



HUF HANDONG
UNIT WIN
FELLOWSHIP

Second Language Acquisition

Lecture 5: Recent Perspectives on The Role of
Previously Known Language

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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 5 – LEARNING OBJECTIVES

1. Theories of Learning
2. Child Second Language Acquisition
3. Child Second Language Morpheme Order Studies
4. Adult Second Language Morpheme Order Studies
5. Interlanguage Transfer
6. Comprehension Check

The background features abstract blue watercolor splatters and brushstrokes of varying sizes and shades, creating a textured, artistic feel. The colors range from light sky blue to a deeper cerulean blue. The splatters are scattered across the white background, with some larger, more defined shapes and many smaller, delicate dots.

01

Theories of Learning

1. Theories of Learning

- Language came to be seen not as a set of automatic habits, but as a set of structured rules.
- These rules were claimed to be learned not by imitation, but by actively formulating them on the basis of innate principles as well as on the basis of exposure to the language being learned.
- 3 examples from the child language literature are often cited as evidence against the imitation view of language acquisition.

1. Theories of Learning



My teacher holded the baby rabbits and we patted them.



Did you say your teacher held the baby rabbits?



Yes.



What did you say she did?



She holded the baby rabbits and we patted them.



Did you say she held them tightly?



No, she holded them loosely.

Example 1

- Despite the adult's modeling of the correct past tense form, the child continues to regularize the past tense by adding -ed rather than by changing the vowel.
- Imitation clearly played no role at this point in this child's talk.

1. Theories of Learning

Example 2



Nobody don't like me.



No, say "nobody likes me".



Nobody don't like me.

8 repetitions of this dialogue



No, now listen carefully: say "nobody likes me"



Oh! Nobody don't likes me

Example 3



I don't see no trees.



I don't see any trees. Not no trees, any trees.



No any trees. No any trees.



I don't see any trees.

1. Theories of Learning

- In example 2 and 3, the mother attempts unsuccessfully to model the correct form or even to overtly instruct the child.
 - Recall Bloomfield's view of language learning (discussed in lecture 4). He clearly stated that when the child produces an incorrect form, the child receives a disappointing response with the admonition, "*No, say it like this.*"
-
- The assumption is that the correct modeling (coupled with negative reinforcement) is sufficient to perfect the child's speech.
 - However, as we have seen in the preceding examples, neither imitation nor reinforcement is a sufficient explanation of a child's linguistic behavior.

1. Theories of Learning

- It became commonplace in the 1960s to see children as actively involved in creating grammars of their language, as opposed to being passive recipients imitating their surroundings.



Children soak
in what goes
around



Children make
sense of the
language they
are exposed to.



Children construct
grammars, by
making
generalizations.



They test those generalizations
or hypotheses, and they alter/
reformulate them when
necessary or abandon them in
favor of some other
generalization.



02

**Child Second
Language Acquisition**

2. Child Second Language Acquisition

Foster-Cohen (1999)

- Child SLA refers to acquisition by individuals young enough to be within the critical period, but yet with a first language already learned.

McLaughlin (1978)

- Child SLA refers to successive acquisition of two languages in childhood.

What is eliminated from this definition is simultaneous acquisition of two (or more) languages in childhood; this generally falls under the cover term of bilingualism.

2. Child Second Language Acquisition

Selinker, Swain, and Dumas (1975):

- Noted that much research on adult SLA had its impetus in child SLA.
- Interlanguage hypothesis originally formulated for adult SLA could be extended to non-simultaneous child SLA.
- Showed that strategies of language transfer, simplification, and overgeneralization of target language rules affected the L2 production of the 7-to-8-year-old children in the French immersion program studied.
- Hypothesized that what made a crucial difference to the cognitive processes of the children involved were the settings in which the L2 was being learned.
- Learner systems did not develop (and possibly even fossilized) in settings where there was an absence of native-speaking peers of the target language.
- Thus, the quality of the input to the learner was seen as a central variable in second language outcome.

2. Child Second Language Acquisition

McLaughin (1978a)

- Claimed that there is no language transfer in child second language acquisition unless the child is isolated from peers of the target language, the latter being the classic immersion setting.
 - Said if the child has target language peers, there is a greater social context where the child learns the L2 rules as if the L2 were an L1, with no language transfer occurring.
- The **regression hypothesis** occurred: *child uses the language skills used in first language acquisition with L2 data but “at a very primitive and rudimentary level”*
 - The **recapitulation hypothesis** occurred: *child recapitulating the learning process of a native speaker of the target language.*
 - In other words, when a child learns a second language, she or he uses the same processes available to children of the target language.

