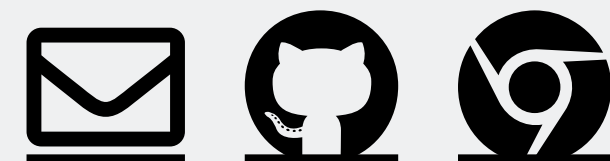


Second Language Acquisition

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

CLASS 5: CROSSLINGUISTIC INFLUENCES

Sakol Suethanapornkul



Outline

- Recap
- Effects of prior knowledge
 - Rate and route of development
 - Explanations
 - Bidirectional transfer
- (Re-)thinking for Speaking
- Looking ahead: Week 6



Recap

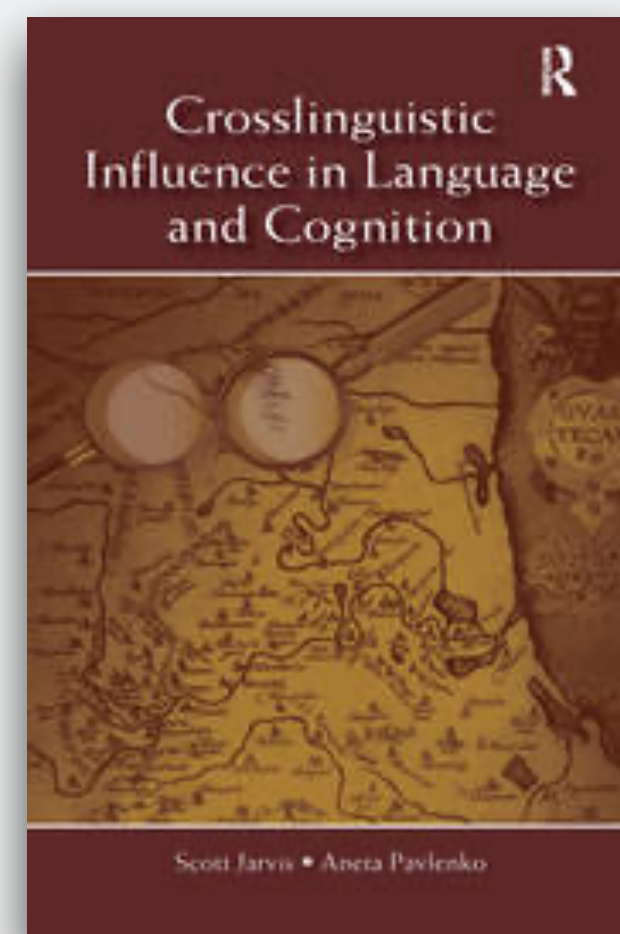
Setting the scene...

- All L2 users have knowledge of an L1 (and knowledge of other Ls)
 - older children: Thai → English
 - teenagers & adults Thai → English → Japanese

Area: ✓ Transfer ✓ Crosslinguistic influences ✗ Interference

Crosslinguistic influences? What?

“...the influence of a person’s **knowledge of one language** on that person’s **knowledge or use of another language**.”



Aneta Pavlenko
University of Oslo



Scott Jarvis
University of Utah

A dawn of language transfer...

- By late 1980s, researchers came to realize:
 - Transfer → psychological perception of similarities & differences
 - Andersen's (1983) *Transfer to Somewhere* principle
 - Not only L1 but also L2 must have features that invite (mis-)perception of similarities
 - **Interlingual identification**
 - The judgment that something in the native language and something in the target language are similar

Besides the L1s: Interlanguage

- L1/L2 common errors in English
 - *wented, goed*
 - *the car was crashed*
- Similar mistakes in L2 learners from different L1 backgrounds)
- **Interlanguage** (Selinker, 1972)
 - *Transitional language system constructed by learner at each point in development toward TL*



Effects of prior knowledge

Investigating transfer

- L2 learners may or may not transfer their prior knowledge
 - a multitude of reasons influencing the process
- Transfer may come in many different shapes or forms (**USLA 3.7**)
 - avoidance, overuse, or underuse (of forms, constructions, etc.)
- Transfer can be extremely subtle (**USLA 3.8**)
 - information structure (topic- vs. subject-prominent languages)
- Prior knowledge can make learning an L2 easy or challenging (**USLA 3.9**)

