Fundamentals of language Acquisition

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Lecture 036

Lec 36: Social aspects of SLA

Hello and welcome. We are starting Module 8 today. In Module 8, we will continue with second language acquisition. In module 7, we also did the same. So, in module 7, we have looked at various aspects of second language acquisition, and we completed that module with the psychological and cognitive aspects of second language acquisition. In this module, we will proceed with some other variables and important aspects of SLA.

So, we will start with the social aspects of second language acquisition, followed by the other kinds. So, various kinds of language acquisition are connected similarly to SLA, but not quite so. So, we will discuss the social versus tutored SLA, and we will talk about L2 versus foreign language acquisition in short. In lecture 2, we will talk about childhood bilingualism; within that, we will look at simultaneous bilingualism.

In Lecture 3 of the course, we will continue with childhood SLA, but the focus will be on successive bilingualism. Lecture 4 will take up adult SLA with respect to various important variables through which this phenomenon has been studied. And last, lecture 5 of this module will look at some new domains within the broader second language acquisition research area. So, for example, in the initial stages we looked at in the previous module how language acquisition had a particular perspective to consider, and over time, with the advent of new theoretical positions, newer kinds of probes, and so on, the research questions have changed. So, in the last lecture, we will try to give you a glimpse of where we stand today.

Of course, SLA itself is a very important domain of research, but there are many other connected domains that have also emerged in recent times. So, we will look at those briefly. So, let us start with the first lecture today. So, the social aspects of SLA. Now in the previous module, we have seen the psychological and neural connections in terms of functional localization, processing, and so on.

Now we will look at the social aspects. Now, social aspects, in fact, are the ones that have been studied even in the past. So, it is not a new domain. It's actually the one that has been studied the most. So, the social domain is important because any language, not just in second language acquisition, is a social reality.

Languages are spoken in a society; it follows certain social norms, embodies cultural cognitive ideas, and so on. So, it is very important to understand the social background within which a second language is learned. So, when we look at the social variable, we will divide it into two interconnected factors: macrosocial factors and microsocial factors. So, macro and micro, as the name suggests, are the broader questions and the more subtle aspects of the same society. So, society works as an organization of some sort, and within that, because of the bigger social factor, there are some smaller, minute, subtle aspects of language that also change.

So, these two factors we will discuss one by one, and we will also see how they are interconnected. So, major parts of the social angle typically include the socio-political background and the larger social background. So, what kind of society is it, and what kind of political background do we have? The hierarchy of the languages L1 and L2, or if there are multiple languages, how do the interrelationships between all the languages work out? And of course, consequently, depending on the relationship of the languages, how do you see it happening? How do you see it translating in real life? It will translate itself through the speakers of those languages. So, as a result, you will see different kinds of attitudes towards language 1, language 2, language 3, and so on. So, these are the broader questions.

The subtle and seemingly minor aspects may include the variation of L2 in the given environment because we have just talked about the major macro social factors, which might, you know, depend on the scenario; there might be different kinds of interrelationships with L1 and L2, and so on. So within that, L2 might have different kinds

of variations. And then formal and informal conversation setups, conversation rules in a given society; these are typically the so-called minor or subtle aspects that the learner has to learn. So the micro and macro factors often interact with each other, and hence they should be studied as such. So let us look at the macro-social aspects first.

There are, of course, many major factors, and some of them might be more relevant for one society as opposed to another, and so on. But largely, when we talk about macro social factors, these are the few that we typically discuss. So, these are the status of L1 and L2, identities, institutional forces, and social categories. The status of L1 and L2 is one of the most important factors because it decides how L2 learning will play out in the real world. So, this relationship depends on various factors; it could be, you know, the language policy, it could be the historical factors, and so on.

So, for example, in the US, the English language is the national language, and this is the recognized language; as a result, everybody is expected to learn the language, and not only that, it is not just because it is there. But because it is important for everything there, such as your citizenship, your participation in the democratic processes, and so on, nothing can happen if you do not speak the language. As a result of the inability to learn that language, let us say for a migrant group, if they do not learn to speak that language, it might result in a different kind of outcome, most of the time negative. A negative attitude will be there; an unfavorable attitude will be there. So, this is something like this is mandatory in such a situation; the relationship between L1 and L2 is of one particular kind.

