

The Crosslinguistic Influence of First and Second Language on Third Language Acquisition

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Introduction

When it comes to crosslinguistic influences, the focus has often seemed to dwell on the impact a first language can have on the acquisition of a second language. Is the second language acquired in the same way as the first language, and if not, what factors set them apart? These are the central questions in second language research, and through the years many have tried to give a competent answer to these questions. One of the more influential papers on this subject has been written by Clahsen and Muysken (1989, 26), who argued that adult second language acquisition differs greatly from first language acquisition as “(...) children have direct access to UG, whereas adults only have access to UG as it is mediated through their mature L1 grammar.” Here the adult “(...) can only fall back on UG principles in so far as these have instantiations in the speakers’ own language”. Their knowledge of Universal Grammar (UG) would then be restricted by their first language and this restricted knowledge of UG is transferred to their acquisition of a second language. However, in terms of the acquiring of a third language, the question remains whether it is only the first language that affects language acquisition, or if a second language can also play a role in subsequent language acquisition. By examining the results of two different studies where the third language is a Germanic verb second-language (V2), this paper argues that while the first language has an effect on third language acquisition, the second language is also involved in the language acquisition process. Furthermore, to describe and analyze this process, the Cumulative-Enhancement Model and the Typological Primacy Model are applied in an attempt to determine whether Universal Grammar, as Clahsen and Muysken (1989, 23) argued, is restricted by our first language and that subsequent language acquisition is just a variety “(...) of information processing and general problem solving” or if UG transcends to subsequent language acquisition, thus mirroring a child’s first language acquisition.

Crosslinguistic Influence In Second Language Acquisition

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