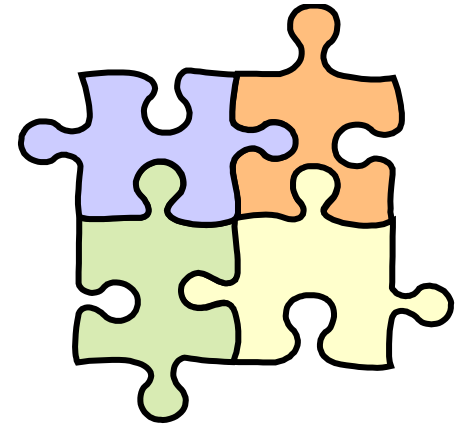


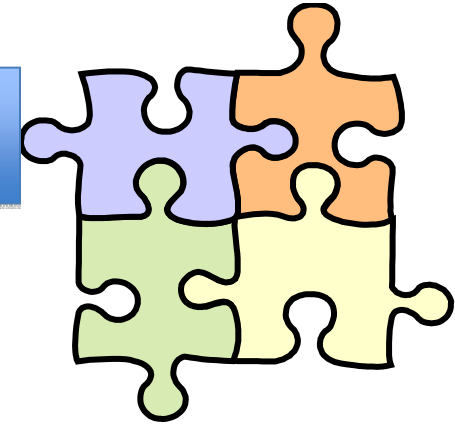
Language Contact  
Véronique & Tracy



***Cross linguistic Influence (CLIN) in L2/L3 Acquisition.  
The dynamics of transfer***

Daniel Véronique  
August 25th 2010

**Some preliminary remarks**



**Language Contact:  
Questions for further  
discussion**

# Some questions

1. How to account for processes of LC at the individual (psycholinguistic / sociosymbolical / attitudinal) level and at the societal/ community level (Interference/ transfer/ reanalysis vs levelling)? Is Individual vs Collective dichotomy the proper one? Status of processes like simplification or borrowing?
2. How does this relate to « formal » vs « functional » as used in the literature?
3. Status of explanatory constructs such as: transparency, saliency, iconicity? Are they to be studied at the individual level?

# Some questions

4. Degree of similarity of linguistic phenomena in CS, SLA, bilingual acquisition, emergence of Contact languages etc.?
5. Does similarity / identity lie in a) the processes *per se* (i.e transfer or simplification)? b) the principles or factors underpinning the processes (factorization, iconicity etc.)? c) the products or output (morphological simplification, periphrasis etc.)

# Some questions

6. Are different linguistic categories (Lexical items, function words, discourse markers etc.) processed differently in LC?

The answer seems to be Yes. Then what are the implications of this type of finding for: i) theories of Language Making Capacity or UG? ii) Language Typology?

Preliminary remarks still!

## Relating Acquisition / Emergence and Change as LC

- 1. Bilingualism *in statu nascendi* (acquisition of L2 /L3 / 2L1 etc.) / 2. Emergence of Pidgins, Creoles and Contact languages / 3. Contact-induced language change share:
- same linguistic processes and produce identical linguistic phenomena bar language typology

Preliminary remarks still!

# Relating Acquisition / Emergence and Change as LC

Linguistic categories exhibit same type of  
phenomena under various LC situations:

For instance,

Simplification of verb morphology

Full pronouns before Clitic pronouns

Personal pronouns before reflexives and  
reciprocals

Preliminary remarks still!



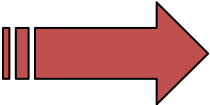

# Relating Acquisition / Emergence and Change as LC

Within LC, what is the rationale for distinguishing  
Language Use and Language Acquisition?

According to Siegel (2009), word order transfer  
related to acquisition is quite frequent in SLA  
whereas functional transfer – transfer of function  
words – which is related to language use is more  
frequent in pidgin and creole genesis



# AGENDA for today

- 
-  1. Interference and Transfer in LC (Second Language Acquisition)
- 
-  2. L2 / L3 Acquisition and CLIN (acquisition of grammar and lexicon in L2 / L3)
- 
-  3. Interlanguage /Learner variety and the dynamics of transfer
- 4. Analysis of data from Moroccan learners of French as L2
-  5. Transfer and the substratum/ conservative hypothesis in the emergence of contact languages
- 
-

# 1. Interference and Transfer in LC (Second Language Acquisition)

From Contrastive Analysis (1945-1957) to  
Research on Second Language Acquisition  
(1967 -).