L1 influences on developmental sequences

- Long-held: L1 knowledge affects **rate** of development (not route)

Negation

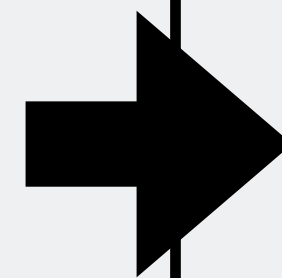
Stage 1:

Negative element
before verbs

No bicycle

I no like it

Not my friend



Stage 2:

No/not alternating
with 'don't'

He don't like it

I don't can sing

Stage 3:

Negative element may
be after auxiliaries

You can not go there

She don't like rice

Stage 4:

'Do' marked for tense,
person, number

It doesn't work

I didn't went there

L1 influences on developmental sequences

- Recent view: L1 knowledge affects **route** of development

Morphemes

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

L1 influences on developmental sequences

- Recent view: L1 knowledge affects **route** of development

Morphemes

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)



Article: German > Chinese (Murakami & Alexopoulou, 2016)

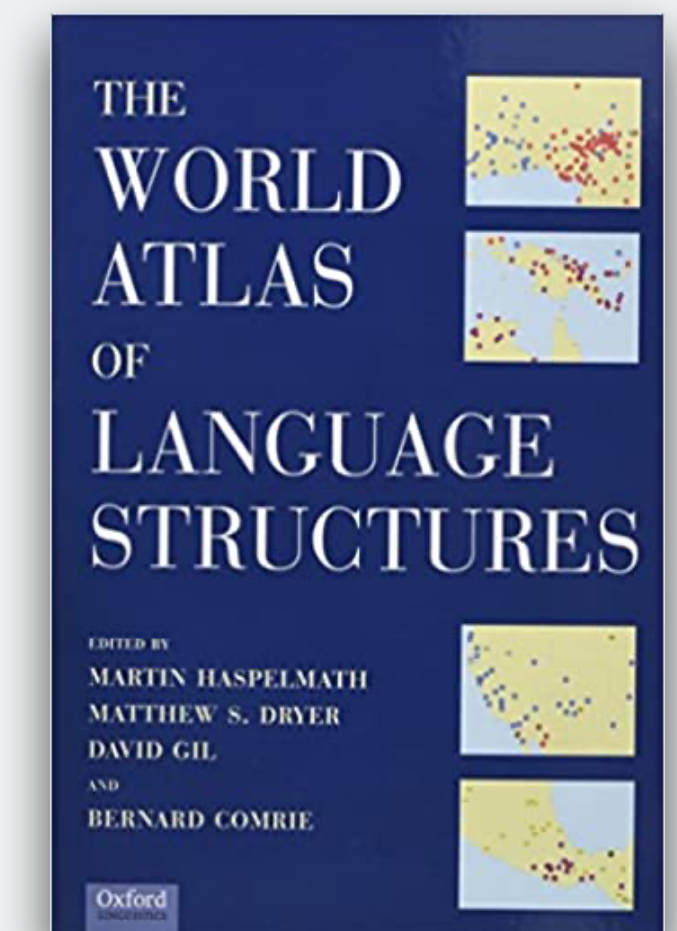
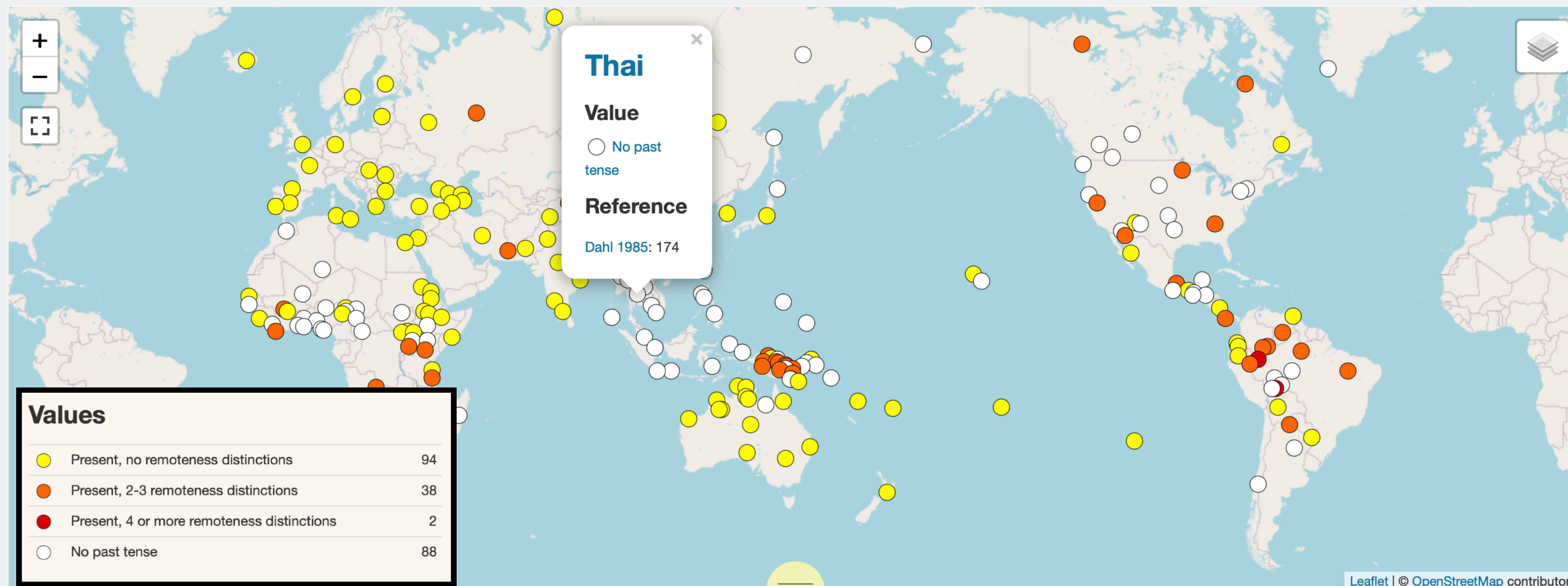
Explanations

