

Crosslinguistic Influence of L1 (Arabic) in Acquiring Linguistic Items of L2 (English): An Empirical Study in the Context of Arab Learners of English as Undergraduate Learners

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Abstract—This study investigates one of the most common issues namely the crosslinguistic influence of the L1 in learning L2 grammar, specifically the acquisition of the simple past tense. The researcher believes that the simple past tense forms produced by learners sometimes appear to have originated in L2 and sometimes in L1. An empirical study was conducted on 74 Arab Learners of English (ALEs) which lasted four months. A detailed analysis was made of the acquisition of the simple past tense forms in 222 written texts produced by ALEs. Written texts were collected chronologically from each subject at three stages in the experiment. Quantitative analysis shows the crosslinguistic influence of L1 (Arabic) in acquiring the linguistic items of L2 (English) in general and in acquiring the simple past in particular.

Index Terms—interlanguage, SLA, crosslinguistic influence, overgeneralization, simple past

I. INTRODUCTION

In general, Odlin (1989, p. 6), and Larsen-Freeman and Long (1991, p. 5) mentioned that “the study of transfer, or crosslinguistic influence, is peculiar among language acquisition and the phenomenon of language use”. In particular, Jarvis and Pavlenko (2008, p. 4) argued that crosslinguistic influence refers to the influence of one language on another in an individual mind. They illuminated several areas of meaning and crosslinguistic influence which had not been carefully looked at before. They presented interesting findings and an analysis of the relationship between language transfer and SLA. Based on Odlin’s (1989) claimed, and Jarvis and Pavlenko’s (2008) findings, the study will investigate the role of L1 in the acquisition of the simple past in the context of ALEs. This will be presented in section two, and more specifically in section four. Briefly, there are four elements used to support the role of transfer in interlanguage, which are: natural languages, universal grammar, L1 transfer, and Markedness.

This paper is divided into six main sections: section one is the introduction, the literature review is presented in section two, section three describes the methods used in the current study, the analysis and the discussion are presented in section four, the conclusion is discussed in section five, and finally, the references are presented in section six. The following section presents the literature review.

II. LITERATURE REVIEW

One of the assumptions of the study is that the concept of interlanguage has had an important effect on the SLA field. I will first outline the definition of interlanguage since interlanguage is studied by many researchers who identify this system differently. Then I will explore how interlanguage might vary between the L1 and the L2, referring to the role of transfer in interlanguage.

A. The Interlanguage Model

Following Selinker’s (1969) ground-breaking paper, most SLA researchers nowadays recognize that second/foreign language learners go through a series of steps when learning a language. This is called *interlanguage*. A study of interlanguage may shed light on how Arab learners of English improve their internal grammar. First of all we have to consider that it is difficult to examine interlanguage competences directly. Instead, indirectly information about the nature of interlanguage competence can only be derived; this might happen through an examination of interlanguage performance data which come in the form of writing sentences, grammatical forms and spontaneous speech, as Lakshmanan & Selinker (2001, p. 393) pointed out.

The interlanguage hypothesis is defined as the hypothesis that the language learners have a grammatical system that is different from both the first language and the target language but is nevertheless a natural language. That is, interlanguage is believed to be constrained by the same principles as all languages. Ellis (1997) defined interlanguage as a term referring to the variable progression through which a system of abstract linguistic rules is developed. Richard-Amato (2003, p. 37) commented that “this process reflects the systematic development of the syntax, semantics, and

Crosslinguistic Influence Of L1 Arabic In Acquiring

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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

