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The second language user
The L2 User

‘somebody who is actively using a language other than their first, whatever their level of proficiency’ (Cook, 2011; 1993)
L2 Users

• think differently from monolinguals;
The Nivea Experiment

Cork Pyramid

Plastic Pyramid

Piece of Cork

Cook et al 2006
L2 Users

• think differently from monolinguals;
• use language in different ways;
Corriendo in the colours of Spain...

Bueno hija, el new Governator is going to Brussels to see al quien entrego Hong Kong to the Chinese, que te parece? Simply que cuando venga to our Gibraltar este James Bond and I see him in Main Street le voy a decir que he needs our permission, my dear.

Claro, pero ten cuidado porque he has been un tipo Bond y ese sabe hasta los colores de los calzoncillos de tu husband. My dear, that is no secret. They are red, white and blue - and very proud of it.

At least he is not like the outgoing Governator, El Duro, who went jogging dressed in the colours of Spain - what a pain!

Panorama, Gibraltar
L2 Users

• think differently from monolinguals;
• use language in different ways;
• have an increased awareness of language itself;
Awareness of language

In this game, the way to say “we” is with “spaghetti”. How would you say, “We are good children?”

Ben-Zeev 1977
L2 Users

- think differently from monolinguals;
- use language in different ways;
- have an increased awareness of language itself;
- have a slightly different knowledge of their first language;
Put the marker beneath the cross

Spivey & Marian 1999
L2 Users

• think differently from monolinguals;
• use language in different ways;
• have an increased awareness of language itself;
• have slightly different knowledge of their first language;
• have different brain structures
Fig. 3. Differences in gray matter volume between post- and pretraining scans, as illustrated by images from axial (Left), sagittal (Center), and coronal (Right) views. The region in the cerebral cortex surviving a whole-brain-based analysis ($P < 0.005$ uncorrected) is V2/3 ($X = -10$, $Y = -77$, $Z = 3$; $Z = 3.58$). One area in the cerebellum ($X = 13$, $Y = -75$, $Z = -38$; $P < 0.005$ uncorrected; $Z = 3.86$) also shows a volumetric difference. A small volume correction (20-mm) analysis of V2/3 indicated that the difference was significant at $P < 0.05$ FWE.
L2 Users

• think differently from monolinguals;
• use language in different ways;
• have an increased awareness of language itself;
• have slightly different knowledge of their first language;
• have different brain structures
• are more rational in their L2
People are more rational in their L2

Costa et al 2014 (but not the drawing)
Questions for language teaching

• the status of the native speaker

Should students aim to be imitation native speakers or successful L2 users?
Questions for language teaching

• the status of the native speaker

• the role of the first language
  How much should the L1 be used in the classroom?
Questions for language teaching

• the status of the native speaker
• the role of the first language
• the role of the non-native-speaker teacher

Do native speakers make better language teachers?
External versus internal goals

**external goals:**
the students' use of language outside the classroom
language teaching should relate to the L2 user, using L2 user role models and L2 language and uses

**internal goals:**
the students' mental development as individuals
language teaching should emphasise the beneficial changes in the individual L2 user and recognise both languages in the L2 user’s mind
CHINATOWNS