- **Similarities** between target and L1 forms (**typological closeness**)*
 - Presence/absence of forms (phonology, morphology, syntax)
 - Thai tones in Mandarin L1 vs. English L1 learners (Wayland & Guion, 2004)
 - missing articles in Thai (Trenkic & Pongpaibroj, 2013)
 - Lexical or morphological distances between pairs of languages (Schepens et al., 2016)

See USLA 3.9 for more info.

Explanations

- Morphological distances between languages
 - World atlas of language structures (WALS) [wals.info]



Let's revisit a point made earlier

- Similar forms in L1* and target language → better learning
 - L2 users do not simply “copy-and-paste” forms
- But what makes “transfer” happen?
- **Transferability** (or **psychotypology**)
 - Learners' intuition about how transferable a given phenomenon is
 - Transfer is a psychological process
 - *Interlingual identification* and *Transfer to Somewhere*

Kellerman's "break" study

- Dutch L2 learners of English judged acceptability of English equivalents of Dutch uses of "break"
- *break* (English) and *breken* (Dutch) — transitive and intransitive

He *broke* his leg



hij brak zijn been

The cup *broke*



het kopje brak



Kellerman's "break" study

- Dutch L2 learners of English judged acceptability of English equivalents of Dutch uses of "break"
 - *break* (English) and *breken* (Dutch) — transitive and intransitive
 1. He *broke* his leg
 2. The cup *broke*
 3. The waves *broke* on the rocks
 4. They finally *broke* the ice between them
 5. He *broke* his word/oath
 6. She *broke* the world record
 7. The tree *broke* her fall
 8. The tea break nicely *broke* up the afternoon.

Kellerman's "break" study

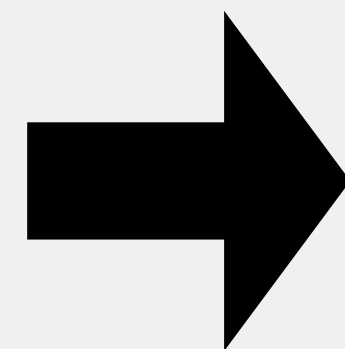
- Dutch L2 learners of English judged acceptability of English equivalents of Dutch uses of "break"
 - *break* (English) and *breken* (Dutch) — transitive and intransitive
- **Results**
 - Beginning: best
 - Intermediate: worst (much too conservative)
 - Advanced: better (still conservative)

A more recent perspective...