The Routledge Handbook of Second Language Acquisition and Neurolinguistics Kara Morgan-Short, Janet G. van Hell, 2023-12-22 The Routledge Handbook of Second Language Acquisition and Neurolinguistics provides a comprehensive discussion of a wide range of neurocognitive and neurobiological scientific research about learning second or additional languages It is a one of a kind centralized resource that brings together research that is typically found in disperse publication venues Eminent global scholars from various disciplines synthesize and cross fertilize current and past neural research about second language through systematic in depth and timely chapters that discuss core issues for understanding the neurocognition of second language learning representation and processing Handbook sections provide overviews of extant and emerging neuroscience methods syntheses of neurocognitive research on second language syntax morphosyntax lexicon phonology and pragmatics and up to date descriptions of theoretical approaches of the neural basis of second language learning The volume provides additional sections that synthesize research on a variety of topics including factors that affect the neurocognition of second language the neural mechanisms underlying second language learning individual differences in the neurocognition of second language as well as research on understudied languages and populations such as sign language child second language learners and individuals with aphasia This handbook will be an indispensable resource to scholars and students across a wide range of disciplines including those interested in second language acquisition applied linguistics cognitive science psychology neuroscience and research methodology It should facilitate transformative connections between ideas and disciplines and lead to informative and productive paths for future research

Arabic Second Language Learning and Effects of Input, Transfer, and Typology Mohammad T. Alhawary, 2019-02-25 Despite the status of Arabic as a global language and the high

demand to learn it the field of Arabic second language acquisition remains underinvestigated Second language acquisition findings are crucial for informing and advancing the field of Arabic foreign language pedagogy including Arabic language teaching testing and syllabus design Arabic Second Language Learning and Effects of Input Transfer and Typology provides data driven empirical findings for a number of basic and high frequency morphosyntactic structures with two novel typological language pairings examining Arabic second language acquisition data from adult L1 Chinese and Russian speaking learners of Arabic as a foreign language Alhawary's study examines the different processes hypotheses and acquisition tendencies from the two learner groups and documents the extent of the successes and challenges faced by such learners in their L2 Arabic grammatical development during the first three years of learning the language In addition the book offers both theoretical and practical implications related to input exposure L1 and L2 transfer and typological and structural proximity effects This book serves as a valuable resource for both second language acquisition experts and foreign language teaching practitioners

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

The Cambridge Handbook of Third Language Acquisition Jennifer Cabrelli, Adel Chaouch-Orozco, Jorge González Alonso, Sergio Miguel Pereira Soares, Eloi Puig-Mayenco, Jason Rothman, 2023-07-27 In our increasingly multilingual modern world understanding how languages beyond the first are acquired and processed at a brain level is essential to design evidence based teaching clinical interventions and language policy Written by a team of world leading experts in a wide range of disciplines within cognitive science this Handbook provides a comprehensive overview of the study of third and more language acquisition and processing It features 30 approachable chapters covering topics such as multilingual language acquisition education language maintenance and language loss multilingual code switching ageing in the multilingual brain and many more Each chapter provides an accessible overview of the state of the art in its topic while offering comprehensive access to the specialized literature through carefully curated citations It also serves as a methodological resource for researchers in the field offering chapters on methods such as case studies corpora artificial language systems or statistical modelling of multilingual data

The Handbook of Berber Linguistics Alireza Korangy, Karim Bensoukas, 2024-05-31 This handbook is the largest and most comprehensive publication on Berber linguistics to date covering the variety of Berber dialects and related linguistics trends Extensive and diverse at thematic and theoretical levels with the aim of deepening students and scholars understanding of the workings of Berber as a linguistic phenomenon it explores a multitude of angles through which the diachronic and synchronic intricacies of Berber varieties can be examined It enables a better understanding of the issues in the various

