect 13.4

Without the third-person singular –s on the end of a verb, a listener may assume that the subject *he* is incorrect and that the speaker intended to say that *they*, for instance speak Russian.

Pause and Reflect 13.5

If transfer occurs, an English speaker of L2 French may incorrectly say *Je vois le* and a French speaker of L2 English may incorrectly say *I him see*. This last is unattested.

Pause and Reflect 13.6

While adults have every ability to learn an L2 to a near-native level, there do seem to be some maturational constraints on L2 acquisition (or at least some areas of L2 acquisition). As you read in the critical period hypothesis, the ability to attain native-like proficiency in an L1 is time-sensitive. There is still ongoing debate as to whether this is also the case for L2 learning.

Pause and Reflect 13.7

Answers will vary.

Pause and Reflect 13.8

Answers will vary.

Pause and Reflect 13.9

Answers will vary.

Pause and Reflect 13.10

Answers will vary.

Pause and Reflect 13.11

Answers will vary.

Pause and Reflect 13.12

There are many possibilities but one in particular would be to speak about one level above the L2 learner's perceived proficiency level.

Pause and Reflect 13.13

Depending on the L2 learner, either pointing out the problem directly or recasting what he/she has said would be effective. Possibly, a combination of both could be beneficial. If the error goes uncorrected, it will likely not improve.

Pause and Reflect 13.14

The Chinese L2 speaker may say, at some point, *I have picture on table.*

Pause and Reflect 13.15

The reason for the ungrammatical form is that the learner is not yet capable of processing movement.