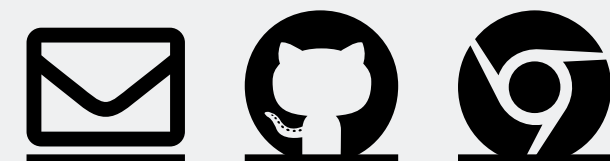


Second Language Acquisition

LG 376 — Semester 2, 2021 (Jan-May 2022)

CLASS 13: LEARNER LANGUAGE

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Outline

- Recap: Learner language
- Interlanguage (IL) development
 - Changes in IL of L2 morphology
 - Basic Variety of naturalistic L2 learners
 - Fossilization?
- PsychoPy: Group work
- Looking ahead: Week 15

The word "Recap" is centered within a large, horizontally-oriented rounded rectangle. The rectangle has a double-line border, with the inner line being slightly offset from the outer line. The text "Recap" is rendered in a bold, sans-serif font with a color gradient from pink to red.

Recap

Interlanguage: More than the sum of L1 & L2

She...runned away (L1 Japanese)

...he falls a piece of note into dough by mistake (L1 Korean)

A wall was falled down in order to get a bigger green house (L1 Spanish)

- Important generalizations about interlanguage:
 - different from L2 input
 - different from L1 representations
 - similar to children's developing L1

Formula-based learning: Stuff of acquisition

Time	Formulaic part...	...Slot variation part	
1	How do you do dese?		Formulas
2	How do you do dese...	...flower power ...little tortillas ...in English	Low-scope patterns
3	How do you...	...like to be a cookie cutter ...make the flower	
4	How...	...did dese work? ...do cut it? ...does this color is?	Constructions

Four interlanguage processes

- Learners' internal knowledge undergoes changes
 - **Simplification:** one form/one meaning (*te i-ru* → progressive)
 - **Overgeneralization:** morphology (*-ing* [*I talking*], *-ed* [*I runned*])
 - **Restructuring**
 - U-shaped behavior: progress ≠ accuracy
 - under restructuring

Interlanguage development

Changes in interlanguage development

- **Interlanguage (IL):** language system that learner constructs at each point in development (Selinker, 1972)
- Interlanguage changes (and grows) in **systematic** and **predictable** ways though changes are:
 - non-linear (u-shaped accuracy)
 - unevenly paced (rate of development)

Major findings have been documented in morphology and syntax

Systematic changes: Jorge's negation

- Jorge, aged 12, from Bogotá, Columbia
 - He and his upper-middle class family moved to Boston
 - 10-month investigation of his English negation was reported in Cancino et al. (1978) and Stauble (1978)



Stage 1:

Pre-verbal negation
with *no/not*

No saw him
(“I didn’t see him”)

Stage 2:

No/not alternating
with ‘don’t’

I don’t saw him
(“I didn’t see him”)

Stage 3:

Post-verbal negation
in restricted contexts

I will don’t see you tomorrow
(“I will not see you tomorrow”)

Stage 4:

Post-verbal negation
in all contexts

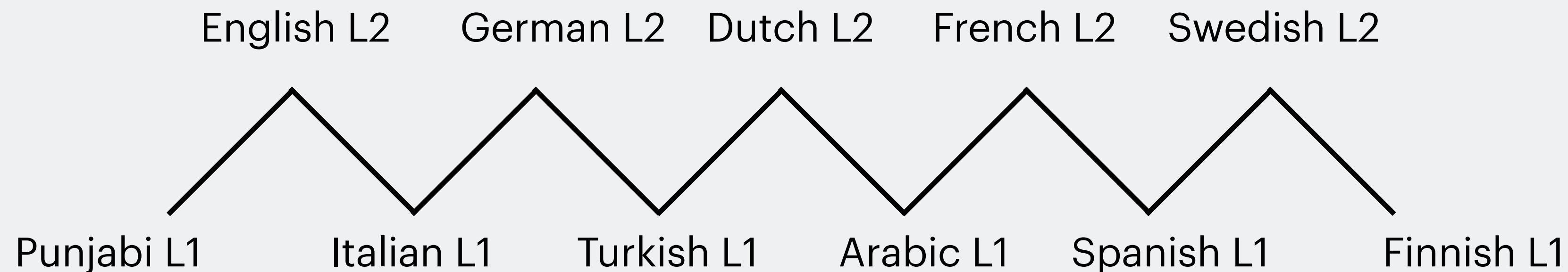
I didn’t went to Costa Rica
(“I didn’t go to Costa Rica”)

