

COGNITIVE SCIENCE AND SECOND LANGUAGE ACQUISITION SERIES



# CROSSLINGUISTIC INFLUENCE AND SECOND LANGUAGE LEARNING

KEVIN MCMANUS

# Crosslinguistic Influence In Second Language Acquisition

**Lei Huang**



## **Crosslinguistic Influence In Second Language Acquisition:**

**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.

**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.

***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.

**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.

**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.

*Language Transfer* Terence Odlin, 1989

*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 in L3 Acquisition* Eliane Lorenz, 2022-11-15

This book explores crosslinguistic influence in third language acquisition, drawing insights from a study of young bilingual secondary school students in Germany to unpack the importance of different variables in the acquisition and use of English as an additional language. Lorenz draws on data from a learner corpus of written and spoken picture descriptions toward analyzing sources of crosslinguistic influence in L3 acquisition in bilingual heritage speakers with unbalanced proficiency in heritage versus majority languages as compared with their monolingual German peers. This unique approach allows for a clearer understanding of the extent of influence of access to heritage languages, the impact of being a balanced vs unbalanced bilingual speaker, and the importance of extra linguistic variables such as age, gender, socio-economic status, and type of school. The final two chapters highlight practical considerations for the English language classroom and the implications of the study for future directions for research on third language acquisition. With its detailed overview of L2 and L3 acquisition and contribution toward ongoing debates on the advantages of being bilingual and multilingual, this book will be of interest to students and scholars in applied linguistics, foreign language acquisition, foreign language teaching, and learner corpus research.

*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 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

**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

Crosslinguistic Influence in Language and Cognition Scott Jarvis,Aneta Pavlenko,2008-03-03 A cogent clearly written synthesis of new and classic work on crosslinguistic influences on language and thought this book is intended as a text for upper level undergraduates and graduate students as well as a resource for instructors and scholars in applied linguistics linguistics and psycholinguistics courses

*Crosslinguistic Influence and Distinctive Patterns of Language Learning* Anne Golden,Scott Jarvis,Kari Tenfjord,2017-09-22 This book details patterns of language use that can be found in the writing of adult immigrant learners of Norwegian as a second language L2 Each study draws its data from a single corpus of texts written for a proficiency test of L2 Norwegian by learners representing 10 different first language L1 backgrounds The participants of the study are immigrants to Norway and the book deals with the varying levels and types of language difficulties faced by such learners from differing backgrounds The studies examine the learners use of Norwegian in relation to the morphological syntactic lexical semantic and pragmatic patterns they produce in their essays Nearly all the studies in the book rely on analytical methods specifically designed to isolate the effects of the learners L1s on their use of L2 Norwegian and every

chapter highlights patterns that distinguish different L1 groups from one another      **Investigating Second Language**

**Acquisition** Josine A. Lalleman, 1996 The book concerns theoretical interdisciplinary and methodological issues in L2 acquisition research It gives an accurate and up to date overview of high quality work currently in progress in research methodology processing principles and parameters theory phonology the bilingual lexicon input and instruction The volume will have the purpose of a handbook for teachers students and researchers in the area of second language acquisition The aim is to provide the reader with an acquisition perspective on processes of second and foreign language learning      Third Language Acquisition and Universal Grammar Yan-kit Ingrid Leung, 2009-01-01 This volume presents studies which approach the relatively new field of third language L3 acquisition from the generative linguistic perspective It aims to bring together researchers who are interested in L3 acquisition and who are at the same time working within the generative framework i e Chomsky s Universal Grammar UG approach to language acquisition A total of nine contributions are included reporting research on L3 involving different combinations of source target languages and investigating various UG related properties

**Crosslinguistic Influence in Multilinguals** Wai Lan Tsang, 2016-12-07 This book reports on a research project conducted in multilingual Hong Kong where Cantonese is the mother tongue L1 of the majority of the population and learning different foreign languages is commonplace In addition to English which is usually the second language L2 more and more people learn other languages such as French L3 Drawing on the notions of interface and reverse transfer in second language acquisition this book addresses the possible role of L3 French in the acquisition of English as an L2 with two major concerns firstly the degree to which L3 acquisition will bring about a positive or negative transfer effect on L2 acquisition and secondly the way in which an L3 interacts with an L2 and or even an L1 on different interfaces as identified in second language acquisition The study will appeal to researchers interested in second and third language acquisition bi and multilingualism and crosslinguistic influence      New Trends in Crosslinguistic Influence and Multilingualism Research

Gessica De Angelis, Jean-Marc Dewaele, 2011-09-13 This book presents the latest developments in crosslinguistic influence CLI and multilingualism research The contributors both veteran researchers and relative newcomers to the field situate their research in current debates in terms of theory and data analysis and they present it in an accessible way The chapters investigate how and when native and non native language knowledge is used in language production They focus on lexis syntax tense aspect phonology of multilingual production and link it to a range of concepts such as redundancy affordances metalinguistic awareness and L2 status The empirical data have been collected from participants with a wide combination of languages besides English German French and Spanish there is Finnish Swedish Polish Chinese and Catalan      The Routledge Handbook of Second Language Acquisition and Language Testing Paula Winke, Tineke Brunfaut, 2020-12-28 This Handbook with 45 chapters written by the world s leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure

second language performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics psychometrics educational measurement and social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers     The Routledge Handbook of Second Language Acquisition and Corpora Nicole Tracy-Ventura, Magali Paquot, 2020-12-17 The Routledge Handbook of Second Language Acquisition and Corpora is a state of the art collection of cutting edge scholarship at the intersection of second language acquisition and learner corpus research It draws on data driven statistical analysis to outline the background methods and outcomes of language learning with a range of global experts providing detailed guidelines and findings The volume is organized into five sections Methodological and theoretical contributions to the study of learner language using corpora setting the scene Key aspects in corpus design annotation and analysis for SLA Corpora in SLA theory and practice SLA constructs and corpora Future directions This is a ground breaking collection of essays offering incisive and essential reading for anyone with an interest in second language acquisition learner corpus research and applied linguistics     *Transfer Effects in Multilingual Language Development* Hagen Peukert, 2015-04-15 This volume dedicated to language transfer starts out with state of the art psycholinguistic approaches to language transfer involving studies on psycho typological transfer lexical interference and foreign accent The next chapter on Transfer in Language Learning Contact and Change presents new empirical data from several languages English German Russian French Italian on various transfer phenomena ranging from second language acquisition and contact induced change in word order to cross linguistic influences in word formation and the lexicon Transfer in Applied Linguistics scrutinizes on the one hand the external sources of language transfer by investigating bilingual resources and the school context but also by pointing out the differences in academic language in multilingual adolescents On the other hand internal sources of language transfer in multilingual classrooms are illuminated A final chapter directs its focus on methodological issues that arise when more than one language is studied systematically and it offers a solution on causal effects for the investigation of heritage language proficiencies The chapter also includes studies that exploit more innovative methodologies on L1 identification and clitic acquisition

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