

Revised Perspectives on the Role of Previously Known Languages

The Role of Previously Known Languages

- The Morpheme Order Studies
- Avoidance
- Different Learning Rates
- Different Paths
- Overproduction
- Predictability/Selectivity

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A Natural Order for the Acquisition Morphemes in English as a SL?

PROGRESSIVE – *ing*

PLURAL – *s*

COPULA *is/are*

|

AUXILIARY *is/are/have*

|

3rd PERSON SINGULAR – *s*

POSSESSIVE – *s*

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A Natural Order. But why?

- The frequency of morphemes in classroom input to ESL learners
- Naturalness statements that regulate the acquisition of English morphology

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A Natural Order. But why?

- **The frequency of morphemes in classroom input to learners**
- Larsen-Freeman, D. (1976). An explanation for the morpheme acquisition orders of second language learners. *Language Learning*, 26, 125-134.

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	Period 1	Period 2	Period 3
Article	1	1	1
Copula	2	2	2
Plural	3	3	3
Prog. -ing	4	4	4
3 rd ps	5	5	5
Past Reg	6	7	6
Prog Aux	7	8	8
Poss	8	9	9
Past Irreg	9	6	7

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A Natural Order. But why?

- Naturalness statements that regulate the acquisition of English morphology
- Hatch, E. M. (1983). *Psycholinguistics: A second language perspective*. Rowley, MA: Newbury House.

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Naturalness and Acquisition of Morphology

1. Bound morphemes are more difficult than free morphemes.
2. Phonologically stable affixes are easier to acquire than those that have several forms.
3. Affixes with a clear semantic function are easier than those with no clear function.
4. High frequency affixes are easier to learn than low frequency affixes.

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Naturalness and Acquisition of Morphology

5. Affixes that affect the form of the stem should be harder than those that don't.
6. Categories most universally marked by morphology are easier than those not universally marked.
7. Inflections should be more accurately applied to action verbs and concrete nouns.
8. Inflections that accurately transfer the L1 categories should be easier than those that don't.

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Avoidance

- Schachter, J. (1974). An error in error analysis. *Language Learning*, 24, 205-214.
- Comparison of relative clause errors produced in free compositions in English (L2) by 50 (25 intermediate, 25 advanced) NSs each of Persian, Arabic, Chinese, and Japanese.

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Avoidance

- Schachter (1974) showed that knowledge of the difference between L1 and L2 did make a difference to learners' L2 production.
- But greater differences did not imply greater errors.
- Instead, learners chose to avoid using the more difficult structure.

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Different Learning Rates

- Compare the development over time of negation in English as a second language by:
 - Alberto (L1 = Spanish) in Schumann, J. H. (1978). *The pidginization process: A model for second language acquisition*. Rowley, MA: Newbury House.
 - Reidun and Rune (L1 = Norwegian) in Ravem, R. (1968). Language acquisition in a second language environment. *International Review of Applied Linguistics in Language Teaching*, 6(2), 175-185.

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Different Learning Paths

- | | |
|--|---|
| ■ Chinese L1 | ■ Spanish L1 |
| ■ <u>this</u> is acquired before <u>the</u> in English L2. | ■ <u>this</u> and <u>the</u> are acquired simultaneously. |
| ■ Chinese has an equivalent demonstrative but no definite article. | ■ Spanish has both demonstratives and definite articles. |

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Overproduction

- Han, Z. (2000). Persistence of the implicit influence of NL: The case of the pseudo-passive. *Applied Linguistics*, 21(1), 78-105.
- Han claims that Chinese learners of English first transfer discourse word order into English, which in many cases corresponds to English SVO word order. But when an object is fronted, transfer of discourse word order results in pseudo-passives such as His car keeps inside.

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Identify the passives and pseudo-passives

- Though I have not learnt much about it, Bates' suggestions (May 1995) about enhancement on this issue impressed me deeply. His viewpoints are absolutely right and should be stressed again (I do not know whether these problems have solved in the newest release)
- Generally the reference line or surface of elements is set at the central line or surface. But sometimes the structural geometrical shape poses some problems of element compatibility if the reference keeps at the central surface.
- I think mathematics is not a big problem, but chinese is, as one can not learn chinese in a few days. I will make her mathematics but chinese should keep continuously.