2. Child Second Language Acquisition

Hakuta (1974b)

- Studied a Japanese child learning English in the US.
- Data were collected over an 11-month period beginning when the child was age 5;4 months.
- The data were mixed, including TL-like and non-TL-like forms.



How do you do it?
Do you have coffee?
Do you want this one?
What do you doing, this boy?
What do you do it, this, froggie?
What do you doing?
Do you bought too?
Do you put it?
How do you put it?

2. Child Second Language Acquisition



- The data show gradual progression.
- The first 3 examples show the child understands question formation in English.
- However, as the child progressed in English, she seemed to carry over the phrase *do you* as a chunk → called “***prefabricated routine***” by Hakuta.

- *Do you* appears to function as a chunk with both present and past tense (irregular) forms as late as eight months into data collection.
- In about the sixth to eighth month, *did* appeared in the data: *Did you call?* and *Did everybody saw...?*
- This child seemed to follow a progression in which question forms (*why, where, when*) entered her system differentially

- The data show a gradual progression toward the acquisition of English forms.

2. Child Second Language Acquisition

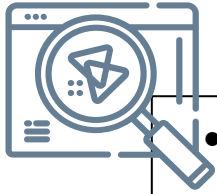
Ravem (1968, 1974)

- Studied a Norwegian child learning English in the UK.
- Data were collected every 3-4 weeks over a 4-month period beginning when the child was 6;6.
- As in Hakuta's study, the data included both TL-like and non-TL-like forms.



What dyou reading to-yesterday?
What they doing?
Like you ice cream?
Like you me not, Reidun?
What dyou do to-yesterday?
What dyou did to-yesterday in the hayshed?
When dyou went there?
What you did in Rothbury?

2. Child Second Language Acquisition



- This child seemed to be forming questions using mostly a declarative sentence word order: *you reading, she (is) doing*.
- Inversion, as would be predicted from both the native language (Norwegian) and target language (English) grammars, was not used.
- This was not entirely the case, though, as inversion seemed to happen in yes/no questions. Eventually, the correct pattern of inversion was acquired.

2. Child Second Language Acquisition

Comparing the two studies in this area of question formation, we find that:



- even at the earliest stages **neither** of the two children **seemed to be using a direct language-transfer strategy** with *wh*-questions,
- that is, we do not see in the Japanese-English interlanguage questions such forms as *That, what is...?*, *You, how like...?*, which would reflect the Japanese pattern,
- or in Norwegian-English questions such forms as *What reading you?*, *What doing she now?*, which would reflect the Norwegian pattern.

2. Child Second Language Acquisition

Comparing the two studies in this area of question formation, we find that:



- However, in yes/no questions, **inversion seems to happen early.**
- Hence, there is no uniform pattern of the acquisition of question formation.
- In the case of the Japanese child, the correct use of the auxiliary appeared with some *wh*-words before others;
- with the Norwegian child, inversion occurred in some questions (*yes/no*) but not in others (*wh*-questions).'

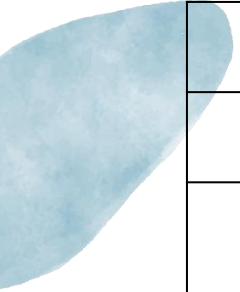


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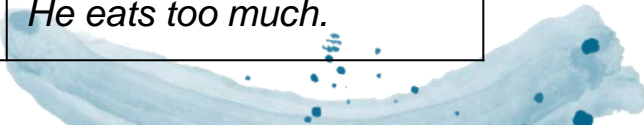
**Child Second
Language Morpheme
Order Studies**

3. Child L2 Morpheme Studies

- The morpheme order studies emerged based on work initially done in child language acquisition by Brown (1973).
- Dulay and Burt's (1974a) study was the first to apply Brown's findings to child SLA.
- They hypothesized that similar patterns of development would be found in child first language acquisition and child second language acquisition.
- These results would suggest a similarity in processes between L1 and L2 learning.



Pronoun case	<i>He doesn't like him.</i>
Article	<i>In the fat guy's house.</i>
Singular form of <i>to be</i> (copula)	<i>He's fat.</i>
<i>-ing</i>	<i>He's mopping.</i>
Plural	<i>Windows, houses</i>
Singular auxiliary	<i>She's dancing.</i>
Past-regular	<i>He closed it.</i>
Past-irregular	<i>He stole it.</i>
Possessive	<i>The king's</i>
Third person singular	<i>He eats too much.</i>



Areas of investigation from the Bilingual Syntax Measure

The researchers determined all of the instances in which each of these morphemes is required in English.

