SLA AND RELATED DISCIPLINES

Related Disciplines

- Third language acquisition and multilingualism
- Heritage language acquisition
- Bilingualism
- First language acquisition

THIRD LANGUAGE ACQUISITION AND MULTILINGUALISM

Third Language Acquisition and Multilingualism

- Charles V (1500–1558) was ruler of the Holy Roman Empire from 1519 and, as Charles I of Spain, of the Spanish realms from 1516 until his abdication in 1556. On the eve of his death in 1558, the Spanish empire spanned almost 4 million square kilometers.

Third Language Acquisition and Multilingualism

- Charles was heir of four of Europe’s leading dynasties:
  - The Habsburgs of Austria
  - The Valois of the Burgundy
  - The Trastamara of the Castile
  - The House of Aragon

  He ruled over extensive domains in Central, Western and Southern Europe, as well as the various Castilian (Spanish) colonies in the Americas and Philippines.
Third Language Acquisition and Multilingualism

- Charles V was multilingual:
  - "I speak Spanish to God, Italian to women, French to men and German to my horse."

- Paula attended an intensive Brazilian Portuguese course at UW-Madison. The course was highly intensive and was only offered to students who were proficient in Spanish or another Romance language. Although Paula’s Spanish skills were weak, she was accepted into the program due to her proficiency in French.

- "It is kind of cool how Portuguese is like French, except that you drop some inner syllables."
- "Running into French cognates in Portuguese inspires me."
- "Preterits and imperfects are not used the same in French as Portuguese, I find this interesting."

Heritage Language Acquisition

- What is a heritage language?
  - A language to which learners have a personal connection, often through family or ancestral ties.

Three types of heritage languages in the U.S.

1. Immigrant heritage languages
   - are any of the languages spoken by immigrants arriving in the United States after it became an independent country. Immigrant heritage languages may overlap with colonial heritage languages; for instance, Spanish was a colonial heritage language, and it is now an immigrant heritage language of great importance in the United States.
Three types of heritage languages in the U.S.

2. Indigenous heritage languages
   - are the languages of the peoples native to the Americas. Many of these languages are now extinct, some are spoken by a very few elders and are at risk of being lost, and a very few are being maintained within communities of speakers through strong educational efforts.

3. Colonial heritage languages
   - are the languages of the various European groups that first colonized what is now the United States and are still spoken here. These include such languages as Dutch, German, Finnish, French, Spanish, and Swedish.

Heritage Language Acquisition

Speak English and Get Great Cheesesteaks at Geno’s in Philly

This is AMERICA -- when ordering SPEAK ENGLISH
What do you think?

In 1914, President Theodore Roosevelt stated, "We have room for but one language in this country, and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house."

Bilingualism

What kind of bilingual are you?

- Additive
- Ascendant
- Balanced
- Compound
- Coordinate
- Covert
- Diagonal
- Dominant
- Dormant
- Early
- Functional
- Horizontal
- Incipient
- Late
- Maximal
- Natural
- Productive
- Receptive
- Recessive
- Secondary
- Semilingual
- Simultaneous
- Subordinate
- Subtractive
- Successive
- Vertical

Bilingualism among the Menominee

Bilingualism among the Menominee
Red-Cloud-Woman

“"In her sixties, Red-Cloud-Woman speaks a beautiful and highly idiomatic Menominee. She knows only a few words of English, but speaks Ojibwa and Potawatomi fluently, and, I believe, a little Winnebago. Linguistically, she would correspond to a highly educated European woman who spoke, say French and Italian in addition to the very best type of cultivated, idiomatic English.”

White-Thunder

“White-Thunder, a man around forty, speaks less English than Menominee, and that is a strong indictment, for his Menominee is atrocious. His vocabulary is small; his inflections are often barbarous; he constructs sentences of a few threadbare models. He may be said to speak no language tolerably. His case is not uncommon among younger men, even when they speak but little English.”

Code-switching

Code-switching means using more than one language or variety in conversation. Bilinguals, who can speak at least two languages, have the ability to use elements of both languages when conversing with another bilingual. Code-switching is the syntactically and phonologically appropriate use of multiple varieties. Code-switching can occur between sentences (intersentential) or within a single sentence (intrasentential).

Code-switching

kiss me, kiss me my chola
como si fuera esta noche the last migra raid
kiss me, kiss moi mi chuca
que tengo miedo perderle somewhere in L.A.

watcha’ que maybe mañana yo estaré en la pinta longing for your ass (digo eyes)
y que quizá me deporten de nuevo a Tijuana por ser ilegal

Guillermo Gómez-Peña

FIRST LANGUAGE ACQUISITION
First Language Acquisition

“Learning a first language is an amazing accomplishment. It is a learning task perhaps like no other. At the onset of the language learning odyssey, a child has much to determine about the language he or she hears. At the end of the journey, every child who is not cognitively impaired has an intact linguistic system that allows him or her to interact with others and to express his or her needs.”

Young Children Talking

- 3 months
- 6 months
- 9 months
- 12 months
- 18 months
- 24 months
- 36 months

What Adults Say to Young Children

Talk about the “here and now”

- Build me a tower now.
- That’s right, pick up the blocks.
- That’s a puppy.
- He’s very soft and furry.
- The puppy’s in the basket.

What Adults Say to Young Children

English baby talk

- A kitty-cat
- A doggie
- Mommy, daddy
- Wee-wee, night-night
- Peek-a-boo
- A choo-choo
- Uh-oh!