components of North African languages as well as their theoretical and typological significance and implications. The work covers phonology and phonetics, morphology and syntax, semantics and pragmatics, socio linguistics and dialectology, language teaching and psycholinguistics, lexicology, language contact and comparative linguistics, historical linguistics and etymology. Sub themes explored include prosody, ideophones and expressive language in general, morpho syntactic categories, sociolinguistic variation and several other seminal interdisciplinary explorations. The chapters reflect the diversity of Berber varieties and include up to date scholarship by leading Berberists with varieties including Figuig, Kabyle, Senhaja, Siwa, Standard Moroccan Amazigh, Tamazight, Tarifit, Tashlhit, Touareg, Tunisian Berber, Znaga, as well as Proto Berber. A large geographical territory is covered including Algeria, Egypt, Libya, Mali, Mauritania, Morocco and Tunisia. With contributions from these Berber speaking countries and their diaspora, there are also chapters from prominent Berber scholars from America, Australia and Europe. To this end, the volume includes perspectives and theories from different schools of linguistics. In including original French contributions and English translations of research from top scholars in the field, the book includes another vital dimension in terms of the resources and sources. As a comprehensive reference, this work is of interest to North Africanists from various disciplines including anthropologists, linguists and sociologists, but particularly linguists interested in endangered languages and those working on the historical and comparative study of the Afroasiatic language phylum.

Modulators of Cross-Language Influences in Learning and Processing Anat Prior, Tamar Degani, Zofia Wodniecka, 2022-06-01

Proceedings of the 2024 3rd International Conference on Social Sciences and Humanities and Arts (SSHA 2024) Mohd Fauzi bin Sedon, Intakhab Alam Khan, Mehmet Cüneyt Birkök, Kin Sun Chan, 2024-06-20

This is an open access book. With the progress of social civilization, social science and its research are becoming more and more important. Theoretically and practically, the study of social phenomena and social problems and the development of prosperous social sciences are the eternal themes of human beings. At present, social science research and its results can hardly meet the needs of social development, especially the unscientific evaluation of social science results which has aroused great concern from all walks of life and has produced dirt and questions on social science, thus affecting the proper development of social science. Max Weber once said that the most important function of social science in modern times is to keep people clear headed and to resist the delusions of prophetic legislators. Humanities and arts are the process of perceiving, realizing, thinking, manipulating and expressing objective or subjective objects through capturing and excavating feeling and analyzing, integrating and applying or displaying the stage results in the form obtained through feeling, seeing, hearing, smelling, touching. The social sciences and humanities and arts contain content that will directly affect our lives and the way society functions. And by reacting to today's increasingly intricate problems and situations through systematic and professional discussions, they will further contribute to the improvement of institutions and the development of society. By thinking about issues and looking at problems and the world from different perspectives by putting the two together, it may

be possible to have more comprehensive appropriate and better responses for example the development of laws requires a deeper understanding of the environment in which they are implemented international trade requires a certain understanding of the customs of different countries and the development of tax and economic policies requires a certain understanding of the population consumer demand etc

Introducing Second Language Acquisition Kirsten M. Hummel, 2021-02-24 An up to date overview of second language acquisition designed to engage 21st century learners

Introducing Second Language Acquisition Perspectives and Practices provides a clear and comprehensive introduction to the main concepts issues and debates in second language acquisition studies This introductory textbook is aimed specifically at students encountering the topic for the first time Each chapter offers a modern layout with engaging pedagogical features such as self assessment and discussion questions project ideas and further reading and viewing suggestions The second edition of **Introducing Second Language Acquisition Perspectives and Practices** has been fully updated to reflect the most recent scholarship in the field It introduces a new structure featuring separate chapters on theoretical perspectives which cover past and present approaches as well as cognitive approaches New content also includes sections on skill acquisition theory translanguaging second language literacy development and multilingualism Written in accessible language and with a focus on practical applications this go to textbook is a clear and concise introduction to second language acquisition studies offering lessons drawn from the latest leading research It is an ideal resource for students in applied linguistics and second language education This key text offers Comprehensive coverage of the latest research in second language acquisition studies Improved organizational structure to promote greater student comprehension Engaging introduction to the theoretical underpinnings of second language acquisition with chapters on first language acquisition and bilingualism and multilingualism Coverage of key topics including acquisition contexts theoretical perspectives language teaching methods and individual differences Pedagogical tools to aid student learning including language learning in practice textboxes bolded terms defined in the margins and an end of book glossary With a strong focus on the fundamentals this second edition of **Introducing Second Language Acquisition** stands as an innovative guide This book is ideal for today s undergraduate students offering a practical focus and appealing format that will aid in learning and provide a solid foundation for further study

