

Second Language Acquisition

Summer Semester 2019

Campus 1/208

Fridays 11.30-1300

Prue Goredema, MBS

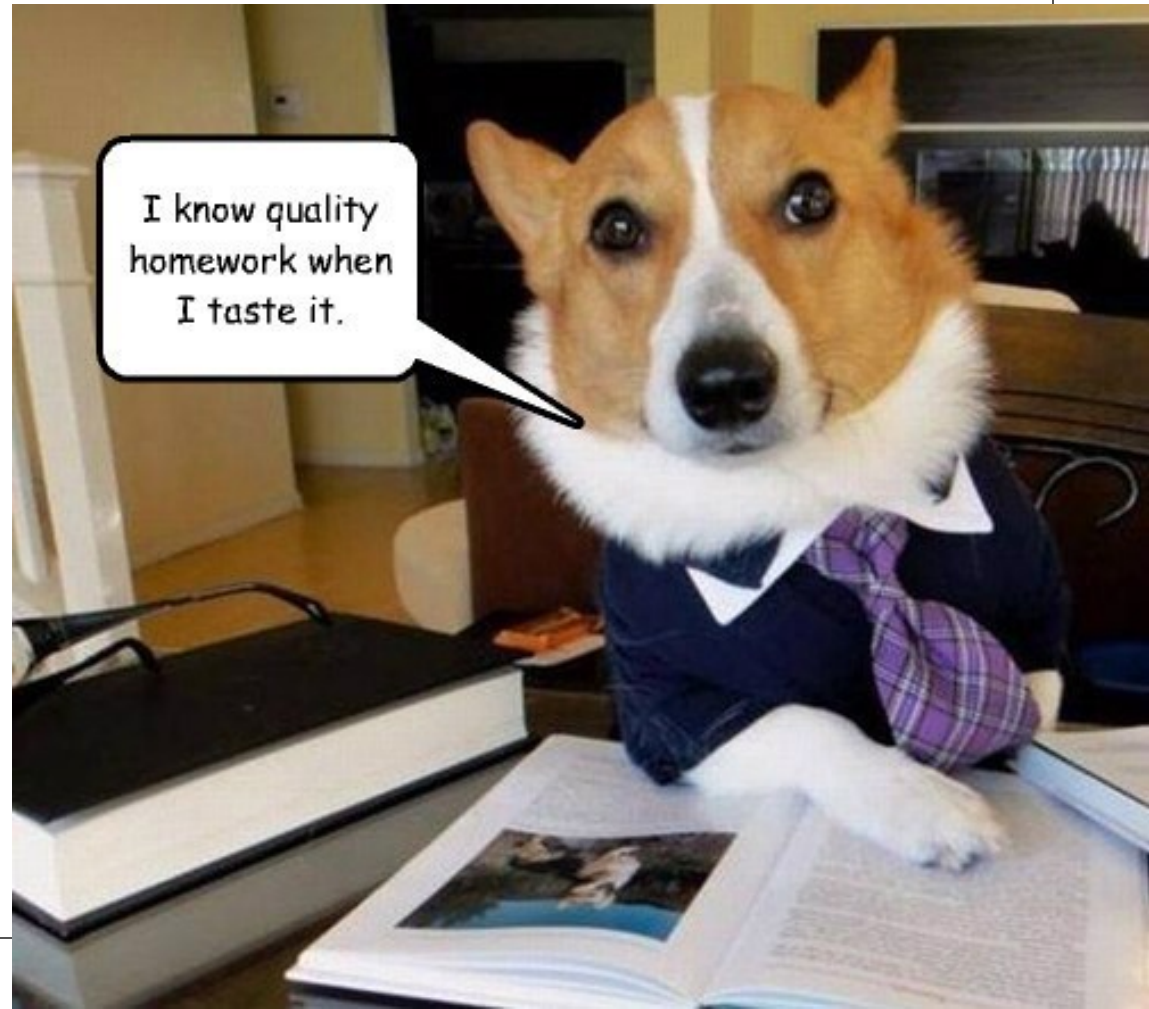
Week Thirteen

- ◉ Homework review
- ◉ Sociolinguistics
- ◉ John Schumann's pivotal study
- ◉ Pidginisation
- ◉ Acculturation



Please hand in your homework!

