

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

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

Understanding Second Language Acquisition 2nd Edition Rod Ellis, 2015-10-26 In the 30 years since Rod Ellis first published the award winning Understanding Second Language Acquisition it has become a classic text This new fully updated edition continues to provide an authoritative and highly readable introduction to key areas of theory and research in second language acquisition Ellis presents a comprehensive overview of the different theories in this field and examines critical reactions to them The book reflects recent trends in looking at cognitive and social aspects of second language acquisition as well as examining the roles played by implicit and explicit instruction in language learning An excellent and much needed in depth review of the research on how children and literate adults learn a second language Ellis provides a sound knowledge base for language teachers and

beginning graduate students in applied linguistics focusing on relevant findings of research on second language learning by children and literate adults in both naturalistic and instructed contexts Elaine Tarone Director of the Center for Advanced Research on Language Acquisition University of Minnesota Additional online resources are available at www.oup.com/elt/teacher/understandingsla Rod Ellis is the Distinguished Professor of Applied Language Studies in the School of Cultures Languages and Linguistics in the University of Auckland Oxford Applied Linguistics Series Advisers Anne Burns and Diane Larsen Freeman

Cross-linguistic Influence in a Third Language Maying Adeline Va, 2010 *The Influence of Crosslinguistic, Semantic, and Input Factors on the Acquisition of English Phrasal Verbs* Kaj Sjöholm, 1995 A study investigated certain mechanisms underlying the acquisition of phrasal verbs in English as a Second Language Subjects were native Finnish and Swedish speaking students in Finland most aged 16-25 years The subjects were administered a multiple choice test with each item containing two correct alternatives a phrasal verb preferred by native speakers and a synonymous one part verb and two distractors Results show that both language groups tended to avoid or under use English phrasal verbs but Finns significantly more than Swedes in early stages of learning The choice pattern among Swedes also reflected a native language pattern It is argued that both these patterns are indirectly due to first language influence but also to the semantic properties of the phrasal and one part verbs The data also indicate that the difference in choice pattern found here between Swedes and Finns was evened out with learners who had received considerable natural language input and that these subjects also showed the most native like performance in English Contains 23 tables 20 figures and 310 references Author MSE

Third Or Additional Language Acquisition Gessica De Angelis, 2007 Examines the evidence available keeping two main questions in mind the first is whether multilinguals should be considered as learners and speakers in their own right and the second is how proficient in a non native language learners are supposed to be before they can begin to be classified as multilingual learners in empirical research

Morphological Decomposition in Arabic Mousa Qasem, 2010 Traditional theories of Semitic morphology hold that two abstract morphemic units the root E G k t b and the word pattern E G I aa are the basis for word formation E G kitaab book Previous lexical processing studies in Hebrew and Arabic have confirmed the independent morphemic status of these two units and the root in particular whose existence was disputed under word based theories To further this line of investigation the current study asks 1 Is root priming in Arabic caused by form and semantic overlap or is it independent of these two factors 2 Does the Arabic lexicon impose linearity constraints on the root consonants 3 Does higher proficiency in a second language English have any consequences for lexical organization and processing in the first language Arabic of bilingual speakers In addressing these research questions RQs a masked priming experiment was designed using a within target design To get at RQ1 the priming effects between same root word pairs with both decreased semantic and form overlap were compared to the priming between orthographic minimal pairs With respect to positional coding constraints RQ2 this study included transposed letter TL existing words RQ3 was investigated

by comparing lexical processing in native speakers of Arabic who are highly proficient in English to processing in near monolingual speakers of Arabic Results show that for near monolingual speakers of Arabic there were significant priming effects between same root words and no orthographic or tl priming effects In contrast native speakers of Arabic with high proficiency in English show numerical priming in the tl condition and no priming in the root condition The results of the monolinguals are consistent with the morpheme based decompositional view of Semitic morphology On the other hand the results of the bilinguals extend previous research on the effects of the second language on the first to the domain of lexical processing The implications of these results are discussed The dissertation citations contained here are published with the permission of ProQuest llc Further reproduction is prohibited without permission Copies of dissertations may be obtained by Telephone 800 1 800 521 0600 Web page <http://www.proquest.com/en/US/products/dissertations/individuals.shtml> **The Accessibility of Universal Grammar in Language Acquisition** Ahmed Abdullah M. Al-Banyan,1996 *Grammatical Markedness and Information Processing in the Acquisition of Arabic [as] a Second Language* Fethi Mansouri,2000

Annual Review of Applied Linguistics ,2005 *The Cross-linguistic Study of Bilingual Development* Guus Extra,Ludo Th Verhoeven,1994 Paperback In this volume recent studies on bilingual development will be presented Previous studies on bilingual development give no reason to believe that the process of language acquisition in bilinguals and monolinguals is different in its basic features The essential difference is that bilingual children are confronted with two sets of input and that they have the additional task of distinguishing the two language systems However the very complex process of learning to separate two different languages is still poorly understood It remains unclear what sort of operating principles children use while acquiring two languages at the same time It is also unclear under what conditions processes of language transfer and code mixing occur Moreover most of the studies that have been conducted so far were limited in their scope given the fact that the languages under consideration were highly related In the present volume the simultaneous or successi

Linguistics and Language Behavior Abstracts ,2008-02 **Australian Language & Literacy Matters** ,2004 Second Language Acquisition Susan M. Gass,Larry Selinker,1994 This book is a thorough revision of the highly successful text first published in 1994 The authors retain the multidisciplinary approach that presents research from linguistics sociology psychology and education in a format designed for use in an introductory course for undergraduate or graduate students The research is updated throughout and there are new sections and chapters in this second edition as well New chapters cover child language acquisition first and second Universal Grammar and instructed language learning new sections address issues such as what data analysis doesn t show replication of research findings interlanguage transfer multilingual acquisition and transfer the aspect hypothesis general nativism connectionist approaches and implicit explicit knowledge Major updates include nonlanguage influences and the lexicon The workbook *Second Language Learning Data Analysis Second Edition* makes an ideal accompaniment to the text Second Language Instruction/acquisition Abstracts ,1997 **The**

Acquisition of a Second Language Phonology Allan R. James, 1988 *Encyclopedia of Arabic Language and Linguistics*
C. H. M. Versteegh, Mushira Eid, Alaa Elgibali, Manfred Woidich, Andrzej Zaborski, 2005 A major new multi volume reference work the Encyclopedia of Arabic Language and Linguistics A unique collaboration of over hundreds of scholars from around the world the Encyclopedia of Arabic Language and Linguistics covers all relevant aspects of the study of Arabic and deals with all levels of the language pre Classical Arabic Classical Arabic Modern Standard Arabic Arabic vernaculars mixed varieties of Arabic

Whispering the Techniques of Language: An Psychological Quest through **Crosslinguistic Influence Of L1 Arabic In Acquiring**

In a digitally-driven earth wherever screens reign great and immediate connection drowns out the subtleties of language, the profound secrets and mental subtleties concealed within words usually move unheard. Yet, located within the pages of **Crosslinguistic Influence Of L1 Arabic In Acquiring** a charming fictional value sporting with natural emotions, lies an extraordinary quest waiting to be undertaken. Composed by a skilled wordsmith, that wonderful opus invites visitors on an introspective trip, gently unraveling the veiled truths and profound impact resonating within ab muscles fabric of each word. Within the emotional depths of the poignant review, we shall embark upon a genuine exploration of the book is core subjects, dissect their charming writing model, and succumb to the strong resonance it evokes deep within the recesses of readers hearts.

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