Cross-linguistic Influence in Bilingualism Elma Blom, Leonie Cornips, Jeannette Schaeffer, 2017-12-15 This book presents a current state of affairs regarding the study of cross linguistic influence in bilingualism Taking Hulk and M ller s 2000 and M ller and Hulk s 2001 hypotheses on cross linguistic influence as a starting point the book exemplifies the shift from the original focus on syntax proper to interfaces and discourse phenomena in the study of bilingualism It also reflects the enormous increase in different language combinations including dialects being investigated and the use of new methodologies Moreover the volume illustrates the growing interdisciplinarity of cross linguistic influence research considering extra linguistic cognitive and social factors besides linguistics It demonstrates that the time is ripe for a more

integrated approach from different disciplines such as theoretical linguistics psycholinguistics and sociolinguistics to obtain a better understanding of bilingual child acquisition As such it is of interest to psycho socio linguists psychologists and education specialists who study or want to learn about child bilingualism

Third Language Acquisition and Linguistic Transfer Jason Rothman,Jorge González Alonso,Eloi Puig-Mayenco,2019-10-10 Provides a comprehensive overview of third language acquisition additive multilingualism in adulthood an increasingly important subfield of language acquisition

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

Introducing Second Language Acquisition Muriel Saville-Troike,2012-04-05 Written for students encountering the topic for the first time this is a clear and practical introduction to second language acquisition SLA Using non technical language it explains how a second language is acquired what the learner of a second language needs to know and why some learners are more successful than others This new edition of Muriel Saville Troike s bestselling textbook introduces in a step by step fashion a range of fundamental concepts such as SLA in adults and children in formal and informal learning contexts and in diverse socio cultural settings Taking an interdisciplinary approach it encourages students to consider SLA from linguistic psychological and social perspectives Providing a solid foundation in SLA this book has become the leading introduction to the field for students of linguistics psychology and education and trainee language teachers

Multilingual Development Peter Siemund,2023-01-05 English as a global lingua franca interacts with other languages across a wide range of multilingual contexts Combining insights from linguistics education studies and psychology this book addresses the role of English within the current linguistic dynamics of globalization It takes Singapore Hong Kong and Dubai as case studies to illustrate the use of English in different multilingual urban areas arguing that these are places where competing historical assessments and ideological conceptions of monolingualism and multilingualism are being acted out most forcefully It critically appraises the controversial concept of multilingual advantages and studies multilingual cross linguistic influence in relation to learning English in bilingual heritage contexts It also scrutinises multilingual language policies in their impact on attitudes identities and investment into languages Engaging and accessible it is essential reading for academic researchers and advanced students of bi and multilingualism globalization linguistic diversity World Englishes sociolinguistics and second third language acquisition

Understanding Second Language Acquisition Lourdes Ortega,2014-02-04 Whether we grow up with one two or several languages during our early years of life many of us will learn a second foreign or heritage language in later years The field of Second language acquisition SLA for short investigates the human capacity to learn additional languages in late childhood adolescence or adulthood after the first language in the case of monolinguals or languages in the case of bilinguals

have already been acquired Understanding Second Language Acquisition offers a wide encompassing survey of this burgeoning field its accumulated findings and proposed theories its developed research paradigms and its pending questions for the future The book zooms in and out of universal individual and social forces in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition It assumes no background in SLA and provides helpful chapter by chapter summaries and suggestions for further reading Ideal as a textbook for students of applied linguistics foreign language education TESOL and education it is also recommended for students of linguistics developmental psycholinguistics psychology and cognitive science Supporting resources for tutors are available free at www.routledge.com/ortega