Here for the migrants, L2 will be English, and the language needs to be learned under any circumstances if you want to be considered part of the host group and part of the host culture. On the other hand, not all countries are, you know, simplistic. There might be some countries that have a multilingual language policy where there is more than one official language. For example, our own country, India, is a very good example in this case. We have a multilingual policy in place where each of the states has an official language.

Some states actually have more than one official language. So, not only is English there, English is one of the official languages at both the state and national levels, but each state also has its own. And then, depending on the scenario over a period of time, some states have actually incorporated more than one language. As a result, there are a large number of languages on the platter, so to speak. So, it is imperative for those speakers to learn the state official language for all the residents of the state.

So, not only for various kinds of formal purposes, but also for education, jobs, and other things. So, people have to learn both the state official language and the national central official language. Now it might get a little complicated because sometimes a state's official

language is the highest language in a particular state, but the same language in another state might be a minority language. So there are all these different kinds of complexities that are part of multilingual societies. As a result, there might also be an issue of linguistic chauvinism, which refers to the latent attitude towards one language or the other.

So, one group has either a positive or negative attitude, with a positive attitude towards one's own language, which often has a negative side towards another language. This often plays out in a not-so-savory manner. So, these are all complexities in the larger domain with respect to L1 and L2. So, what is L1 in, let us say, one state might be L2 in another, and then all the resultant problems. The language of power also refers to the language of opportunity.

So, which language is more powerful often translates into which language gives you more opportunities in life, for education, for jobs, and so on and so forth. For example, the English language globally is a language of opportunity, at least so far. So, if you know English, you can migrate to all those five countries that are part of the network. So, the US, the UK, Australia, and Canada. So all of these countries have English as an official language.

So, this is the language of power. In many ways, in whichever way you look at it. Now this leads to a very motivated and positive approach towards English as L2. Similarly, for many other foreign languages in India. So, this is the one reason why L2 is learned or should be learned often: it offers you some benefit or it is forced upon you.

So, it is forced upon you when it is an official language of the state; benefit because it gives you education and access to jobs. Historical factors are also very important in deciding which language will dominate over which other language. So, dominance is often historically decided. So, this leads to social, political, and cultural dominance. Dominance does not just mean that this language has to be learned.

What does it mean? It means that at the social, political, and cultural levels, the dominance also translates. So, as a result, the entire social scenario is such that you will be encouraged to learn that particular language. So, these are generally reflected through the interrelation between the communities speaking those languages. How does it translate? Through mutual attitude and permeability among the groups, are you referring to permeability as in if there is a flexible fluid relationship between the groups? So, are you allowed to mingle with the L2 group, or are you not allowed to, are you kept socially separate, or are you allowed to know, or is it the traffic both ways, and so on and so forth? All of these will be decided by the historical factors of that particular region. That is at a local level, local as

in,   let   us   say,   national   level.

Now, if you go global, conquest and empire building have also caused the transfer of various languages as L2 to a number of nations. So, throughout history, we have seen one country conquering another, as a result of which that language becomes the official language of that place, and so on. So, for example, French as L2 was introduced through the Norman conquest. On the other hand, we have colonialism, a long history of colonialism, Western colonialism, where English, French, Portuguese, and Spanish were transported as L2 to the erstwhile colonies. So, a large number of nations speak L2, English as L2, like us.

Similarly, many countries on the African continent speak French as a second language and so on. So, these are some of the cases worldwide. Another important social variable is the idea that of identity, identities, and boundaries. So, depending on what kind of identity you create based on all these historical facts that you have already seen. So, there are identities that are created, and language is one of the very important hallmarks of the social identity of a group.

So, nations are sometimes built on linguistic identities, or at least national identity will be reinforced using language. So, for example, let us say the US; let us take the example of the US again. The US has English as the official language. So, this kind of reinforces the identity of the nation. So, that is not how India is; we have, you know, many, many hundreds of languages.

So, there are, but then within that, we have regional identity. So, every state has its own way of how it can play out. The interesting aspect of linguistic identity is that it both unifies and excludes at the same time. So, for example, if we use language as an identity marker, you are immediately creating a group identity while excluding the out-group, whoever does not speak your language. So, for example, Hebrew in Israel is the official language, and it is their ancient language.