French Baby Talk

<table>
<thead>
<tr>
<th>En français</th>
<th>Vient de</th>
<th>In English Baby Talk</th>
<th>Normal</th>
</tr>
</thead>
<tbody>
<tr>
<td>un bobo</td>
<td>owie, boo-boo</td>
<td>wound</td>
<td></td>
</tr>
<tr>
<td>avoir bobo</td>
<td>to have an owie, be hurt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>le caca</td>
<td>cacare (Latin)</td>
<td>poopoo</td>
<td>feces</td>
</tr>
<tr>
<td>faire caca</td>
<td>- to go number 2</td>
<td></td>
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<tr>
<td>le dodo</td>
<td>dormir</td>
<td>beddy-by</td>
<td>go to sleep</td>
</tr>
<tr>
<td>faire dodo</td>
<td>- to go to sleep, to be asleep</td>
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<td></td>
</tr>
<tr>
<td>faire un gros/petit dodo</td>
<td>- to take a long/short nap</td>
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</tr>
<tr>
<td>Au dodo!</td>
<td>Go to bed!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>le doudou</td>
<td>dormir</td>
<td>blankie</td>
<td>blanket</td>
</tr>
</tbody>
</table>

What Adults Say to Young Children

Mother

Hello. Give me a smile then. (gently pokes infant in ribs)
Sleepy, are you? You woke up too early today. (yawns)
(touches infant’s hand) What are you looking at. Can you see something? (grasps mother’s finger)
Oh, that’s what you wanted. In a friendly mood then? Come on, give us a smile.

Infant

What Adults Say to Young Children

Brenda  Mother
fâe
fâe  Hm?
âe  Bathroom?
fanî
faî  Fan! Yeah.
khu  Cool, yeah. Fan makes you cool.

What Adults Say to Young Children

Expanding the child's utterance

Child  Adult
Dere rabbit.  The rabbit likes eating lettuce.
Do you want to give him some?

What Adults Say to Young Children

Expanding the child’s utterance

Child  Adult
Lookit (pointing)  Uh-huh, it's a fly.
Fly.  What about the fly?
Eat.  What's he eating?
Flower.  Mmhmm, he's eating.
Oh-oh go.  Oh-oh, there he goes.

What Adults Say to Young Children

Making corrections

Child:  (points) Doggie.
Adult:  No that's a HORSIE.

Child:  That's the animal farmhouse.
Adult:  No that's the LIGHTHOUSE.

Child:  (points to a picture of a bird on a nest) Bird house.
Adult:  Yes, the bird's sitting on a NEST.

Universals of child language acquisition

- Children know things about language that they have never been taught.
- Children construct linguistic forms that they have never heard.
- All children go through the same sequence of acquisition of English morphology.

This is a wug.
Now there are two of them.
Two ...?

This is a bird who knows how to rick.
It is ricking.

What did it do yesterday? Yesterday it ....

This is a frog who knows how to mot.
He is motting right now.

YESTERDAY IT RICKED.
What did he do yesterday? Yesterday he ....

YESTERDAY HE MOTTED.

This is a little wug. What would you call such a small wug?

A WUGLET

This wug lives in a house. What would you call a house that a wug lives in?

A WUGWAM
What can we learn from the wugs?

- The major finding of the wug test was that even very young children have already internalized systematic aspects of the linguistic system that enable them to produce plurals, past tenses, possessives, and other forms of words that they have never heard before.
- The test has been replicated many times, and it has proven very robust.
- It was the first experimental proof that young children have extracted generalizable rules from the language around them.

The first longitudinal study of child first language acquisition


The first longitudinal study of child first language acquisition

- Roger Brown undertook a landmark study of the linguistic development of children. He focused on three children, whom he called Adam, Eve, and Sarah. In this monumental study, and on the basis of careful examination of these children's utterances, he established empirical generalizations for the way in which any language is acquired.

Adam's Acquisition of 14 Morphemes

<table>
<thead>
<tr>
<th>Age</th>
<th>Morphemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1;6</td>
<td>Present progressive, past, in, on, plural</td>
</tr>
<tr>
<td>1;7</td>
<td>Present progressive, past, in, on</td>
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<tr>
<td>1;8</td>
<td>Past irregular, possessive, in, on</td>
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<tr>
<td>1;9</td>
<td>Plural, possessive</td>
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<tr>
<td>1;10</td>
<td>Past irregular, possessive</td>
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<tr>
<td>1;11</td>
<td>Past irregular, possessive, in, on</td>
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<tr>
<td>2;0</td>
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<td>Past irregular, possessive</td>
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Sarah's Acquisition of 14 Morphemes

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</table>

- Adam was studied by Brown from the age of 2 years and 3 months (2;3) for 15 months.
- Sarah was studied by Brown from the age of 2 years and 3 months (2;3) for 21 months.
- Eve was studied by Brown from the age of 1 year 6 months (1;6) for 15 months.
### Eve's Acquisition of 14 Morphemes

<table>
<thead>
<tr>
<th>Age</th>
<th>Stage</th>
<th>Morpheme</th>
<th>Present Progressive</th>
<th>Present Tense</th>
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<th>Possessive, Past regular</th>
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<th>3rd person irregular</th>
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**IS THE ORDER OF ACQUISITION THE SAME FOR THE THREE CHILDREN?**