The Routledge Handbook of Second Language Acquisition, Morphosyntax, and Semantics Tania Ionin, Silvina Montrul, Roumyana Slabakova, 2024-03-11 This handbook provides innovative and comprehensive coverage of research on the second language acquisition SLA of morphosyntax semantics and the interface between the two Organized by grammatical topic the chapters are written by experts from formal and functional perspectives in the SLA of morphosyntax and semantics providing in depth yet accessible coverage of these areas All chapters highlight the theoretical underpinnings of much work in SLA and their links to theoretical syntax and semantics making comparisons to other populations including child language acquirers bilinguals and heritage speakers links to first language acquisition and bilingualism dedicating a portion of each chapter to the research methods used to investigate the linguistic phenomenon in question links to psycholinguistics and experimental linguistics and where relevant including intervention studies on the phenomenon in question links to applied linguistics The volume will be indispensable to SLA researchers and students who work on any aspect of the SLA of morphosyntax or semantics With its coverage of a variety of methodologies and comparisons to other populations such as child language acquirers early bilinguals heritage speakers and monolingual adults the handbook is expected to also be of much interest to linguists who work in psycholinguistics first language acquisition and bilingualism

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

The Development of the Grammatical System in Early Second Language Acquisition Anke Lenzing, 2013-08-14 Shortlisted for the Christopher Brumfit Award in Applied Linguistics The

Development of the Grammatical System in Early Second Language Acquisition focuses on the acquisition process of early L2 learners. It is based on the following key hypothesis: the initial mental grammatical system of L2 learners is constrained semantically, syntactically, and mnemonically. This hypothesis is formalised as the Multiple Constraints Hypothesis. The empirical test of the Multiple Constraints Hypothesis is based on a large database including cross-sectional and longitudinal data from square one ESL beginners. The study demonstrates that the postulated constraints are relaxed successively as learning progresses. The book is intended for postgraduate students as well as SLA researchers.

Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances Maria Garraffa, Maria Teresa Guasti, Theodoros Marinis, Gary Morgan, 2019-01-24

The language experience of children developing in linguistically diverse environments is subject to considerable variation both in terms of quantity and quality of language exposure. It is an open question how to investigate language exposure patterns and more important which factors are relevant for successful language learning. For example, children acquiring a minority language including a signed language are exposed to less variety of input than children acquiring a more global language. This is because they are living in a smaller linguistic community and with fewer occasions to use the language in everyday life. Despite this reduced input, most native signers are successful language learners. In contrast, native language competence is not always achieved in signing deaf children with hearing parents or those with cochlear implants learning a spoken language. A similar outcome but with very different reasons has also been reported for hearing children with language impairment. In these populations, acquisition of morphosyntactic aspects is developing atypically, ending with an incomplete linguistic repertoire. The circumstances of exposure during language development tend to differ in significant ways with respect to a large number of factors such as:

- i length, quality, and quantity of input
- ii social status and attitudes toward the language
- iii cognitive abilities required for language learning
- iv age of first exposure

Having early exposure to a range of different speakers is important in the acquisition of any language and may affect language proficiency. However, negative societal attitudes or a cognitive-based disadvantage may create an unfavourable learning environment that prevents language learning from surfacing typically. This situation inevitably generates a different type of exposure for the child and consequently different language competence. In this Research Topic, we intend to encourage the debate on social, linguistic, and cognitive factors at play for designing an effective environment for language acquisition, aiming at integrating linguistic variables coming from theoretical studies on language with environmental variables such as measures of language input or cognitive abilities on functions ancillary to language development.

Innovative Research and Practices in Second Language Acquisition and Bilingualism John W. Schwieter, 2013-08-15

This volume brings together theoretical perspectives and empirical studies in second language L2 acquisition and bilingualism and discusses their implications for L2 pedagogy. The book is organized into three sections that focus on prominent linguistic and cognitive theories and together provide a compelling set of state-of-the-art works. Part I consists of studies that give rise

to innovative applications for second language teaching and learning and Part II discusses how findings from cognitive research can inform practices for L2 teaching and learning Following these two sections Part III provides a summative commentary of the theories explored in the volume along with suggestions for future research directions The book is intended to act as a valuable reference for scholars applied linguists specialists in pedagogy language educators and anyone wishing to gain an overview of current issues in SLA and bilingualism

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