So, when you are a Hebrew speaker or not a Hebrew speaker, that will create a boundary. So, once you have an identity marker, it can also be used as a boundary marker. So, identities and boundaries always go together. Similarly, Tok Pisin in Papua New Guinea is

a very interesting case where a large number of languages are spoken in a very small geographical area. However, none of the local languages is the official language; Tok Pisin, which is actually a pidgin, is now a creole that serves as the official language.

So, these kinds of factors tell us a lot about the situation; the linguistic identity, the interrelationship between languages. On the other hand, Mongol conquerors of China did not make their language accessible to the Chinese. This is also possible. So, on the one hand, we have, you know, for example, if you take the case of Tok Pisin, Tok Pisin was brought in because of, again, colonization. So, English was brought in, and then the Creole was created out of it, as a result of which we have what we have today.

On the other hand, it is also possible that the conquerors may not make their language accessible to the local people, thus keeping the boundary intact. Hence, learning a different language often also means crossing a boundary. If there are boundaries like this, learning a language means crossing those boundaries. Now, crossing a boundary, what does that mean? It does not simply mean that you are learning a language; it often means you know it also translates into crossing cultural boundaries. So, once you learn, let us say I start learning Telugu tomorrow, I will also be crossing over to or starting to learn the Telugu culture because language is an integral part of the culture.

So, if you truly want to participate in another language, you need to learn the culture of that language. What does culture mean? Basically, it means the value system, the social norms, the behavior patterns, and all of those things. So, language is not an isolated factor. It brings with it the history of that community and whatever the codified norms are. So in this case, this is where the acculturation model comes into play.

This is a well-known model, pretty old, but it makes sense. So, this in terms of where we are talking about SLA, in terms of SLA, this idea of learning another language translating into learning another culture has been incorporated into this model called the acculturation model. So, in the case of SLA, this might affect; there might be some negative effects of that. So, for example, these are the factors that the model talks about: dominance, segregation between groups, and the willingness or lack thereof of the community to preserve its own lifestyle or community practices, and so on. Hence, one can live side by side with another community and never learn their language or learn very little of it.

So, if the dominance results in segregation, then you may not learn the other person's language at all. But if there is a kind of level playing field and there is no segregation, and the people are moving freely between communities, then you will learn a language. So, these are very important social factors to keep in mind; they may not always be very

apparent. But you need to watch. Another important factor is the institutional forces, institutions as in the various kinds of social institutions that regulate, organize, and govern the social life of a people.

For example, the education policy, the language policy, and so on. Language policy decides the medium of education, legal language, media, and so on. Hence, a lot depends on the language policies or any policy that affects language significantly. So, depending on the language policy adopted by a nation, SLA will either be encouraged or discouraged. So, for official language speakers, there is no need to learn L2.

So, if you are an Assamese speaker in Assam, there are no problems. You do not need to learn another language. Learning and knowing Assamese are good enough for you. But for the minority language speakers, it is imperative to learn the official language, which is their L2.

So, all the non-Assamese speakers will need to learn L2. So, there is encouragement to learn the official language. Now, this might adversely affect L1 health because, over a period of time, L1 might just disappear. Then there are social categories; every society has its own categories, like groups based on education, employment, gender, class, and so on, depending on the country and the place where you are situated, and these determine the experiences they have. So, depending on whatever kind of experiences you have and also what kind of experience is expected of you, what is it, how are you supposed to behave? So, depending on, let us say, a highly educated person will need to behave and talk in a particular way.

That is not the case with everyone else. Similarly, depending on what is an important variable in a given society, there are different expectation levels for different groups of people. Now, in terms of SLA, different groups' learning realities may be different. So dependent on what, who is your immediate friend group, what is the group that you are surrounded by, or where are you learning the language, if it is a social learning, this will be very important as a variable. And as a result, this will also impact the learning outcomes.

Now, these are the major social and macro social variables. Now we will move on to the micro social variables and micro social aspects of SLA. So, one of them is, of course, the variation in language. For example, many studies have focused on various kinds of inflection; for example, the -ing versus -in in the spoken variety of English in many places.

So, depending on who is speaking, this might be different in how you pronounce this entire word; whether you pronounce it as a velar or not depends on many factors, one of which could be speaker variation.

So, it depends on who is speaking. There may also be linguistic factors. For example, in some cases, this might appear before a word that begins with a back consonant or before a pause. On the other hand, only the "na" sound might appear before a front consonant. So, these are various micro-level differences that one needs to understand. On the other hand, you have formal versus informal conversations.

