<u>Lecture 2</u>   **SLA** *Second Language Acquisition*

Second language acquisition, referred to as SLA, is a field of research that investigates how people reach proficiency in a language which is ***not*** their mother tongue. In principle, SLA is not concerned with children acquiring two languages simultaneously (early / infant bilingualism).

In the case of SLA, learners are subject to an influence of L1, and thus all L2 learners have a systematic *interlanguage* (IL) grammar.

L1 ⟶ (**IL**) ⟶ **L2**

>.........C o n t i n u u m.........>

Interlanguage is influenced by both L1 and L2, so features of each can be found in the learner's L2 development which often results in error occurrences such as:

e.g. 'have' > [æv] < French learner of English

'have' > [hæf] <German learner of English

Errors may occur at all linguistics levels:

- Phonology: some result from lack of phonemes in L1 or other specific phenomena

<u>Examples</u>:

Lack of /ð/ in French > 'there' realized [**z**eə]

Lack of /p/ in Arabic> 'problem' pronounced [**b**rɒbləm]

Lack of initial consonant cluster in Spanish >'speak' [*e*spi:k]

- other errors result from morphological differences in L1 vs. L2, as in:

'He eated two apples.' ; 'My foots hurt.' ; 'My father works hardly.' (meaning 'hard').

- Syntax: 'He drinks *always* tea.' (Fr);   Here's the book you told me about ***it***.' (Ar)

- Semantic: 'My wife is embarrassed.' (Sp. 'embarazada' meaning 'pregnant'.

IL grammar is characterized by a dual nature , i.e., two types of errors:

Transfer errors (from L1)	**Developmental errors** (same sort of errors made by L1 speakers, children while acquiring their mother tongue)

- *Find more examples and comment.*