Their results showed a similar pattern of development between two groups of children studied (Spanish and Chinese).



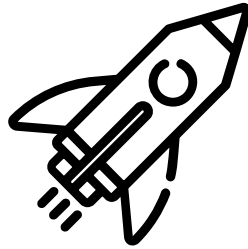
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**Adult Second
Language Morpheme
Order Studies**

**Bailey, Madden, and Krashen
(1974)**

The results showed consistency with the results of the Dulay and Burt (1973) studies.

Additionally, the two adult groups showed similar results.



Hakuta (1974b)

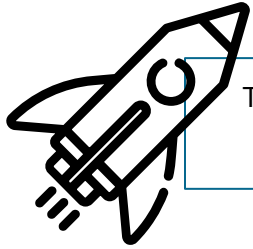
Found a different order of morpheme acquisition for a Japanese child learning English.

Krashen (1977)

Whereas the morpheme order studies did suggest a more or less invariant order, although far from rigid. There was some evidence even within these studies of the role of the NL

Larsen-Freeman (1975a, 1975b)

Found that native speakers of Japanese (a language without an article system) learning English had lower accuracy scores on English articles than other groups.



Two criticisms are noteworthy in that they reflect not the studies themselves, but the conclusions that have been drawn from the studies.

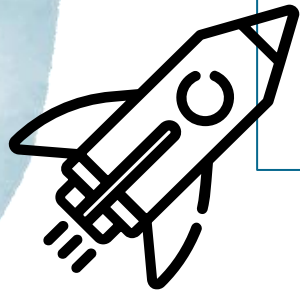
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The morpheme order studies investigated a limited number of grammatical morphemes (in general, 11 were considered).

From these studies, researchers extended the implications to acquisition in general.

2

Second, the major theoretical significance of the studies was to demonstrate that the native language was an insignificant influence and that behaviorism could not be maintained to account for the process of SLA.



In sum, the morpheme order studies have been and continue to be influential in our understanding of the nature of developmental sequences.

However, it is not sufficient to posit an order without positing an explanation for that order.

Although explanations have been forthcoming, they have unfortunately failed in their completeness.

Are morpheme orders due to perceptual saliency (e.g., -ing is easy to hear, -ed is not)?

Are they due to input frequency?

Are morpheme orders due to native language influences?

Part of the failure is due, once again, to the attempt to ascribe singular causality

Are they due to semantic factors in that certain concepts may be semantically more complex than others?

Are they due to syntactic complexity?

The answer to all of these questions undoubtedly deserves a yes and a no. What is then left to be determined is the relative weighting each factor has. How do all of these factors converge to produce the particular orders obtained?



05

Interlanguage Transfer

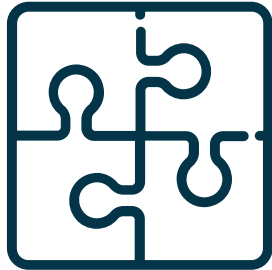
The background features abstract blue watercolor washes and line art. On the left, there are several curved, parallel lines. In the center and right, there are irregular, soft-edged watercolor shapes in various shades of blue, with small dark blue dots scattered around them.

What is it?

By definition, interlanguage transfer is the influence of one L2 (using the broad sense of this term) over another.

5. Interlanguage Transfer

Interlanguage transfer raises a number of important theoretical issues.



Does the gradually acquired knowledge of a language beyond the second make a difference in the types of transfer seen?

How is knowledge of a prior interlanguage used (or not used) in the addition of a third, fourth, or fifth language?

When there is evidence of interlanguage transfer, how does this relate to influence from the first language? J

5. Interlanguage Transfer

Cook, 2003

- Just as there exists, under certain conditions, reverse transfer from interlanguage back into the native language,

there is a parallel set of influences from interlanguage back into previous interlanguages,

from earlier interlanguages into newly developing ones

and even from various interlanguages back into the native language

Most importantly for current theories of language transfer, based on solely two languages in the multilingual mind,

- *what are the principles that block NL transfer in the domain of multiple language acquisition and that encourage (or discourage) fossilization?*
- *What principles have been suggested for the facilitation of interlanguage transfer and the often concomitant blocking of NL transfer?*

5. Interlanguage Transfer

De Angelis (1999) identified 2 types of interlanguage transfer:

- **1 – Full Lexical IT**
an entire nontarget word from an earlier interlanguage was used in the production of the TL.
- **2 – Partial Lexical IT**
partial morphological information from a nontarget interlanguage word was used in TL production.