So, often in informal conversation, grammar might be a little compromised. So, it is possible to omit certain parts, like "this is a beautiful garden"; in some cases, it might just be omitted: "this beautiful garden." Of late, we have noticed that the preposition in US English is also not often pronounced now. So, out the door is fine, not out of the door or out of the window.

So, these things are important as well. So, is it because of the formal versus informal difference, or is it slowly becoming a part of formal speech as well? These are very small, minute details that might also affect second language acquisition. Now, not all variations are outside in the world like micro and macro, but sometimes the variation might be within the speaker as well. So, that also needs to be taken into account. We have talked about this while discussing complexity theory, but we need to keep in mind that the macro and micro social elements work together with the internal variation of the speaker.

An interesting theory in this domain is the accommodation theory. Accommodation theory basically talks about when the speaker tries to approximate the hearer's language. So, if I am a native speaker of a language that I am teaching somebody as L2, I will try to accommodate my hearer's level of knowledge. So, how will I accommodate? I will simplify the language. So, even if I am a native speaker, I know all the complex structures and I use them as well in my day-to-day language use. But what I will do is, because I know the other person is a learner and not yet a proficient speaker of the language, I will try to accommodate that other person in the conversation in order to help him or her learn.

So, accommodation, how does it happen? It is because it happens through simplification.

So, the L2 native speaker tries to simplify the language in order to help the other person learn it. Another micro social factor is gender, which has often been studied within sociolinguistics, specifically in sociophonetics as well. The reason is that across different groups in the world, it has been noticed that women tend to speak the formal variety or the more pure variety of a language as opposed to their male counterparts. Often, it has been studied in many countries and, in fact, many societies as well for various reasons.

One reason could be that in the olden times, when women did not go out very often, they used to stay at home. So, they were not exposed to the various changes that the real world outside was going through. For example, the working men will have a different kind of talk. The same, the women of the same class, but if they are not outside, if they are sitting at home, then they will not be exposed to the working language, the working men's language. So, they will still speak the purer form, and there are many shades to this domain of study.

It is actually quite an interesting thing you might want to look up. So, technically, women tend to speak more in the purer form, and in the absence of a better term, let us say a better way of speaking. They will be more formal, which might also have an impact on the SLA learners. For example, a very interesting study on Vietnamese and Cambodian migrants in the Washington DC area was carried out, and what they found was that men tend to use more of IN instead of ING, as we just saw. This is one place where the variation was observed.

So, men use more of IN, but women tend to use more of ING, the actual form. Because women use the more prestigious form, the learners also learn that because the native women use ING, the immigrant women also used ING because they looked up to the women and the men looked up to the men. So, as a result of which even immigrants learned it, the way native speaker differences were carried out in this kind of format. Then we have the prestige and hierarchy of L1 and L2. So relative prestige, we have already seen that the L1 and L2, this idea is entirely dependent on the social domain, the historical facts, the opportunities, and so on and so forth. But these impact the use of certain subtle cues in the speech of both L1 and L2 speakers and learners.

So depending on how the macro social factors are, it will affect the way L1 and L2 are spoken. So, if L2 is more prestigious or powerful than L1, which is the case when, due to language policies or other factors, it is more powerful than L1, then the learner tries to approximate to the L2 native language features consciously. For example, let us say that I

am trying to learn a language, such as Hindi. Hindi is one of the official languages. So, if I am trying to learn Hindi because it is more prestigious than my language, has more opportunities, and so on, I will try to speak Hindi properly because it will be important for me.

On the other hand, if L1 is more prestigious than L2, and if I am a Hindi speaker who needs to learn L2 for other purposes, for example, for a job I have been posted to in a new place that does not speak my language. So I need to learn the language of that place, but it is not really necessary; I am a Hindi speaker, and that language is obviously, let's say, a smaller language, so I do not need to learn it. In that case, what will happen is that more features of L1 will be transferred to L2 because of the hierarchy. So, these are very subtle micro-level changes that will happen in the case of SLA, which is based on the macro social factors of mutual respect and status. For a tutored environment, SLA is learned in two different kinds of environments: tutored versus informal.