- Exam: Knowledge, comprehension, application, analysis, evaluation



John Schumann's Acculturation Model

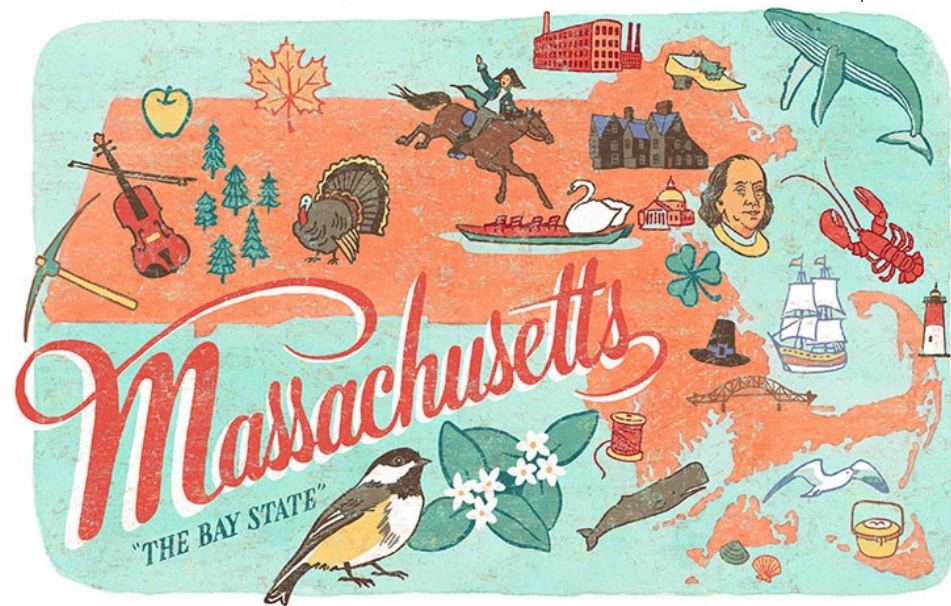
- John Schumann, UCLA
- Cohort: Six native speakers of Spanish: 2 kids, 2 teens, 2 adults
- Ten months: SLA without explicit instruction
- Research questions pertained to order of acquisition of specific structures
- **Recap: Which comes first?**

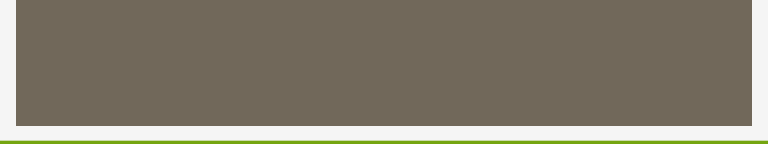
Third person s

Present progressive -ing

Irregular

- Such a study should not consider generalities.
- **Schumann focused on question formation and negation**
- **How do we form questions in English?**
- **What are the rules for negation?**



- 
- After ten months, one participant, Alberto, had hardly made any progress
 - **Why do you suppose this individual made little progress in his acquisition of English?**

Alberto

- Low intelligence? Standardised IQ test conducted → Intelligence not the issue
- Age? Perhaps, but other adult was managing just fine; besides, we know that adults can acquire a language – albeit not as swiftly as pre-pubescent youth

Alberto

- Costa Rican, aged 33
- Worked around the clock, no language lessons
- Little interaction outside his social group
- No interest in getting a TV



Pidginisation

- Alberto was not progressing towards target language competence.
- Schumann observed that Alberto's errors were not random.
- He concluded that Alberto's **interlanguage** was akin to **Pidgin English**.
- **What is a pidgin language?**



Pidgin

Pigeon →



- Language initially developed on the fly by groups of people who do not share a common language
- AKA contact language
- Has no native speakers
- Typically based on a dominant language (**SUPERSTRATE**) and at least two lessor languages (**SUBSTRATES**)



Pidgin

Pigeon →



1. Chalapalapa

2. Fanagalo

3. Tok Pisin in
Papua New
Guinea

4. Hawaiian
Pidgin English

5. Chinook
Jargon/Wawa

6. West African
Pidgin English

9. Bamboo
Pidgin - Korea

8. Amerindian
Pidgins

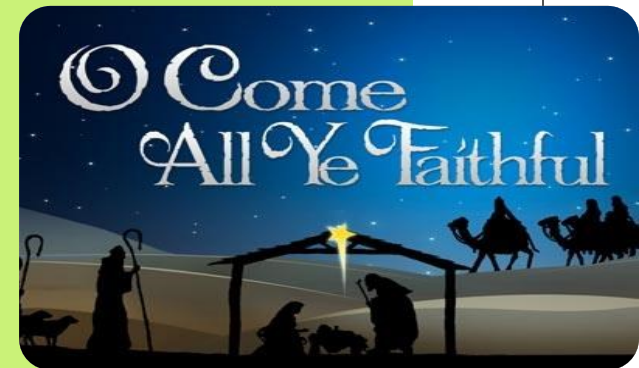
7. Chinese
Pidgin English

Properties of pidgins I

- Limited vocabulary
- [Paradigmatic univocity (!!!)]
- Few stylistic options
- Little syntactic complexity
- Elimination of redundant features
- Functions: mostly instrumental, regulatory, personal, interactional
- “Instant pidgin” phenomenon

Properties of pidgins II

- 1. Word order fixed (+/-)
 - cf. Frau X kommt morgen./ Morgen kommt Frau X.
- 2. Fewer irregular verbs
 - Run ~~ran~~ ran; Teach ~~taught~~
- 3. Fewer irregular plurals
 - Hoof ~~hooves~~;
 - Woman ~~women~~
- 4. Revival or reinvention of old forms
 - e.g. Cape Town *yous*; cf. German *ihr*



Quick question

- Why is it that pidgins formed from vastly different superstrates and substrates should display similar properties?

