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These findings have aroused the researchers ' (Wang et al., 2005) interest in investigating whether there is cross-language and writing system transfer when one is learning to read Chinese and English, i.e. acquiring biliteracy. Background in the Literature

Language transfer - UK Essays

Based on the relevant theories of Language Transfer, Negative Language Transfer, and Error Analysis, in terms of global research, especially in China, the current review focuses on the errors caused by the negative language transfer, and chiefly tries to probe into the suggestions to avoid such negative transfer influences in English writing among Chinese learners.

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A Review of Negative Language Transfer Regarding the ...

Linear structural equation modeling was used to examine the types of intralingual (language-specific) and interlingual (language-transfer) processes over time. In addition, just how the patterns of bilingual development related to the children's later phonological awareness was examined.

Early bilingualism, language transfer, and phonological ...

We can transfer grammar, vocabulary, syntax, semantics, spelling, morphology, pronunciation, structure, and culture to the L2 language. This process of language transfer is also known as linguistic...

Language Transfer: Definition, Types & Effects - Video ...

Abstract First language (L1) transfer has been a key issue in the field of applied linguistics, second language acquisition (SLA), and language pedagogy for almost a century. Its importance,...

(PDF) First language transfer in second language writing ...

Early research in language transfer can be traced back to the 1940s and 1950s, during which the field of linguistics was heavily influenced by Behaviorism, which viewed learning simply as a habit formation process. Transfer from the native language was, thus, considered as a form of influence of L1 habits on L2 learning.

First language transfer in second language writing: An ...

Since Spanish, a Romance language like French and Italian, was the L2 for both groups of learners, the L2 transfer and Typological transfer variables were confounded in this case; a positive value was thus assigned to both macro- variables in our analysis.

A systematic review of transfer studies in third language ...

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Natural conversational speech is assessed in relation to four hypotheses relating to L1 transfer and language universals, and a multivariate regression analysis evaluates the relative strength of each factor. The new article system is not found to be identical to the L1 article system.

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Language Transfer

The data for this study consisted of a longitudinal corpus of narratives from 17 English second language (L2) children, mean age of 5;4 years at the outset,

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with first languages (L1s) that do not have definite/indefinite articles (Chinese, Korean and Japanese) and L1s that do have article systems (Spanish, Romanian and Arabic).

The acquisition of articles in child second language ...

Language transfer is the application of linguistic features from one language to another by a bilingual or multilingual speaker. Language transfer may occur across both languages in the acquisition of a simultaneous bilingual, from a mature speaker's first language to a second language they are acquiring, or from an L2 back to the L1. Language transfer is most commonly discussed in the context of English language learning and teaching, but it can occur in any situation when someone does not have

Language transfer - Wikipedia

Abstract. In this article second language (L2) knowledge of Dutch grammatical gender is investigated. Adult speakers of German, English and a Romance language (French, Italian or Spanish) were investigated to explore the role of transfer in learning the Dutch grammatical gender system. In the first language (L1) systems, German is the most similar to Dutch coming from a historically similar system.

Transfer effects in learning a second language grammatical ...

This article takes an account of language transfer and cross-linguistic studies. Its relativism, universalism, and the native language are the focal point. Language transfer, or cross-linguistic influence, has long been a topic that many in applied linguistics have pondered, even though some have doubted its importance.

Language Transfer and Cross Linguistic Studies: Relativism ...

ISBN 9789027281784 | EUR 99.00/33.00*. | USD 149.00/49.95*. The study of native language influence in Second Language Acquisition has undergone significant changes over the past few decades. This book, which includes 12 chapters by distinguished researchers in the field of second language acquisition, traces the conceptual history of language transfer from its early role within a Contrastive Analysis framework to its current position within Universal Grammar.

Language Transfer in Language Learning: Revised edition ...

The work is clearly part of a larger study, chopped up to make as many articles as possible. 7. It's incomprehensible. The language, structure, or figures are so poor that the merit can't be assessed. Have a native English speaker read the paper. Even if you ARE a native English speaker. Need help? We offer language services. 8. It's boring.

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Linguistic structure with processing in second language research: Is a ' unified theory ' possible? Article. Full-text available. ... Frans Gregersen early language transfer experimental thought ...

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Larry SELINKER | New York University, NY | NYU ...

Language transfer is a complex phenomenon resulting from interaction between learners' prior linguistic knowledge, the target-language input they encounter, and their cognitive processes. Language transfer is not always from the learner's native language; it can also be from a second language, or a third.