So, in a tutored environment, the concept of foreigner talk is also an important one. This is again the same thing as the accommodation theory, where the L2 native speakers simplify. For example, this is not only the case in informal settings but also in a particular study that was carried out in a tutored one. So, the teacher says, "Mommy look at your work?" So, this is how they are deleting the 'does'; "does mommy look at your work?" like this should have been the language.

So this is a case of a native English speaker teaching L2-learning children. Then "you have Indians in Korea?" so the "do" is missing, the auxiliary, because probably the teacher realizes that this auxiliary function might be difficult for the L2 learners; hence, they are deleting it. So this happens in both the social domain through accommodation, and it also happens in the tutored environment, which is called the foreigner's talk. Simplification: we might follow these rules; for example, simple vocabulary, long pauses, a slow rate of speech, careful pronunciation, and so on. This has been found through empirical research; this simplification has been found to be useful for adult SLA learners, but not for children; for children, it was not very effective.

So, these kinds of factors have also been looked into in child SLA research. What many parameters have been studied, but most importantly patterns of interaction, interactional characteristics like turn-taking, and then self-evaluations. These are factors that will reflect the macro and micro social features, and hence these have been used as variables in empirical research. For example, in one particular case study carried out by the group of

scholars They were looking at Chinese EFL learners. EFL is English as a Foreign Language. So, Chinese L1 speakers learning English as a foreign language and the groups they studied were fourth grade and sixth grade, and the method was task-based interaction.

So, what they showed was that fourth graders displayed less engagement. Their patterns of interaction were not stable across tasks. In contrast, the sixth graders interacted with a high degree of mutuality, meaning collaborative patterns. So, they were discussing with the teachers, and it was a collaboration rather than a one-way traffic sort of thing. And they also showed greater engagement with extended topic sequences, and so on and so forth.

So, these are some certain things. There are many other studies like this, but this is one. So, within the same community of L1, both Chinese are learning English as a foreign language. So, the pattern is also fixed. This is when it is a foreign language; it will be a tutored environment.

So, that is also fixed. But even within that small group of fourth and sixth graders, they found some very subtle differences based on their age group. Then we have informal versus formal learning in this domain. This is another crucial factor because, depending on the pattern of learning, whether you are learning the language in a social setup or in a tutored setup, there will be some very interesting differences. So, in the case of, let us say, informal learning, it typically happens in a multilingual society.

Let us say you have speakers of many other languages around you. So, society is multilingual. The speaker's own friends are multilingual, and their lifestyle involves a lot of travel. These are scenarios where L2 learning will be informal because you are mingling with many people who speak other languages. And on the other hand, formal learning will take place in the classroom setting. So, English, for example, is learned through school.

In the beginning, in the initial stages of school, English will be taught as a second language. But it is not often a part of your social surroundings. So, you do not find it in your neighborhood, you do not find it among your friend circles, and so on and so forth. So, as a result, the learning here will be formal. What does "formal" mean? For our purposes, it means it has a standardized format. The teaching method will ensure that learning has a properly standardized format with curated teaching materials.

So, it has a particular way of, you know, giving the materials. So, unlike social learning, where there is no method. Somebody might pick up the language depending on your circle; depending on the people you are mingling with, you will pick up one aspect or the other. But in a formal setup, there is always a similar kind of pattern that is given to all the

different kinds of students. Irrespective of who you are, the teaching method remains the same depending on target.

Many studies have taken place on the comparison between formal and informal learning. For example, this particular study on Greek-English bilinguals showed that naturalistic and classroom exposure were compared, and they found that naturalistic learners were indeed processing intermediate traces like native speakers. This is a complex grammatical and syntactic process. So, the naturalistic learners were doing better in that than compared to the tutored environment students. Another crucial aspect of language learning, similar to second language learning, is what we call foreign language learning. English, for example, includes ESL and EFL: English as a second language and English as a foreign language; both can be taught in the same environment.

So, within India, you can also learn English as a second language, which most of us do, but English as a foreign language is also a possibility. So, what happens when you learn a foreign language versus a second language? The most crucial difference is that when you are learning it as a foreign language, it is not present in your environment. So, the only time and place where you are exposed to the language is in the classroom.

So, there is no way for you to pick up. So, to say in layman's terms, it is picking up a language. So, you cannot pick up bits and pieces here and there; you will learn it in a particular format. But the same language, if taught as a second language, is understood to be around you somewhere in your day-to-day life. So, this is where one of the most important variations occurs. And of course, foreign language teaching will have some particular format; just like tutored second language learning, foreign language learning also has its own formatting. So, foreign language settings for children who learn L2 at different ages have shown that some of the results indicate that late beginners, after the same hours of instruction, showed an advantage over those who started earlier.