- We form expectations about what we'll "see" in an L2
- These expectations allow us to predict, adapt to, (& learn) L2 forms

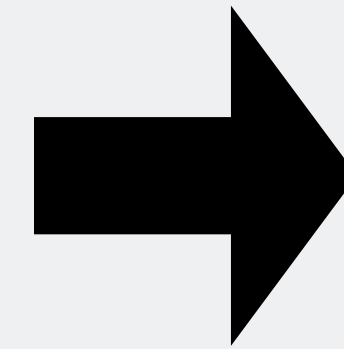
Prior linguistic experience

crashed talked
walked is walking
has talked



Expectation

☆ VERB+ ☆
VERB+ △

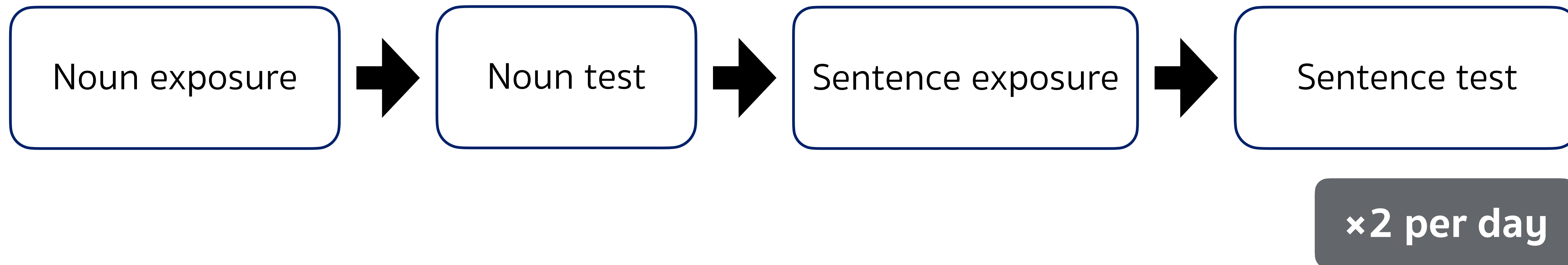


Adaptation

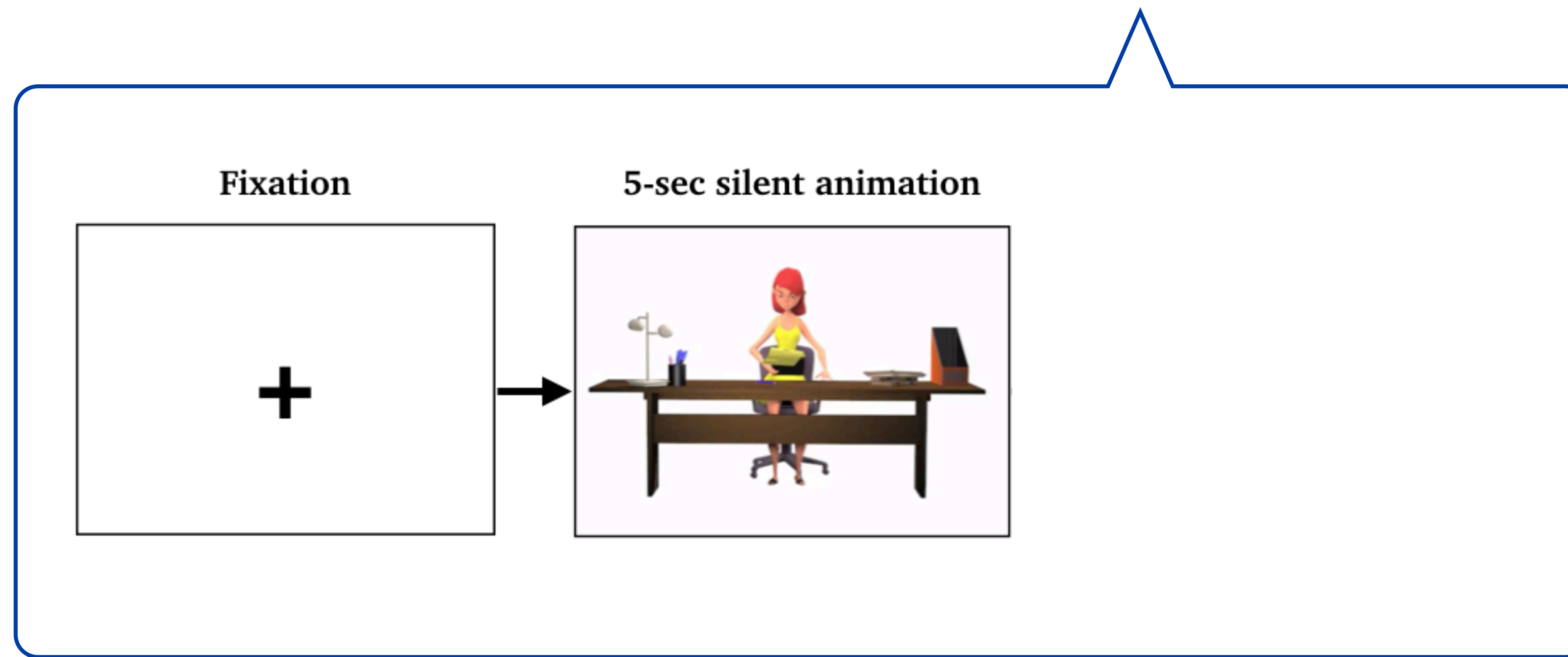
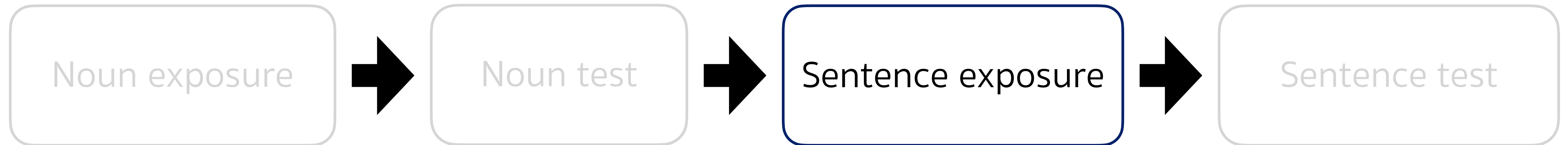
++ harter dola **katon-an**
harter dola katon lon-beng
++ harter dola **katon-et**
harter dola katon bef-dit

See Pajak et al. (2016)

