



**HUF** HANDONG  
UNIT WIN  
FELLOWSHIP

# Second Language Acquisition

**Lecture 3: Related Discipline**

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# INTRODUCTION

## AIM OF THE COURSE

- understand the underlying concepts of SLA
- explain the theory of SLA
- identify the roles of first, second, and third languages to one's language learning and development
- explain the various approaches to language teaching by considering diverse type of students
- analyze the differences method for SLA research
- formulate the roles of input, process, and output related to SLA
- distinguish the different influence of various factors to someone's language acquisition and or learning journey

## WEEK 3 – LEARNING OBJECTIVES

1. Second Language Acquisition (SLA) and Related Disciplines
2. 3<sup>rd</sup> Language Acquisition/Multilingualism
3. 1<sup>st</sup> Language Acquisition
  - a. Babbling
  - b. Words
  - c. Sound and Pronunciation
  - d. Syntax
  - e. Morphology
4. Heritage Language Acquisition and Bilingualism
5. Conclusion



**01**

# SLA and Related Disciplines

# 1. SLA and Related Discipline

Phonetics and  
Phonology

Morphology

Syntax

There are many research areas that are related to the field of second language acquisition, some of which were mentioned in lecture 1.

Semantics

Pragmatics

# 1. SLA and Related Discipline

- SLA is now an autonomous area of research.
  - It had its roots and initial justification in other areas—for example, language teaching
- It has been strongly influenced by other disciplines, such as linguistics and psychology.

- However, it had a special relationship with child language acquisition in that child language acquisition formed the basis of research in second language acquisition, with many of the original second language research questions stemming from the same questions in child language acquisition.

# 1. SLA and Related Discipline

- Other areas, such as third language acquisition or heritage language acquisition, are special instances of second language acquisition and, particularly in the case of heritage language learning, have developed in recent years.

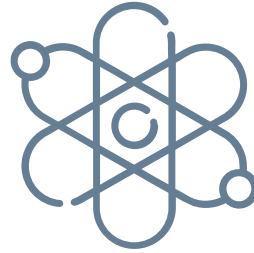
- Finally, bilingual acquisition blends issues related to second language acquisition and those related to first language acquisition.



**02**

**3<sup>rd</sup> Language Acquisition  
/ Multilingualism**

- As mentioned in the previous lectures, SLA has become a cover term for acquisition after a first language has been learned.



- This notwithstanding, there is a research area that is becoming more prominent, that of third language acquisition.

- It often incorporates many different types of acquisition, including third, fourth, and so on, and includes heritage language learning (to be discussed in the subsequent section).

- Since there are multiple languages involved, the questions addressed are quite interesting and inherently more complex than those involved in true SLA.



**(Cenoz & Genesee, 1998, p. 16)**

*Multilingual acquisition and multilingualism are complex phenomena.*

*They implicate all the factors and processes associated with SLA and bilingualism as well as unique and potentially more complex factors and effects associated with the interactions that are possible among the multiple languages being learned and the processes of learning them.*

- As we will see throughout this course, there are a number of **variables that can impact** the extent to which one of the languages involved (the L2 or the L1) will influence the acquisition of the L3.



- Among these are the **age** at which L3 learning begins, **the context of acquisition, individual characteristics, and language distances among the three** (or more) languages.

The examples of how L1 and L2 can influence L3 are as follow...

**Selinker & Baumgartner-Cohen  
(1995)**

- An English speaker
- Just come from France
- Attempting to speak German

Tu as mein Fax bekommen?  
you have my Fax gotten  
French French German German  
“Did you get my fax?”

- *The sentence is built on German grammar with split verbs, as ... Bekommen (“have . . . gotten”), but with the French subject pronoun (tu) and auxiliary avoir (“as”).*

**Dewaela (1998)**

- Native speakers of Dutch
  - English is their L2
- Producing French as their L3

a. Ils veulent gagner more, euh, plus . . .  
They want to earn more, uh, more . . .

b. Les gens sont impliqués  
The people are involved



- *In b, the correct word is impliqués rather than impliqués.*


The examples of how L1 and L2 can influence L3 are as follow...

### Herwig (2001)

- A lexical mixture example
  - A native speaker of English
    - French is her/his L2
  - German Swedish is her/his L3
- *S/he says föreslätter for the Swedish word föreslär (the German word is vorschlagen—propose).*

- The difficulty of keeping foreign languages apart was noted by Schmidt and Frota (1986).
- Their study described an English-speaking learner of Portuguese with Arabic as a prior second language who wondered why he couldn't keep the two languages (Portuguese and Arabic) apart.

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- A well-known quote from King Charles V of Spain (1500–1558) suggests that some individuals have no difficulty keeping languages apart and even assign different functions to each.
  - But most individuals do not have such control and are not so compartmentalized.

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- Why one cannot keep languages and interlanguages apart and why the mixing and merging of various languages known and being learned occurs are issues at the heart of research on multilingualism.



