

**Workshop proposal** for the 57th Annual Meeting of the Societas Linguistica Europaea

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University of Helsinki

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## **Factors in the differentiation between competence and performance in *Ln* acquisition: answers from an interdisciplinary perspective.**

**Workshop convenors:** Marta Rivera & Pedro Guijarro-Fuentes (Universitat de Les Illes Balears)

**Keywords:** *Ln* Language Learning, Individual differences, Competence, Performance, Context of Learning.

### **Workshop description:**

In the last 5 decades, research on *Ln* acquisition has framed different factors, both internal and external to the learner, as responsible for proficiency variation when acquiring or learning a new language. Those attempts to picture the perfect circumstances (context of learning, quality of the input, and so on) and learners' characteristics (aptitude, motivation, cognitive abilities, among others) started with the idea first exposed by Chomsky (1965) about the need to focus on the person who uses the language in order to define the existence of the perfect speaker in that given language. According to Chomsky, it was imperative to differentiate between competence (knowledge of the language) and performance (use of the language) when defining the characteristics of the perfect speaker and the perfect development of the language.

In order to do this, researchers from different fields - from linguistics to psychology - over the past few decades have tried to define the characteristics of such a linguistic competence and the factors associated with it. In recent years different hypotheses have framed the successful acquisition of a new language associated with different cognitive mechanisms (see Dörnyei, 2005 for a review). Built on this foundation, and considering language as part of a domain-general cognitive system, the Declarative/Procedural Model (Ullman, 2001, 2004, 2020) proposes that the mechanisms of use and storage of language knowledge will be found in either the declarative or procedural memory system, and the implication of one or another system would be modulated by differences in the context and the learner, especially during new grammar learning.

Taking those perspectives into account, research in *Ln* acquisition/learning has evolved to a complex research field framed by relevant evidence on the implication of different factors

during new language acquisition and learning (Morgan-Short et al., 2022; Spada & Tomita, 2010), both from the linguistic and psycholinguistic perspective.

With the previous preamble in mind, the aim of this workshop is to address the following central question: To what extent do individual differences affect the development and final state of underlying linguistic competence? Contributors from different interdisciplinary backgrounds are invited to address a number of related issues and sub-issues, including, but not limited to: (1) types of individual differences (e.g., cognitive, social, linguistic), (2) assessment of development and final state (e.g., off-line, on-line), and (3) the nature of linguistic competence (e.g., subcomponents such as phonology, morphology, syntax, language vs. communication).

A discussion on this topic will generate a meeting point of understanding between different perspectives that traditionally have explored the same phenomena without much integration between them. Therefore, we especially encourage interdisciplinary research to be present in this workshop.

#### **Call for papers:**

In essence, we would like to have 8-10 papers on the field in L<sub>n</sub> acquisition. For our workshop proposal, we are soliciting preliminary abstracts of 300 words (excluding references) to be sent to the convenors (Marta Rivera: [marta.rivera@uib.es](mailto:marta.rivera@uib.es) and Pedro Guijarro-Fuentes: [p.guijarro@uib.es](mailto:p.guijarro@uib.es)) by **November 5<sup>th</sup>**.

If the workshop proposal is accepted by the SLE organizers, all participants will be asked to submit their full abstracts (500 words) before **January 15<sup>th</sup>, 2024**.

If you are planning to send your abstract, we highly recommend sending us an email beforehand to make us aware of your intentions.

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