Second-language acquisition - Wikipedia

Computer Speech & Language publishes reports of original research related to the recognition, understanding, production, coding and mining of speech and language. The speech and language sciences have a long history, but it is only relatively recently that large-scale implementation of and experimentation with complex models of speech and language processing has become feasible.

This volume contains a selection of papers analyzing language transfer, a phenomenon which results from language contact in bilingual and multilingual language acquisition and learning contexts. The main focus of the volume is on the lexical aspects of language transfer.

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Terence Odlin reconsiders a question that many language teachers and educational researchers have addressed: how much influence can a learner's native language have in making the acquisition of a new language easy or difficult? Transfer has long been a controversial issue, but many recent studies support the view that cross-linguistic influences can have an important impact on second language acquisition. Odlin analyzes and interprets research showing many

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ways in which similarities and differences between languages can influence the acquisition of grammar, vocabulary, and pronunciation. In addition he provides a detailed look at work on other areas important for the study of transfer including discourse, individual variation, and sociolinguistic factors. Language teachers, applied linguists, and educational researchers will find this volume highly accessible and extremely valuable to their work.

This state-of-the-art volume provides an interdisciplinary overview of current topics and research foci in the areas of linguistic diversity and migration-induced multilingualism and aims to lay the foundations for interdisciplinary work and the development of a common methodological framework for the field. Linguistic diversity and migration-induced multilingualism are complex, multi-faceted phenomena that need to be studied from different, complementary perspectives. The volume comprises a total of fourteen contributions from linguistic, educationist, and urban sociological perspectives and highlights the areas of language acquisition, contact and change, multilingual identities, urban spaces, and education. Linguistic diversity can be framed as a result of current processes of migration and globalization. As such the topic of the present volume addresses both a general audience interested in migration and globalization on a more general level, and a more specialized audience interested in the linguistic repercussions of these large-scale societal developments.

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This book deals with the phenomenon of third language (L3) acquisition. As a research field, L3 acquisition is established as a branch of multilingualism that is concerned with how multilinguals learn additional languages and the role that their multilingual background plays in the process of language learning. The volume points out some current directions in this particular research area with a number of studies that reveal the complexity of multilingual language learning and its typical variation and dynamics. The eight studies gathered in the book represent a wide range of theoretical positions and offer empirical evidence from learners belonging to different age groups, and with varying levels of proficiency in the target language, as well as in other non-native languages belonging to the learner's repertoire. Diverse linguistic phenomena and language combinations are viewed from a perspective where all previously acquired languages have a potential role to play in the process of learning a new language. In the six empirical studies, contexts of language learning in school or at university level constitute the main outlet for data collection. These studies involve several language backgrounds and language combinations and focus on various linguistic features. The specific target languages in the empirical studies are English, French and Italian. The volume also includes two theoretical chapters. The first one conceptualizes and describes the different types of multilingual language learning investigated in the volume: i) third or additional language learning by learners who are bilinguals from an early age, and ii) third or additional language learning by people who have previous experience of one or more non-native languages learned after the critical period. In particular, issues related to the roles played by age and proficiency in multilingual acquisition are discussed. The other theoretical chapter conceptualizes the grammatical category of aspect, reviewing previous studies on second and third language acquisition of aspect. Different models for L3 learning and their relevance and implications for representations of

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aspect and for potential differences in the processing of second and third language acquisition are also examined in this chapter. As a whole, the book presents current research into third or additional language learning by young learners or adults, considering some of the most important factors for the complex process of multilingual language learning: the age of onset of the additional language and that of previously acquired languages, social and affective factors, instruction, language proficiency and literacy, the typology of the background languages and the role they play in shaping syntax, lexicon, and other components of a L3. The idea for this book emanates from the symposium Multilingualism, language proficiency and age, organized by Camilla Bardel and Laura Sánchez at Stockholm University, Department of Language Education, in December 2016.

When people attempt to learn a new language, the language(s) 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.

Provides a comprehensive overview of third language acquisition (additive multilingualism) in adulthood, an increasingly important subfield of language acquisition.

In the context of increasingly multilingual global educational settings, this book provides a timely exploration of the phenomenon of cross-linguistic transfer of writing strategies (in particular, transfer from the foreign language to the first language) and presents a compelling case for a multilingual approach to writing pedagogy. The book presents evidence from a classroom-based intervention study conducted in a secondary school in England on cross-linguistic strategy transfer. It suggests that even beginner or low proficiency foreign language learners can develop effective skills and strategies in the foreign language classroom which can also positively influence writing in other languages, including their first language. This book ultimately encourages more joined-up, cross-curricular, cross-linguistic thinking related to language in schools by exploring the potential for collaboration between languages teachers.

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