5. Interlanguage Transfer

- De Angelis found occurrences of both types of interlanguage transfer from Spanish into Italian.
- The results showed strong patterns of phonological similarity between the two languages.
- Phonological similarity between or among languages creates the condition for activation to spread to nontarget words in other languages, and how lexical items come to be in competition for selection.

A number of suggestions were outlined as to why native language transfer may have been blocked, with the “talk foreign” mode apparently appearing to be important for interlanguage speakers.

Klein (1995) asked whether knowledge of more than 1 language facilitates the acquisition of additional languages within a Universal Grammar (UG) model of acquisition.



She tested matched groups of

- monolinguals (English as an L2), and
- Multilinguals learning English as a 3rd / 4th language on the acquisition..

...of (a) lexical learning and (b) syntactic learning.

The qualities were metalinguistic awareness and enhanced lexical learning, and a less conservative learning procedure



She found that multilinguals outperformed monolinguals in both types of learning and concluded that multilinguals develop qualities that help trigger UG parameters.

For the view that multilinguals are better learners than monolinguals, there is both supporting evidence and non-supporting evidence



Other studies in multiple language acquisition show the positive versus negative effects of interlanguage transfer in terms of mental structuring and organization of the bilingual lexicon.



Abunuwara (1992) measured interference effects among Arabic L1 speakers with Hebrew and English as second languages.

The results:



1

coordinate (independent) relation among the two nonnative languages



2

compound (interdependent) relation between the native language and the weakest nonnative language



3

an intermediate relation between the native language and the strongest nonnative language.

5. Interlanguage Transfer

Cenoz (2001)

- discussed a number of factors that might influence crosslinguistic influence in general (e.g., *age, context of use, proficiency*)
- provided empirical evidence on the acquisition of English by Spanish/Basque bilinguals, with some dominant in one language and others dominant in the other.

Cenoz (2001)

- found that linguistic distance is one factor.
- Basque is unrelated to Spanish or English and there was greater evidence of transfer from Spanish to English than from Basque to English.
- This was the case for all learners regardless of language dominance.

5. Interlanguage Transfer

Cenoz (2001)

- Language distance is not the only factor.
- Age is another, with older learners showing more cross-linguistic influence than younger children.
- There are language-related factors as well, with more transfer of content words than function words.

Conclusion:

- Theories of language transfer that purport to be general must include multiple language acquisition where interlanguage transfer is common and should in principle show that transfer effects exist longitudinally.
- Language transfer from one interlanguage to another and the principles blocking NL influence must be incorporated into any general theory of transfer.



06

Comprehension Check

Answer the following questions correctly!

Comprehension Check!

1. Please briefly explain how a child is an active recipient imitator of creating grammar of their surroundings.
2. How does regression hypothesis is different from recapitulation hypothesis in child second language acquisition according to McLaughlin (1978a)?
3. What does it mean by prefabricated routine of Hakuta?
4. Please summarize some arguments regarding morpheme order studies (from both child and adult morpheme studies)!
5. Explain briefly criticism about morpheme order studies and the recommendation that have been suggested regarding the research results of morpheme order!
6. What does it mean by interlanguage transfer?
7. Explain briefly two types of interlanguage transfer.

Comprehension Check! – *Answer Key*

1. Children soak in what goes around, children make sense of the language they are exposed to, children construct grammars by making generalizations; they test generalizations and reformulate them whenever necessary,
2. The regression hypothesis occurs when child uses the language skills used in L1 acquisition with L2 data but a very primitive and rudimentary level. Meanwhile, recapitulation hypothesis occurs when a child recapitulates the learning process of a native speaker of the TL.
3. It is a routine of a child in his/her language acquisition where s/he carries over the phrase in any language use in any contexts as s/he is progressing in a language.
4. Some researchers like Dulay and Burt and Bailey, Madden, and Krashen showed that there is consistency of morpheme order acquired by acquirer. However, Hakuta found the opposite. Hakuta's study showed different order of morpheme acquisition.
5. The morpheme order studies need further elaboration, especially because the studies investigating it only involved a limited number of grammatical morphemes. It is considered insufficient to only state the morpheme order without giving further elaboration why such order was found/formed.

Comprehension Check! – *Answer Key*

6. It is the influence of one L2 over another.
7. They are full lexical and partial lexical interlanguage transfer. Full lexical interlanguage transfer is when an entire nontarget word from an earlier interlanguage was used in the production of TL. Meanwhile, partial lexical interlanguage transfer is when partial morphological information from a nontarget interlanguage word was used in TL production.

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Thanks

Does anyone have any questions?
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