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Selectivity

- Dušková showed that second language learners select what they transfer into the L2
- L. Dušková. 1984. Similarity-An aid or hindrance in foreign language learning? *Folia Linguistica*, 18, 103-115

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Selectivity in Transfer of Plurals

<i>L2 English</i>	<i>NS Czech and English Gloss</i>	<i>L2 Russian</i>	<i>NS Russian</i>
*teacher-ele	učitelé = 'teachers'	učitele	učitelja
*workwoman-ice	dělnice = 'workwomen'	rabotnice	rabotnicy

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Selectivity in Transfer of Past Tense

<i>L2 English</i>	<i>NS Czech and English Gloss</i>	<i>L2 Russian</i>	<i>NS Russian</i>
*arise-nul	vznikl, vzniknul = 'arose'	vozniknul	voznik
*he die-el	umřel = 'he died'	on umrel	on umer

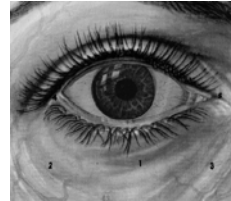
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Predictability

- Eric Kellerman showed that L2 learners believe they can predict what is transferable from the L1 to the L2.
 - Kellerman, E. (1979). Transfer and non-transfer: Where are we now? *Studies in Second Language Acquisition*, 2, 37-57.
 - Kellerman, E. (1986). An eye for an eye: Crosslinguistic constraints on the development of the L2 lexicon. In E. Kellerman & M. Sharwood Smith (Eds.), *Crosslinguistic influence in second language acquisition* (pp. 35-48). New York: Pergamon.

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Eye – a polysemous word



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Eye – a polysemous word



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Eye – a polysemous word



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Eye – a polysemous word



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Eye – a polysemous word



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Eye – a polysemous word



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Eye – a polysemous word

- The human eye
- The eye of a potato
- An electronic eye
- The eyes on a peacock's tail
- The eye of a needle
- The eyes (spots/dots/pips) on dice

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The Dutch-English translatability of "oog"

- | | |
|------------------------------|--------------------------------------|
| ■ Het menselijk oog | ■ The human eye |
| ■ Het oog van een aardappel | ■ The eye of a potato |
| ■ Een elektronisch oog | ■ An electronic eye |
| ■ De ogen op een pauwestaart | ■ The eyes on a peacock's tail |
| ■ Het oog van een naald | ■ The eye of a needle |
| ■ De ogen op een dobbelsteen | ■ The eyes (spots/dots/pips) on dice |

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What learners believe about the translatability of "oog"

- Kellerman (1986) presented 35 Dutch first-year students of English with pairs of sentences containing *oog* and asked them which sense in each pair was more likely to be rendered by *eye* in English.
- The results of these judgments are shown in the table, where for instance it will be seen that 6 people found *oog van een aardappel* more likely to be translated into English by *eye* than *oog op een pauwestaart* would be (potato row and peacock column). Twenty-nine people thought otherwise (peacock row and potato column).

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Preference Scores for Translatability Test

	Potato	Peacock	Electronic	Human	Dice	Needle
Potato		6	0	0	10	3
Peacock	29		11	0	22	14
Electronic	35	24		1	32	24
Human	35	35	34		35	34
Dice	25	13	3	0		7
Needle	32	21	11	1	28	

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What do you predict about the translatability of "break"?

- Which country has broken the cease-fire?
- She broke the world record.
- She broke his heart.
- The waves broke on the rock.
- He broke his word.
- He broke his leg.
- The underground resistance was broken.
- The cup broke.

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What do you predict about the translatability of "break"?

- Thanks to a few jokes, the ice was finally broken.
- A game would break up the afternoon a bit.
- His fall was broken by a tree.
- Some workers have broken the strike.
- After the accident, he was a broken man.
- His voice broke when he was 13.
- The man broke his oath.

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