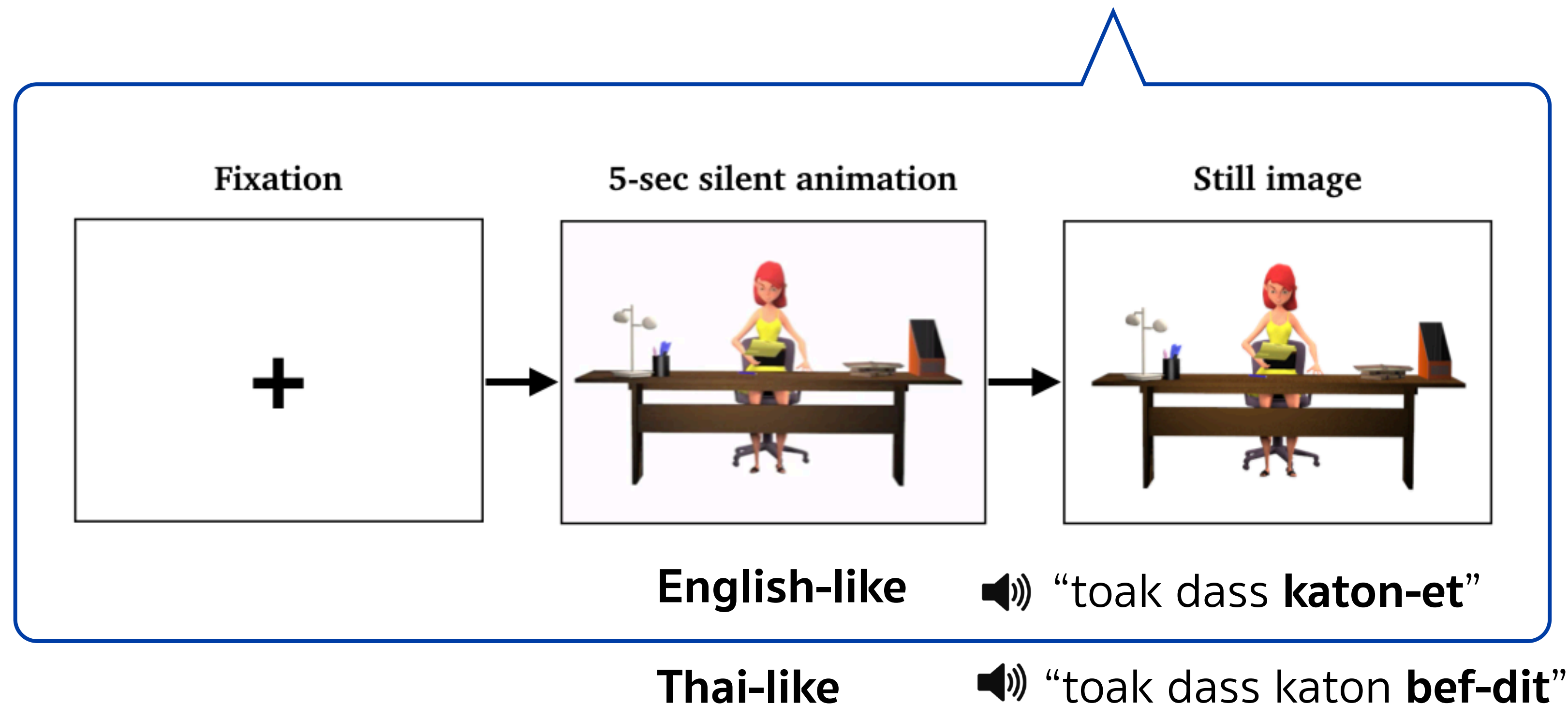
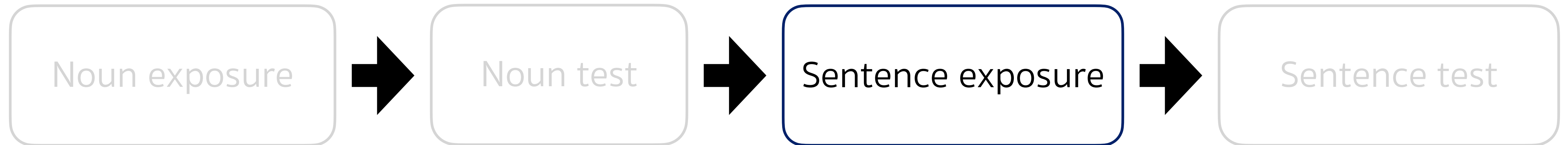
A quick detour...



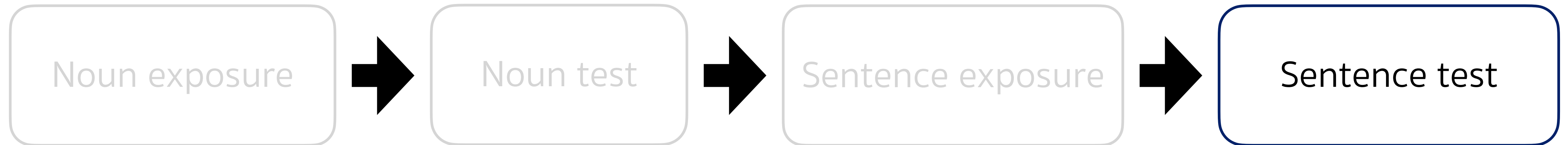
A quick detour...



A quick detour...



A quick detour...