Sociolinguistics

There are many areas that impact third language acquisition:

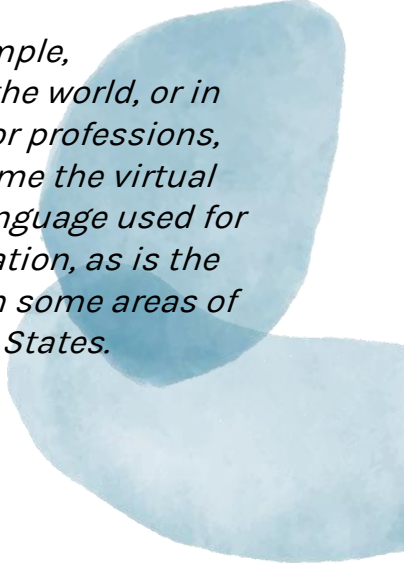
Psycholinguistics

Cross-linguistics influences



*With regard to **sociolinguistic** issues, there are a number of issues to consider, such as the purpose for learning a second or third language.*

*For example, in many parts of the world, or in many industries or professions, English has become the virtual lingua franca, or language used for basic communication, as is the case for Spanish in some areas of the United States.*






Sociolinguistics

There are many areas that  
impact third language  
acquisition:

Psycholinguistics

Cross-  
linguistics  
influences



*From a **psycholinguistic** perspective, there are differences for multilingual speakers in how the lexicon is organized.*



Sociolinguistics

There are many areas that  
impact third language  
acquisition:

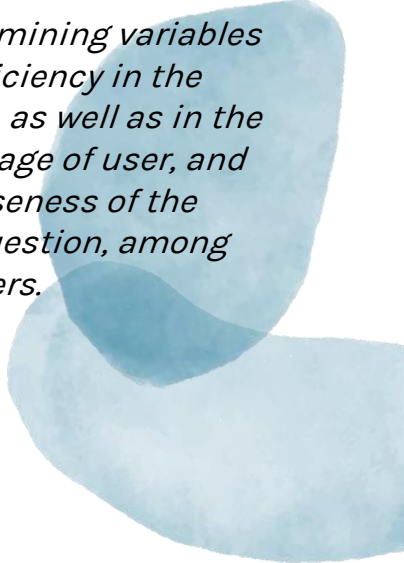
Psycholinguistics

Cross-  
linguistics  
influences



With regard to *cross-linguistic* influences, it is about how learners of a third language have multiple resources to draw on.

Some of the determining variables might be proficiency in the languages known, as well as in the target language, age of user, and linguistic closeness of the languages in question, among others.





# 03


## 1st Language Acquisition

*Babbling; Words; Sound and Pronunciation; Syntax; Morphology*



## Why is it important?

- The discussion on first language acquisition is important in the development of SLA, particularly in the 1960s and 1970s, as SLA was beginning to establish itself as a viable research discipline.
  - Much SLA research parallels developments in child language acquisition research and over the years has drawn on concepts from this research area to understand L2 phenomena.
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*Learning a first language is an amazing accomplishment.*

*It is a learning task perhaps like no other.*


An example of the complexity that children face in learning 1<sup>st</sup> language:

“Do you like potato chips?”


**VS**

“Do you want a potato chip?”





*Language is a form of communication, but children communicate long before they have language—at least in the way we normally think of language.*




*The most efficient of these is crying, but there are other more pleasant means as well.*

***Smiling***

***Cooing***



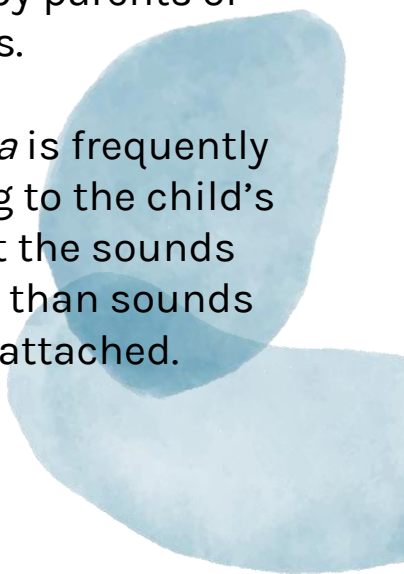
*Anyone who has lived in a household with an infant is aware of the various means that infants have at their disposal to communicate their needs.*



*from approximately 4 - 7 months, infants use these cooing sounds to play with such language-related phenomena as loudness and pitch*





## 3.1. Babbling

- At approximately six months of age, infants turn to more language-like sounds in what is called babbling.
  - Babbling most commonly consists of consonant-vowel sequences (e.g., *bababa*, *dadada*, and later *bada*).
  - It is frequently the case that some of these early babbling sounds are taken to be “words” by parents or caregivers.
  - For example, *mamama* is frequently interpreted as referring to the child’s **mother**, when in fact the sounds may be nothing more than sounds with no meaning attached.
- 



## 3.1. Babbling

- How does babbling turn into word usage?
  - Does this happen abruptly, or is the change a gradual one?
  - The relationship between babbling and actual word usage for three children happens between the ages of 11 months and 16 months.
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## 3.2. Words

- What function do words have for children?
- Words in early child language fulfill a number of functions.