New Research questions and new insights in LC:  
The CA Hypothesis *versus* the Interlanguage  
Hypothesis

# 1. Interference and Transfer in LC (Second Language Acquisition)

## The Contrastive Analysis Hypothesis

Robert Lado (1965) :

“If the expression, content and association are **functionally the same** in the native and the new languages, there is **maximum facilitation**. Actually, no learning takes place since the student knows the unit or patterns and merely **transfers** it.

If the pattern is not the same and will not function as the same in the new language without structural retraining, there will be **interference** with the new language [...]”

# 1. Interference and Transfer in LC (Second Language Acquisition)

## Background to CA Hypothesis

- The Development of Applied Linguistics in the 30s in the USA
- Comparative linguistics (19th Century) and the Prague School (20th Century)
- Behaviorism in the Psychology of Learning
- American Structural linguistics (Bloomfield)
- Analysis of transfer and of its mechanisms (Weinreich 1953)

# 1. Interference and Transfer in LC (Second Language Acquisition)

## Interference (a reminder)

Weinreich (1953/1968) defines 'interference' as "those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language" ...

Haugen (1956) : the "overlapping of two languages"

# 1. Interference and Transfer in LC (Second Language Acquisition)

## The Interlanguage Hypothesis

- 1967. S.P. Corder. The significance of learners' errors

Lapses as **performance** errors – Mistakes shared with native speakers – Errors as « **breaches of competence** in L2 »

- 1971.S.P. Corder: « transitional idiosyncratic dialects »
- 1972. L. Selinker. Interlanguage

Identifies transfer as a **strategy of L2 learning** or Interlanguage (IL) development

# 1. Interference and Transfer in LC (Second Language Acquisition)

Background to the Interlanguage Hypothesis

- Development of Psycholinguistics and Cognitive Psychology
- Rejection of Behaviorism as an adequate theory of learning
- Focus on the Development of a theory of Competence in linguistic theory
- Relating SLA research to work on dialinguistics (diaphoneme and diamorpheme) (Haugen 1956) and interlingual identification (Weinreich 1953)

# 1. Interference and Transfer in LC (Second Language Acquisition)

The Interlanguage Hypothesis relates the field of SLA research and previous work on Language Contact and Bilingualism



# 1. Interference and Transfer in LC (Second Language Acquisition)

U. Weinreich's interlingual identification (1953)  
and « Interlanguage » (Selinker 1972):

“formal similarity or similarity in pre-existing functions’ leads the bilingual to establish interlingual equivalence of morpheme categories”.

# 1. Interference and Transfer in LC (Second Language Acquisition)

One of the main aims of present day research in SLA is to describe stages of development / developmental sequences in L2 Acquisition.

2 examples :

- Acquisition of German Clause (*Zweitspracherwerb Italienischer und Spanischer Arbeiter ZISA - 1977*)
- Stages of development in L2 (European Science Foundation Project 1981-1988)

# 1. Interference and Transfer in LC (Second Language Acquisition)

Acquisition of the syntax of Main & Subordinate clauses in German L2

- 1) SVO word Order)
- 2) Fronting of Adverbials and Preps.
- 3) Particles (prefixes, participials, infinitives) to the end
- 4) Subject Inversion (to maintain the finite element in position 2 - V2 strategy) when complements are placed before VP, in interrogatives
- 5) Optional insertion of adverbials between the finite verb and the object
- 6) Finite verbs of embedded clause in final position of clause.

