

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

Kirsten Lindegaard Helms 

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

**M. Juncal Gutierrez-Mangado, María
Martínez-Adrián, Francisco Gallardo-
del-Puerto**



Crosslinguistic Influence In Second Language Acquisition:

Crosslinguistic Influence in Second Language Acquisition Eric Kellerman, Michael Sharwood Smith, 1986

Cross-linguistic Influence in Third Language Acquisition Jasone Cenoz, Britta Hufeisen, Ulrike Jessner, 2001-01-01 Third language acquisition is a common phenomenon which presents some specific characteristics as compared to second language acquisition. This volume adopts a psycholinguistic approach in the study of cross linguistic influence in third language acquisition and focuses on the role of previously acquired languages and the conditions that determine their influence.

Cross-linguistic Influences in Multilingual Language Acquisition Danuta Gabrys-Barker, 2012-05-22 This volume depicts the phenomenon of cross linguistic influences in the specific context of multilingual language acquisition. It consists of articles on various issues relating to the syntactic and lexical development of foreign language learners from different L1 backgrounds in many cases involving languages which are typologically distant from English such as Russian, Croatian, Greek and Portuguese. Individual chapters highlight different areas expected to be especially transfer prone at the level of grammatical and lexical transfer in particular contexts of language contact.

New Perspectives on Transfer in Second Language Learning Liming Yu, Terence Odlin, 2015-10-09 When people attempt to learn a new language the languages they already know can help but also hinder their understanding or production of new forms. This phenomenon known as language transfer is the focus of this book. The collection offers new theoretical perspectives, some in the empirical studies and some in other chapters, and consists of four sections considering lexical, syntactic, phonological and cognitive perspectives. The volume provides a wealth of studies on the influence of Chinese on the acquisition of English but also includes studies involving Finnish, French, Hindi, Korean, Persian, Spanish, Swedish and Tamil. It will be of great interest to researchers and students working in the areas of crosslinguistic influence in second language acquisition, language pedagogy and psycholinguistics.

Crosslinguistic Influence in Second Language Acquisition Rosa Alonso Alonso, 2016-01-11 This volume provides an unprecedented insight into current approaches to crosslinguistic influence (CLI). The collection investigates a range of themes including linguistic relativity, the possible contributions of neurolinguistics, the problem of cognitive development and the role of the frequency of structures in acquisition from distinct, overlapping and complementary perspectives. Chapters focusing on vocabulary, morphosyntactic categories, semantic structures and phonetic and phonological structures feature in the volume as do over 20 languages in order to offer new insights into both theoretical and empirical issues in CLI, including the consequences of great or little similarity in structures between languages. The relevance of CLI research for teaching is discussed in a number of chapters as is the phenomenon of multilingualism. The collection will appeal to researchers, graduate and postgraduate students, teachers and professionals interested in the field of CLI in SLA.

Cross-Linguistic Influence: From Empirical Evidence to Classroom Practice M. Juncal Gutierrez-Mangado, María Martínez-Adrián, Francisco Gallardo-del-Puerto, 2019-07-09 This book presents the latest research in various areas of cross linguistic influence (CLI).

providing educators with insights into how previously learned languages influence the learning of an additional language at different levels such as phonetics phonology morphosyntax vocabulary pragmatics writing style and learning context While the majority of the chapters have English as the target language one investigates the acquisition of French The L1s of the learners include Arabic Basque Catalan Chinese Czech Danish Finnish Galician Georgian German Norwegian Polish Russian Spanish and Swedish Each chapter ends with a reflection on possible pedagogical implications of the findings and offers recommendations on how to make the most of cross linguistic influence in the classroom

Crosslinguistic Influence and Second Language Learning Kevin McManus, 2021-11-01 Crosslinguistic Influence and Second Language Learning provides a comprehensive overview of what is currently known about prior language knowledge and experience in second language learning Three bodies of research are critically reviewed to achieve this goal i theories of language learning that attribute critical roles to prior experience in explaining second language development ii empirical studies of second language learning that have investigated roles for crosslinguistic influence and iii instructional studies that have supported second language learning by addressing the negative effects of crosslinguistic influence Using this foundation new research directions and theorization in the field of second language acquisition are proposed This book will serve as an excellent resource for students and scholars with interests in instructed second language learning applied linguistics cognitive psychology psycholinguistics and language education

Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning Gessica De Angelis, Ulrike Jessner, Marijana Kresic, 2015-11-05 Which strategies do multilingual learners use when confronted with languages they don't yet know Which factors are involved in activating prior linguistic knowledge in multilingual learning This volume offers valuable insights into recent research in multilingualism crosslinguistic influence and crosslinguistic interaction Experts in the field examine the role of background languages in multilingual learning All the chapters point to the heart of the question of what the multilingual mind is Does learning one language actually help you learn another and if so why This volume looks at languages and scenarios beyond English as a second language Italian Gaelic Dutch and German amongst others are covered as well as instances of third and additional language learning Research into crosslinguistic influence and crosslinguistic interaction essentially contributes to our understanding of how language learning works when there are three or more languages in contact

New Trends in Crosslinguistic Influence and Multilingualism Research Gessica De Angelis, Jean-Marc Dewaele, 2011 This book presents the latest developments in crosslinguistic influence CLI and multilingualism research The contributors situate their research in current debates and present it in an accessible way They consider CLI in lexis syntax tense aspect morphology phonology of multilingual production and link it to concepts such as redundancy affordances metalinguistic awareness and L2 status

Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning Gessica De Angelis, Ulrike Jessner, Marijana Kresic, 2015-11-05 Which strategies do multilingual learners use when confronted with languages they don't yet know Which

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The Enigmatic Realm of **Crosslinguistic Influence In Second Language Acquisition**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Crosslinguistic Influence In Second Language Acquisition** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of people who partake in its reading experience.

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Crosslinguistic Influence In Second Language Acquisition Introduction

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