They can refer to objects:

*ba* → **bottle**

They can indicate a grammatical functions such as commands:

*ba* → I want my **bottle**

They can serve social functions:

*ba* → **bye / hi**

## 3.3. Sounds and Pronunciation

- In these early stages, it is clear that the pronunciation of children's words is not exactly identical to that of adult speech.
- Among the earliest tasks that children face is figuring out the nature of the sounds they are hearing.

Some sounds are distinguished quite early:

[ta] & [da]

Others are learned later:

rabbit → wabbit

Substitutions can also occur:

potato → dedo



## 3.3. Sounds and Pronunciation

Deletion can also happen:



**train → tein**

Simplification is also possible to happen:

**fish → fis**



Limited pronunciation ability:

**puddle → puggle**





## 3.4. Syntax

- Earlier we talked about babbling and the move from babbling to words.
  - This initial stage is often referred to as the one-word stage because there is no word combination as of yet.
  - After several months in the one-word stage, children start to combine words (usually at around two years of age).
- 
- 



## 3.4. Syntax

What is typical of this phase is that the words used are content words (i.e., nouns and verbs)

Mommy cry.

As children move beyond the two word stage, speech becomes telegraphic.

Aaron go home



Seth play toy,

Ethan no go.







## 3.5. Morphology

- Brown's (1973) research revealed that the emergence of grammatical morphemes was consistent across these children and that this emergence could be related to their overall development.
  - What is interesting is that the order does not reflect the frequency of these morphemes in the speech of the children's parents.
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- 



## 3.5. Morphology

- 1 Present progressive (-ing)
  - 2/3. in, on
  4. plural (-s)
  5. Past irregular
  6. Possessive (-'s)
  7. Uncontractible copula (is, am, are)
  8. Articles (a, the)
  9. Past regular (-ed)
  10. Third person regular (-s)
  11. Third person irregular
- 
- 



**04**

# Heritage Language Acquisition and Bilingualism

## 4.1. Heritage Language Acquisition

- The recognition of heritage language learners as a variable in second language research is recent.
- Heritage language acquisition is a form of second language acquisition and a form of bilingualism.

### **Who are heritage speakers?**

- those who were born in the second language environment;
- those who came to the second language environment during their school years.

# 4.1. Heritage Language Acquisition

There is a wide range of linguistic knowledge that heritage speakers have.

Heritage language learners have knowledge of two languages

- the home language and
- the language of the environment/ school


and they are usually dominant in the second language.

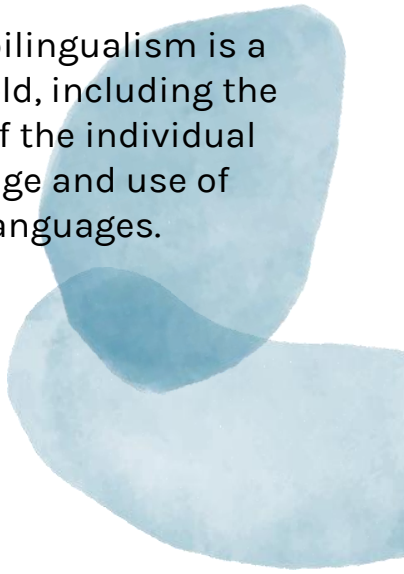
## **Heritage language:**

*the language “which was first for an individual with respect to the order of acquisition but has not been completely acquired because of the switch to another dominant language. An individual may use the heritage language under certain conditions and understand it, but his/her primary language is a different one*



## 4.2. Bilingual Acquisition

- Bilingualism is a broad term and, like heritage language acquisition, has many forms and configurations.
  - Often the term bilingual is used loosely to incorporate multilingualism
- 



The investigation of bilingualism is a broad and complex field, including the study of the nature of the individual bilingual's knowledge and use of two (or more) languages.

## 4.2. Bilingual Acquisition

- The concept of bilingualism is interpreted differently in the field of SLA versus fields such as psychology and education.
- SL researchers reserve use of the term for only those that are truly, as shown through some linguistic measure, the equivalent of native speakers of two languages.

Thus, from the perspective of second language researchers, bilingual is a difficult term. In its strict meaning, it refers to someone whose language is in a steady state and who has learned and now knows two languages.

The background is a white canvas decorated with various blue watercolor elements. There are several large, soft-edged blue washes in shades of light and medium blue. Interspersed among these are numerous small, dark blue dots and splatters of varying sizes. A prominent feature is a series of parallel, slightly curved blue lines that resemble a brushstroke or a stylized object, located in the upper right quadrant. The overall aesthetic is artistic and minimalist.

**05**

**Conclusion**

# 5. Conclusion

- This chapter has focused on different types of acquisition.
- Child language acquisition has had the most profound influence in terms of the development of the field, but in more recent years, ties have been strengthened between heritage language learning and second language acquisition and between bilingual/multilingual research and second language acquisition.
- We have also presented some preliminary discussion of theoretical concepts that have been important in the development of the field of SLA.

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