# 1. Interference and Transfer in LC (Second Language Acquisition)

- Stages of development of Utterance Structure (Perdue 1993, Klein & Perdue 1997)
  - Nominal Utterance Organization (N, some V, Topic/ Focus organization)
  - Infinite Utterance Organization (N, V, Agent first, focus last) : forms the basis of the **Basic Variety –an autonomous IL system**
  - Finite Utterance Organization (Development of semantic and morphosyntactic finiteness)

# 1. Interference and Transfer in LC (Second Language Acquisition)

- Enlarging the view on transfer

Kellerman's notion of perceived language distance and of psychotypology of transfer

# 1. Interference and Transfer in LC (Second Language Acquisition)

From transfer as a learning strategy to  
“Crosslinguistic influence” (CLI)

SLA research has been enlarged by joint work on  
L2 acquisition and L2 use.

The latter approach contributes to emphasize  
the relation between SLA and other LC  
studies

# 1. Interference and Transfer in LC (Second Language Acquisition)

M. Sharwood-Smith (1989)

“It is a psycholinguistic term referring to the **influence** on the learner which one language system he or she possesses may have on another language system. This is irrespective of whether the language system is a mature language or whether it is in a developmental stage or fossilized before attaining maturity. **The term is meant to cover more than the word ‘transfer’ and includes borrowings, influence on L1 from L2, avoidance of transfer etc.**

## 2. L2 / L3 Acquisition and CLIN

From SLA to Third or Additional Language Acquisition

- Challenging the view that learning a 3rd language is just adding one language on the pile. A prototypical statement:

Singh & Carroll (1979): 'there is, a priori, no reason to assume that L3 learning is any different from L2 learning. Learning a third language is [...] learning just another language »

.



## 2. L2 / L3 Acquisition and CLIN

U. Jessner (2003):

- “(...) the study of TLA is methodologically based on studies on SLA and bilingualism, that is research on TLA combines two fields of investigation which hitherto have ignored each other in many respects”.

In a dynamic model of multilingualism (DMM), the concept of cross-linguistic interaction (henceforth CLIN), resulting from the interaction of two or more language systems, can be taken to include not only transfer and interference but also codeswitching and borrowing phenomena and is thus reserved as an umbrella term for all the existing transfer phenomena. And it is only in that sense that CLIN is a wider concept than that of CLI.”

# Intermezzo: Looking at the development of pronouns IN L2 French (Moroccan Learners)

- Research questions:
  - i) What are the stages in the acquisition of the French pronominal system? Is the sequence of acquisition N > Full pronoun > Clitic pronoun which is posited correct?
  - ii) Is this development related to Topic/ Focus organization (typical of NUO and IUO)?
  - iii) How about transfer?

# Looking at the development of pronouns IN L2 French (Moroccan Learners)

Topic- Focus/ comment structures in MA

(1) **ħmed**, ka yəxdem

‘Ahmed, he works’

(2) **ħmed**, đrəb            đri:s

‘Ahmed has hit Driss’

(2') **ħmed**, đrəb-u            đri:s

‘Ahmed, Driss has hit him’

# Looking at the development of pronouns IN L2 French (Moroccan Learners)

(4) ən-na:mu:si:ya, t-wusseɣ l-ha əl-ɾta

the bed she soils (for) her the bed cover

(5) w-a:na ɖrəbt-ha b-da:k əl-be:da,

and I hit her

with this the egg

l-di:k ez-zla:fa

On this the bowl

# Looking at the development of pronouns in L2 French (Moroccan Learners)

Topic inthetic structures in MA

(6) **ħmed hu:wa əl-muʕalli:m**

‘Ahmed, he/ him (is) the master’

(6') **əl-muʕalli:m hu:wa ħmed**

‘The master, (it is) he /him Ahmed’,

# Looking at the development of pronouns in L2 French (Moroccan Learners)

(7) ra:ni            a:na hi:ya əl-mu:dira

EXISTENCE-me I elle / her the director

(7'') əl-mu:dira, ra:ha            hi:ya a:na

The director EXISTENCE-her she / her I/ me

The director, lit is definitely me!