Why pidgins tend to share similar properties

- Nativists argue: properties of pidgins = **evidence for universal grammar**.
- When language is stripped of its niceties, the bare bones are similar, **regardless of the outer parametric settings** we see in 'ordinary' languages.
- cf. 'pidgin' used on slides!



Properties of pidgins III

- 5. Pronominal system reduced



- 6. Few inflections for number

- 7. Fewer inflections for case.

- No understand
- ~~I don't understand~~
- No want stay here
- ~~I don't want to stay here~~

- Two girl stand there.

- Me like me short hair.
- ~~I like my short hair.~~

Properties of pidgins IV

- 8. Dropped articles
 - ◉ ~~The man understands.~~
 - ◉ Man understand.
- 9. Absence of copula because...
 - ◉ ~~I am happy.~~
 - ◉ I happy.
- 10. Few inflections for tense i.e. tense marked externally
 - ◉ ~~I was happy yesterday.~~
 - ◉ I happy yesterday.
 - ◉ ~~I will study next week.~~
 - ◉ I study next week.
 - ◉ ~~I will walk tomorrow.~~
 - ◉ I walk tomorrow.

Properties of pidgins V

- 11. Analytic constructions used to mark possessive
 - ~~My friend's sister~~
 - Sister of me friend

Quick comparison

◉ TOK PISIN

- ◉ Gras
- ◉ Mausgras
- ◉ Gras bilong fes
- ◉ Gras bilong hed
- ◉ Gras bilong pisin
- ◉ Han
- ◉ Han bilong diwai
- ◉ Han bilong pisin

◉ ENGLISH

- ◉ Grass
- ◉ Moustache
- ◉ Beard
- ◉ Hair
- ◉ Feather
- ◉ Hand/ arm
- ◉ Branch of a tree
- ◉ Wing of a bird



Reduced lexicon

- ◉ Whereas in an 'ordinary' language a speaker may have 30 000 words or more, the number of lexical items in a pidgin may be as little as 1500.
- ◉ Nevertheless...



○ What is a Creole?



Creole (FYI)

Kreyòl:
Haitian
Creole

Guadeloupe
Creole

English (?)

Anglo-
Romani
in UK

Caribbean
Creole

- **Creole** → Prolonged contact; slavery lasted generations etc
- When the children of pidgin speakers speak the pidgin as a first language, it stabilises, develops complexity
- Pidgins are unstable; forever in flux as substrates are added and removed.
- **What are substrates, again?**

Back to Alberto

- ◉ Whilst Pidgins are historically restricted to major trade centres, Schumann discovered that pidginisation can take place under other conditions.
- ◉ **Social alienation** impacts SLA.
- ◉ **Psychological distance** impacts SLA.
- ◉ What are your experiences abroad?



Alberto

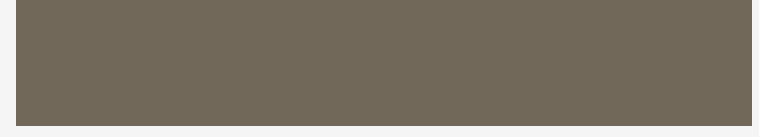
- Alberto's **interlanguage** had **fossilised** in a **pidgin** state.
- Pidginisation may be a universal first stage in second language acquisition.

Alberto

- Schumann concluded: “The speech of the L2 learner will be restricted to the communication function if the learner is socially and / or psychologically distant from the speakers of the target language”

Schumann (1978)

- **Psychological distance** → affective factors (c.f. Krashen's fifth hypothesis) culture shock, motivation, general disposition → An individual phenomenon
- **Social distance** → A group phenomenon
- **Acculturation Theory:** "The degree to which a learner acculturates to the target language group will control the degree to which s/he acquires the language"

- 
- When the **social distance** is great, the learner **will receive very little L2 input**.
 - When the **psychological distance** is great, the learner **will fail to convert available input into intake**.
 - Please read the Unit 5 reading (available via Ebsco) – it explains this in pleasing detail.

The Heidelberg Project

- Forty-eight Italians and Spaniards in Germany
- Social proximity and input from a native speaker

(1984)



Lybeck

- Lybeck (2002) modified Schumann's model

Eliminated the distinction between social and psychological distance
"consolidating them into one group of social-affective variables that affect what can be labeled as cultural distance" (p. 175).