Systematic changes: Jorge's negation

- Jorge's development is uneven and non-linear
 - Earlier stages are brief; later stages take much longer
- Restructuring is gradual: pre-verbal position → post-verbal position
 - Appearing only in restricted contexts first (Copula/auxiliary verbs)
- Overgeneralization of *no* and *don't*
 - Undergoing analysis in the middle of the study (do+not/does+not)
- Not all errors are equal! ("I didn't went" is better than "No saw him")
 - By end of study, negation not 100% accurate

Interlanguage before grammaticalization

- What's in the IL of learners who have zero L2 knowledge prior to study?
 - A 1980 project under European Science Foundation (ESF)
 - 40 adult immigrants in 5 European countries are followed > 2½ years



Interlanguage before grammaticalization

- The **Basic Variety** of naturalistic L2 learners (Klein & Perdue, 1997)
 - A few phrasal, semantic, pragmatic constructs (Table 6.3, p. 123)
 - No grammaticalization (little use of morphology or subordination)
- Communicative pressure needed to move beyond the Basic Variety
 - Learners needed to be pushed to express complex thoughts & ideas
 - Only 66% of learners “got out” of the Basic Variety

Patterned development of English morphemes

- Acquisition order of English morphemes
 - based on accuracy of suppliance (80 or 90%)
 - changes in accuracy not linear

Group 1:

-ing
plural -s
copula be

Group 2:

auxiliary be
articles

Group 3:

irregular past tense

Group 4:

regular past tense
third-person -s
possessive 's

Between-L1 trajectories:



possessive > plural -s & articles (Luk & Shirai, 2009)

Concept-driven emergence of tense & aspect

- Morphology of **tense** and **aspect** from a functional perspective
 - Tense: when does an event/action occur?
 - I went to the hospital on Monday
 - Aspect: how does an action/event/state/process unfold?
 - *I am building a house*
- But how do L2 researchers study tense-aspect morphology?

Concept-driven emergence of tense & aspect

Film retelling: Watch the following clip. Then, retell the story in your own words. Do not use more than 200 words.



Concept-driven emergence of tense & aspect

- Three broad phases in the acquisition of tense-aspect morphology
 1. *pragmatic means* (narrating story in chronological order)
 2. *lexical means* (using lexical items, e.g., adverbs)
 3. *morphological means* (using morphological markers, e.g., -ed)
- Morphology first used with matching verbs (**Aspect Hypothesis**; Andersen & Shirai, 1996)
 - -*ing* with activity verbs (*run, walk, sing, watch, etc.*)
 - -*ed* with achievement verbs (*meet, catch, find, etc.*)

Fossilization, really?

- Many purported cases of **fossilized** L2 learners
 - e.g., [Schumann's](#) Alberto, [Lardiere's](#) Patty, [Han's](#) Geng & Fong
- Problems with concept:
 - Very hard to conclusively demonstrate
 - Hard to verify optimal learning conditions
 - No consensus on cause(s)
 - Meanings: premature vs inevitable

PsychoPy: Group work

Next week...

- **Topic:** Affect (particularly motivation)
 - What does motivation consist of? How can we measure it?
 - What is the most current view on motivation?
- **Reading:**
 - USLA (8.2, 8.3, 8.4, and 8.9)
- **Assignments:**
 - PsychoPy experiment (End of this week)
 - Synopsis # 2 (End of next class)