# Looking at the development of pronouns in L2 French (Moroccan Learners)

- (18) (Cycle 1, entretien 3)
- 1. E. *tu travailles chez Madame F?*
- 2. M. *Madame F + Madame F*
- 3. E. *oui*
- 4. M. ***moi** /li/ bar*
- ('I am in the bar')
- 5. E. *hm hm*
- 6. M. */li/ bar **moi** +++ **toi** /jãna li/ café*
- ('I am in the bar +++ you, have the coffee')

# Looking at the development of pronouns in L2 French (Moroccan Learners)

- 7. E. *tu t'occupes du café*
- 8. M. */di/ café ou un café + moi /li/ bière*
- ('+ me the beer')
- 9. E. *hm hm*
- 10. M. *moi* limonade
- ('je veux une limonade')
- 11. E. *hm hm*
- 12. M. *moi + petit whisky +/se/ pas*
- ('me + small whisky+ I don't know')



# Looking at the development of pronouns in L2 French (Moroccan Learners)

- 1. E. *tu peux / oui alors tu peux me dire quand c'est / depuis combien de temps*
- *tu es là?*
- 2. A. *comment le problème comme  $\emptyset$  /être/ la France?*
- ('how I came to France ?')
- 3. E. *ouais par exemple ouais*
- 4. A. *ah ouais **parce que moi** /liêtre/ la France*
- ('Oh Yes because me enter France')

# Looking at the development of pronouns in L2 French (Moroccan Learners)

- *[/jana/ pas de passeport /jana/ pas de rien]*<sub>Arrière-plan</sub>
- ('I had no passport I had nothing')
- 5. E. *ouais*
- 6. A. *parce que Ø /ãtre/ la France /e/ la montagne*
- ('because come France the mountain')
- 7. E. *tu es passé par la montagne?*
- 8. A. *ouais*

# Looking at the development of pronouns in L2 French (Moroccan Learners)

- 9. E. *ah*
- 10. A. [*/jana/ cinq jours /e/ la montagne*]<sub>Arrière-plan</sub>
- (there is 5 days/ in the mountain')
- *après*  $\emptyset$  /*lãtre/ la France*
- ('then enter France')
- $\emptyset$  /*lepase/ la douane de France /komjes/? quinze kilomètres*
- ('passed the customs of France how much? 15 kms.')

# Looking at the development of pronouns in L2 French (Moroccan Learners)

- 11. E. *à pied?*
- 12. A. *ouais Ø/lapje/ /e/ après Ø /ilaparte/ l'autoroute*
- ('yes foot and then go / went the main road')
- *[/jana/ pas des sous /jana/ rien après /jana/ /e/ le stop*  
] *Arrière-plan*
- ('there's no money there's nothing then there's the hitch hiking')
- *après /leveny/ le gendarme*
- ('then come the police')

# Looking at the development of pronouns in L2 French (Moroccan Learners)

- (28)
- 1. E. \ y / y avait quatre personnes là
- 2. A. ouais /kat/ personnes
- 3. E. ouais
- 4. A. même je + /ãtre/ l au / à l' autoroute
- 5. E. hum hum
- 6. A. **voilà** il /madi/ /imarS / /du/ avec /du/
- ('OK told me walk two with two')
- 7. **voilà l' autre** /epase/ tous les deux + /epase/ cachés +
- ('Ok the other one went tthrough the two passed hid')
- 8. **moi l' autre** /epase/ + Ø/apel/ Oh hamed Oh hamed +
- ('me and the other passed called Hamed')
- oh/janpa/ + **voilà l' autre il** /madi/ **voilà** +
- ('There is nobody the other said nobody')

# Looking at the development of pronouns in L2 French (Moroccan Learners)

- 9. */ale //mõt/ la route et je /fe/ un stop ++*
- ('walk on the road i hitch hike')
- 10. *moi je /mõt /la route + même pas Ø/mars/ euh + cinq / cinq /\* mitru /*
- ('walk on the road not even 5 metres')
- 11. *+ il /evøni/ citroën + et gen / et gendarmes + voilà/ desãde/*
- ('come Citroen policemen oK come down')
- 12. *voilà /\*\* misju \*/ passeport + voilà /Zãne / ma carte d'identité maroc +*
- *et un carte de travail espagnole*