Choose the correct picture

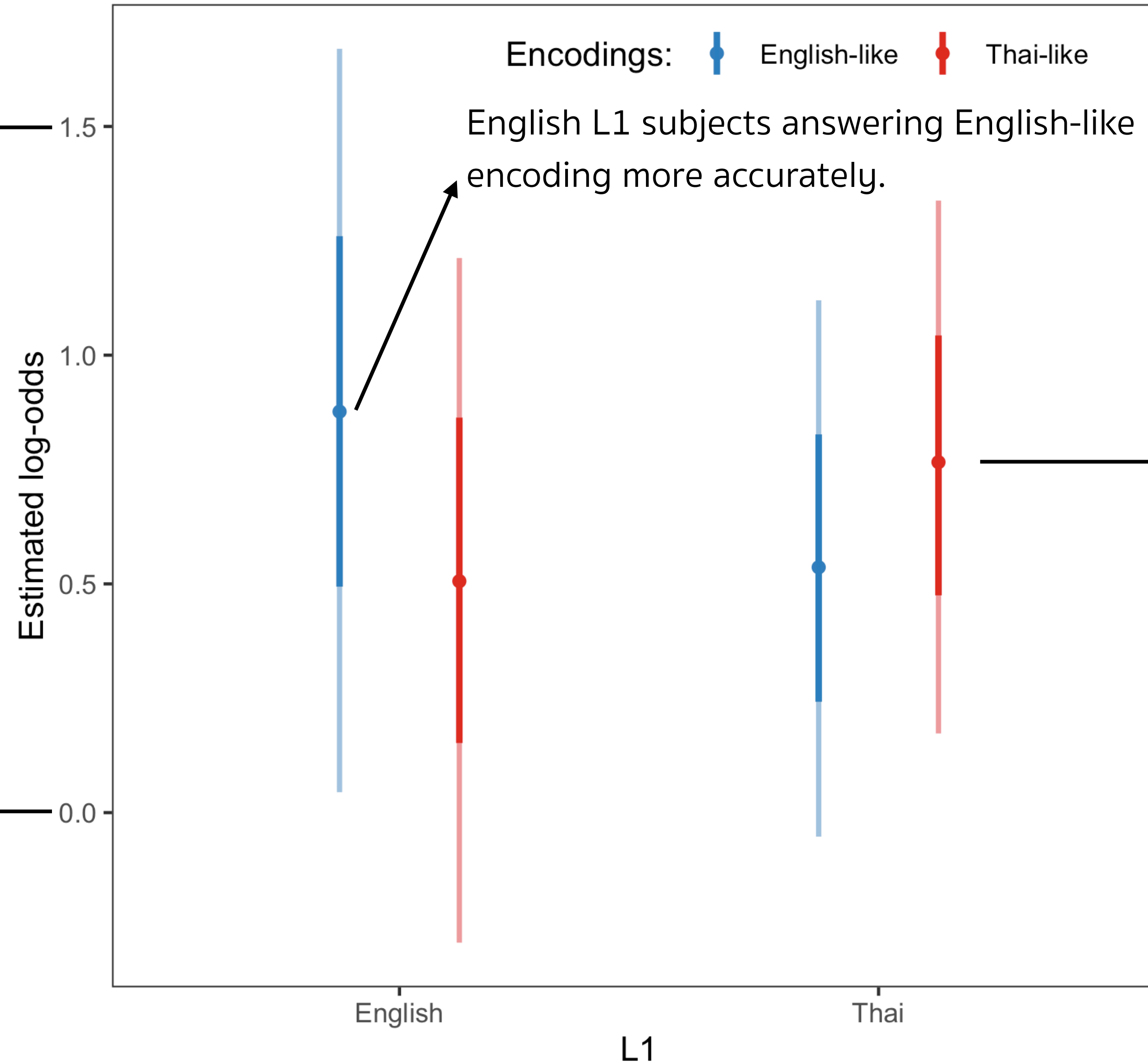


🔊 “fursar dass katon bef-dit”

A quick detour...