Lybeck



- Lybeck studied acculturation in **nine Americans living in Norway**. The research questions included:
- **What acculturation patterns do the Americans display?**
- **How native-like is their Norwegian pronunciation across 6-month intervals?**
- **Do acculturation patterns correlate with acquisition of L2 pronunciation?**

Acculturation


- Data included:
 - Semi-structured interviews (on informants' social networks and their opinions about Norwegians more generally) over 6 months
 - Pronunciation data, and use of American / r /, target language phonemes



Quantitative?
Qualitative?

Acculturation

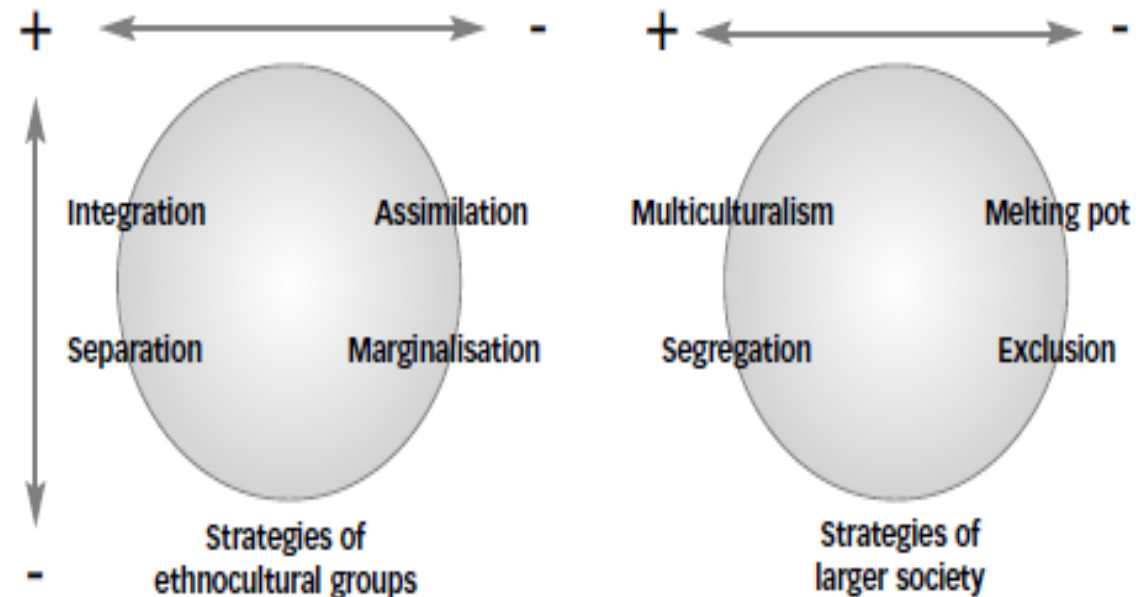
Lybeck argued that “**acculturation is a two-way street[:]** the social behaviors of the target culture will be just as influential as those of the learner group” (p. 175).

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- ◉ Age → (c.f. CPH)
 - ◉ Sex → Women using prestige speech styles
 - ◉ Social group → Labov New York R
 - ◉ Aptitude → Natural IQ is a factor
 - ◉ Learning strategies
 - ◉ Motivation → **What types do you know?**
 - ◉ Personality

Berry, J. W. (2008). Acculturation and Adaptation of Immigrant Youth. *Canadian Diversity / Canadian Diversité*, 6(2), 50-53

Issue 1 : Maintenance of heritage culture and identity

Issue 2 : Relationship sought amongst groups





Strengths

- ◉ Studies have revealed much about natural language grammar – the fundamentals of human language
- ◉ Creolisation sheds light on diachronic matters – how languages become elaborate
- ◉ Addresses contemporary problems and opportunities

Shortcomings

- The notion of acculturation difficult to define; Success difficult to measure
- Borderline between interlanguage in flux and pidgin grey

Applications

- Lets teachers and learners know that “broken English” may be a mere phase → Lets teachers understand why learners come up with certain utterances
- Teachers should make target culture accessible to students (videos, TV shows, age appropriate materials; mediation; exchange trips)

Further reading

- Both set books (see reserve shelf)
- Lybeck, K. (2002). Cultural Identification and Second Language Pronunciation of Americans in Norway. *The Modern language Journal*. 86.(2) 174-191
- Romaine, Suzanne. *Pidgin & Creole Languages*

Reading: Nichols, H. (1992). *Language Awareness and Second Language development*. In James, C & Garret, D. ***Language Awareness in the Classroom***. London: Longman

Next week:
Advanced
language

Goodbye

