**Understanding Second Language Acquisition by Lourdes Ortega**
**Class Discussion for Chapter 3: Crosslinguistic Influences**

1. From reading Ortega and thinking about your own experience/observations as a teacher and a learner, how can an L1 *negatively* influence an L2 (e.g., L1 Mandarin Chinese and L2 English)? What about the other way around (e.g., L1 English and L2 Mandarin Chinese)? Are there any interesting asymmetries? (The Contrastive Analysis Hypothesis would predict reciprocal influences.) In your written response, please choose two languages to exemplify your discussion.

2. From reading Ortega and thinking about your own experience/observations as a teacher and a learner, how does L1 *positively* influence L2 (e.g., L1 Arabic and L2 English)? What about the other way around (e.g., L1 English and L2 Arabic)? Are there any interesting asymmetries? (Contrastive Analysis Hypothesis would predict reciprocal influences.) In your written response, please choose two languages to exemplify your discussion.

3. What other issues, such as language universals, complicate crosslinguistic influence? And how is it that sometimes, even if negative transfer occurs, it does not result in ungrammaticality? Please give examples to support your claims.

4. Consider Ortega's discussion of avoidance (particularly Schachter, 1974), underuse, and overuse. How can understanding these phenomena better inform our understanding of cross-linguistic influence? Please give examples to support your claims.