So people who started learning a foreign language later were doing better than the early learners. The reason that the researchers have put forward is that the amount of input and practice utilized by the FL learning paradigm is probably why the outcome was different. So the quality of input, and not age, seems to be a factor in FL learning. This is just one example of how foreign language and second language learning might be different with different kinds of outcomes because foreign language teaching will often lack social input; the instruction also takes care of that factor, as a result of which different kinds of results will be seen. So, differential strategies have been utilized for the foreign language teaching condition.

For example, content-based instruction, theme-based language teaching, and CLIL. There are a number of different methodologies that have been used. So, content-based teaching mainly involves teaching grammatical categories. This is not very popular now, but it used to be very popular at one point in time. But over a period of time, theme-based teaching has become more popular, and as of now, CLIL is one of the most popular methods of teaching foreign languages. This is very interesting, and it is very different from the rest because, in CLIL, what happens is that the curricular content is taught through the medium of a foreign language.

It is not only a language teaching, but you are also using the foreign language to teach the other subjects as well. So, let us say you are taught French not only in French class, but also in economics class or in science classes like that. So, in schools, you are kind of immersing the students in a foreign language environment by teaching all subjects through CLIL. That is the important factor of CLIL. So, the definition is "an educational approach where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, and tertiary levels".

So, this is one of the most popular types today. As more and more schools are adopting the CLIL method in many European countries, this has also become a very important domain of research of late. Typically, they try to figure out how the CLIL methods are different from or similar to other kinds of language teaching methods. And there are, of course, the same kind of variables that will be used, for example, the negotiation strategies and, you know, what kind of methodology the learners typically use. So, one important factor about CLIL is that, because you are using the language to teach other subjects as well, the amount of instruction that the child receives is far greater compared to a typical language   teaching   class.

So, that also has a very important impact on the way the language will be finally learned. So, these are, this is one. The other method of teaching another language is the immersion method, whether it is a second language or a foreign language. So, the immersion method is rather old; it is not a new method. Here, what happens is that usually a local language is taught, not a foreign language, but a local language is taught. Teachers are often bilingual, typically in CLIL; however, that is not always the case; teachers may not be bilingual.

Teachers might be native speakers of the foreign language that the other children are learning as FL, foreign language. The starting age in an immersion setting is usually earlier

than CLIL; typically, what often happens is that we have seen this immersion method in the case of teaching native languages, indigenous languages, or we have also seen this working out in Canada, for example. So, the French immersion program or the English immersion program for French speakers and so on. So, this is another method where all kinds of teaching and other activities take place in the immersion language. So, if you are learning French, your entire day's activity in the school will be through French classes, other activities, and so on.

So, this typically concerns the types of input feedback that maximize opportunities for L2 development. As a result, learners developed their metalinguistic awareness and produced more target-like language. So, the immersion program has also been very popular and very useful for teaching languages because you are immersing the learners in the language environment. So, it is not only the classroom teaching, but you are also trying to give them a more life-like experience, and hence the outcome has also been pretty good. The immersion program also has its own variations across different countries and cultures, and as a result, you have different kinds of outcomes, primarily based on the characteristics of the learners, the instructional context, and so on. So, to sum up, learning a second language needs to take into account a number of social variables; all these variables also interact with each other, and as a result, you have different outcomes.

So, some variables might be more useful in one context, while others might be useful in another context, and the way they interact may also not be similar across all cultures. So, this is a very complex social phenomenon, like all other social phenomena. So, as a result of which this will impact the final outcome. The final outcome in second language acquisition is what we call ultimate attainment (UA). So, based on all of these factors, and because of this kind of complex, interconnected, interrelated features, second language teaching is also a very important, established domain that takes into account all of these multitudes of factors.

And then they create teaching materials, methods, and strategies for better outcomes. So, when we talk about second language acquisition, I need to mention that second language teaching is also a very established domain that actually takes into account all of these factors that we have discussed and many others that we could not discuss due to the paucity of time. Anyway, this is where we summarize the first lecture. In the following lectures, we will look at some features of childhood bilingualism and adult bilingualism. Thank you.