81% chance of answering
a question correctly

50% chance of answering
a question correctly

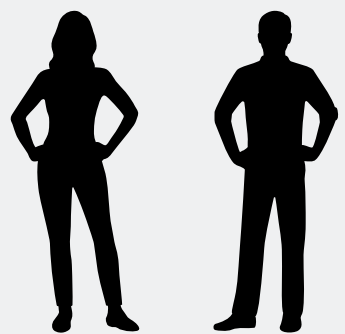


Bidirectional transfer

- Crosslinguistic influences work both ways, from L1 to L2 and L2 to L1
 - L1 is not a privileged source of information
 - Newly learned Lg → existing Lg (**reverse transfer**)
 - In BFLA, La-L α interaction is long known

Bidirectional transfer

- Knowledge of grammatical gender in L2 Spanish affects retrieval of L1 English words (Kaushanskaya & Smith, 2016)



21 English monolinguals and 35 English-Spanish bilinguals



Learning to associate inanimate objects with proper names in English

- *corn-Patrick* [e*l* maíz] or *beach-William* [l*a* playa]



Bilinguals less accurate at retrieving proper names for gender-incongruent pairs

(Re-)thinking for speaking

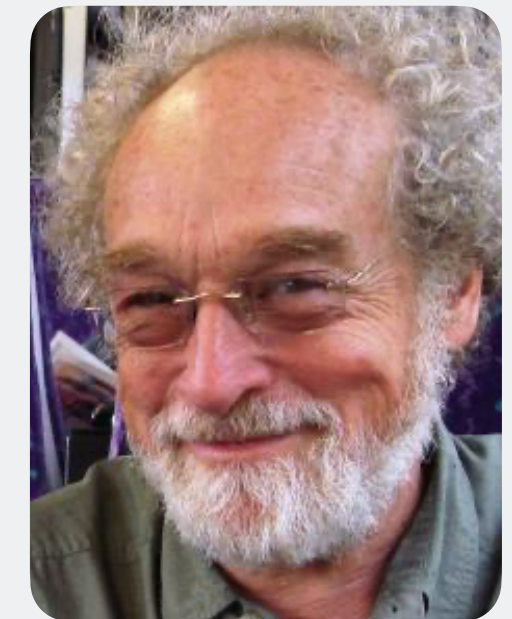
Linguistic relativity

- Do speakers of different languages think differently?
- **Sapir-Whorf Hypothesis**
 - Differences in structures should shape how speakers conceptualize and view the world
 - “Strong” version



Thinking-for-speaking

- **Thinking-for-Speaking** (TFS) by Dan Slobin
 - Speakers think in L1-relevant ways



Rethinking-for-speaking

- L2 users initially rely on their L1 ways to encode events
- Gradually, they learn to “rethink before speaking” but...
 - Some aspects may be extremely difficult
 - *corrió hast la casa* (“run to the house”) [when no boundary crossed]

Next week...

- **Topic:** Linguistic environment
 - How does input affect L2 learning?
 - What ingredients in the input are necessary for learning?
- **Reading:**
 - USLA (4.2, 4.3, 4.5, and 4.6)
 - [optional] USLA 4.1 on Wes, one of the most famous learners in SLA
 - **Quiz #2** from **9:30 to 9:45** (3 questions; 7 points total)

References

- Kaushanskaya, M., & Smith, S. (2016). Do grammatical-gender distinctions learned in the second language influence native-language lexical processing?. *International Journal of Bilingualism*, 20, 30–39.
- Luk, Z. P., & Shirai, Y. (2009). Is the acquisition order of grammatical morphemes impervious to L1 knowledge?: Evidence from the acquisition of plural -s, articles, and possessive 's. *Language Learning*, 59, 721–754.
- Murakami, A., & Alexopoulou, T. (2016). L1 influence on the acquisition order of English grammatical morphemes: A learner corpus study. *Studies in Second Language Acquisition*, 38, 365–401.
- Pajak, B., Fine, A. B., Kleinschmidt, D. F., & Jaeger, T. F. (2016). Learning additional languages as hierarchical probabilistic inference: Insights from first language processing. *Language Learning*, 66, 900–944.
- Schepens, J. J., van der Slik, F., & van Hout, R. (2016). L1 and L2 distance effects in learning L3 Dutch. *Language Learning*, 66, 224–256.
- Trenkic, D., & Pongpaiboj, N. (2013). Referent salience affects second language article use. *Bilingualism: Language and Cognition*, 16, 152–166.
- Wayland, R. P., & Guion, S. G. (2004). Training English and Chinese listeners to perceive Thai tones: a preliminary report. *Language Learning*, 54, 681–712.