

First and Second Language Acquisition

L1	L1/L2	L2
Imitation and Habit		
<ul style="list-style-type: none"> - Infants restrict their language production to the sounds they hear around them - whatever their native language may be. 	<ul style="list-style-type: none"> - Grammar is not learned through imitation and habit formation. - L1 and L2 users can produce utterances that are not learned through imitation. 	<ul style="list-style-type: none"> - Restriction in infancy to only being able to produce sounds from an L1 can cause difficulty learning or uttering sounds in an L2.
Innatist		
<ul style="list-style-type: none"> - An L1 is acquired with little to no overt teaching. - L1 users acquire language in a predictable order, while the brain is maturing. 	<ul style="list-style-type: none"> - L1 and L2 users engage in hypothesis testing (testing the patterns of a language by reproducing them in their own utterances), and create overgeneralizations (applying a regular grammatical rule in an irregular situation). 	<ul style="list-style-type: none"> - Learning an L2 requires explicit instruction. - L2 users may not learn their second language in a predictable order.
Interactionist		
<ul style="list-style-type: none"> - L1 users learn language through interactions with individuals who are fluent in the language. 	<ul style="list-style-type: none"> - L1 and L2 users need input modified to their level to make sense of the language. - L1 and L2 users need opportunities to produce meaningful output, and engage in 2-way communication with speakers of the language they are learning. 	<ul style="list-style-type: none"> - Limited opportunities to interact with native speakers of someone's L2 can be a barrier to achieving fluency.
Affective Factors		
<ul style="list-style-type: none"> - L1 users have a high integrative motivation - the desire to connect with caregivers and community through language. 	<ul style="list-style-type: none"> - L1 and L2 users likely will both have a high instrumental motivation - language learning through practical purposes. 	<ul style="list-style-type: none"> - L2 users may have a low integrative motivation.

Recognizing the differences between first and second language acquisition allows educators to create appropriate learning experiences, address challenges unique to second language learners, and foster a supportive classroom environment.

Sources:

- "Adding English, A Guide to Teaching in a Multilingual Classroom" - book by Elizabeth Coelho
- "4 Key Differences Between First and Second Language Learning | Science Behind Language Learning" - *Mango Languages* YouTube video