# Looking at the development of pronouns in L2 French (Moroccan Learners)

- ('there, Sir, the passport, here is my Moroccan ID)
- Et une carte de travail espagnole') [...]
- 13. A. **voilà** *il / madi/ pourquoi **toi tu** /travaj/ à l'espagnol*
- **tu** /vøni/ + **tu** /âtre/ *la France à la montagne ? tu es entré en France (clandestinement) par la montagne'*
- 14. + **voilà moi je** /dir/ *pas /ganje/ rien du tout l'espagne/*
- (O.K, me, I say do not get enough , nothing Spain')

# Looking at the development of pronouns in L2 French (Moroccan Learners)

- (30) (Cycle 3, entretien 5)
- 1. Z. *après un / un petit /petite fille*
- 2. E. *mmh*
- 3. Z. *vo / euh /t vole/ le pain*
- (‘ « she » stole bread ’)



# Looking at the development of pronouns in L2 French (Moroccan Learners)

- 4. E. *mmh*
- 5. Z. *après charlie + </ja/ un ++ / /ja/ un /msju/ + la boulanger + /i sort/ + ')*
- 6. */ja/ un la dame euh /t parl/ à /msju/*
- ('there's a lady , "she" speaks to the man')
- 7. */regarde/ à un fille de / /t vole/ le / euh / le baguette*
- ('see a girl she stole the bread')

## 2. L2 / L3 Acquisition and CLIN

Hammarberg 2001. Roles of L1 and L2 in L3  
Production and Acquisition

Studies « Non-adapted language switches » i.e.  
expressions in languages other than L3 (Swedish)  
that were not phonologically or morphologically  
adapted to L3

Switches of different types involve mainly L1  
English or L2 German, switches into other L2s  
rare.

## 2. L2 / L3 Acquisition and CLIN

- Word constructions in L3 acquisition
  - L3 as the internal supplier language
  - L2 is a more important external supplier language than L1
- . Few instances of influence from background languages on the inflectional morphology of L3

## 3. Transfer and the substratum/ conservative hypothesis in the emergence of contact languages

- I. Van de Craats. 2000. *Conservation in the Acquisition of Possessive Constructions. A Study of Second Lanaguage Acquisition by Turkish and Moroccan Learners of Dutch*. Ph D. thesis, Tilburg University.
- “Initially learners are guided by their L1 grammar only (the Conservation hypothesis) and that, in later stages, UG guides learners in (i) identifying mismatches between the derivational output expressions and the primary linguistic input they get, and (ii) restructuring their initial grammar in such a way that, for them, there is a (better) match between the output expressions and the environmental input”.
- Among aspects of linguistic knowledge conserved in the initial L2 language :

- knowledge of morphology and morphological realization rules (e.g. realization of case)
- knowledge of lexical items: (i) formal features (e.g. categorical values) (ii) semantic-conceptual values;
- pragmatic knowledge of information-related grammatical encodings (e.g. the encoding of such pragmatic primitives as topic and focus).

## 4. Convergence and divergence in LC

- Lumdsen, J.S. 1999. Language Acquisition and Creolization. In M. De Graff (ed.) *Language Creation and Language Change. Creolization, Diachrony and Development*, pp. 129-157, Cambridge (Mass.), MIT Press.
- “Relexification is a mental process that builds new lexical entries by combining new phonological forms with the syntactic and semantic information of lexical entries that are already established (...). It is argued that relexification applies only to lexical categories”. (p.129)

## 5. Convergence and divergence in LC

- “Relexification requires a correspondence between the denotational semantics of the lexical entry of the relexifier’s native language and the perceived semantic interpretation of the selected target language phonetic string. (...). Since one of the defining properties of functional categories is their lack of denotational semantic content (...), it follows that functional categories should be immune to relexification in principle”.

## 5. Convergence and divergence in LC

- “Although relexification is an important process in creolization, it is not the only one. Another mental process that is typically involved in the development of extended pidgins and creole languages is reanalysis. Reanalysis is here defined as a process that associates the phonological label of a lexical category with the lexical entry of a functional category in the same language”.



## 5. Convergence and divergence in LC

- “Convergence is speech by bilinguals that has all the surface-level forms from one language but with **part of the abstract lexical structure** that underlies the surface-level patterns **coming from another language** (or languages).” (Myers-Scotton 2006:271).

- Mesi ãpil
- Mersi boukou