

The Impact of Cross-linguistic Influences on L2 Development of an Urdu Speaking Language Informant

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A Brief Roadmap of the Study

- Analyzed the distinctive language features of the informant
- Identified the error patterns
- Analyzed the error patterns
- Looked for possible sources of influence
- Explained possible influential factors in relation to relevant linguistic approaches



Cross-linguistic Influence

Cross-linguistic influence refers to the impact of a learner's first language (L1) on the acquisition and use of a second language (L2).

Cross Linguistic influences can

- 1) result in language transfer
 - 2) influence the formation and development of the learner's interlanguage
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Interlanguage

Interlanguage refers to the linguistic system that learners create as they attempt to acquire a second language (L2). It is viewed as an intermediate stage between the learner's native language (L1) and the target language (TL). (Selinker, 1972)

"A term for the language produced by a learner that differs in systematic ways from that of a native speaker" (Hummel, 2014, p.69).

Interlanguage is characterized by systematic errors and simplifications.

Overgeneralization

The use of a rule or structure in contexts not only where it is appropriate but also where it is not appropriate.

Example: putting -s and -es almost after all verbs regardless of the person of the subject, the verb follows .

I loves.

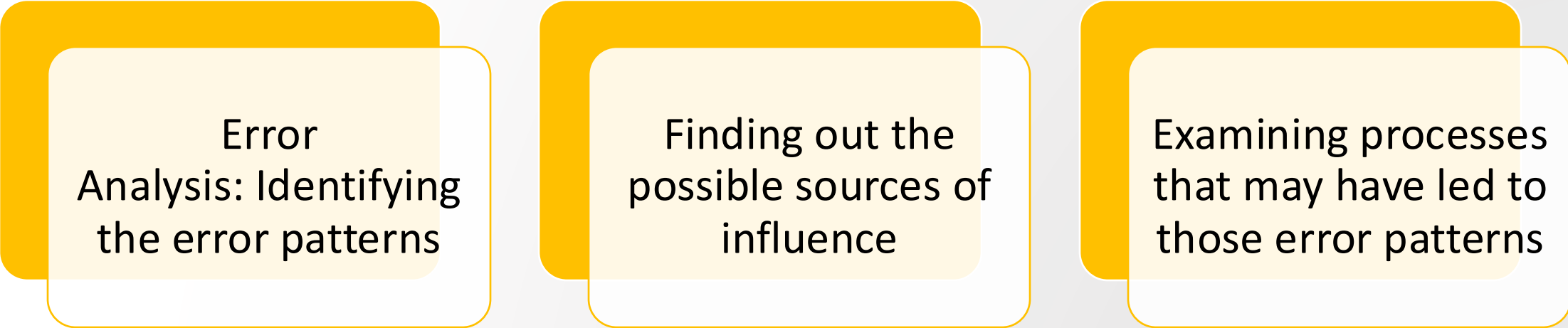
we goes.

Simplification

"Simplification is a process that language learners use when trying to convey a message with little language" (Ortega, 2011, p.116).

Example: Learner's avoiding complex sentences and preferring simple sentences over complex are examples of simplification.

Method

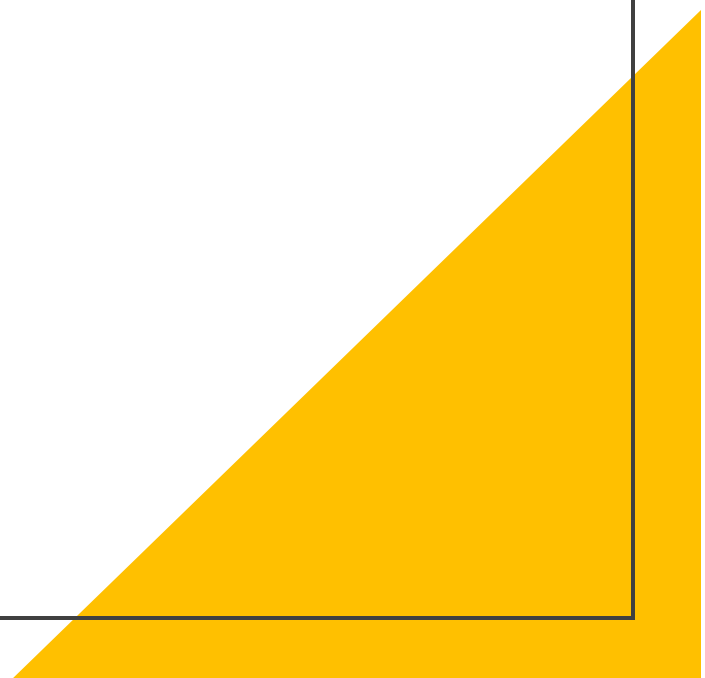


Error
Analysis: Identifying
the error patterns

Finding out the
possible sources of
influence

Examining processes
that may have led to
those error patterns

Participant

- L1 Urdu
 - 37 years old Male participant (during the time of data collection he was 37)
 - Had been staying in the US for 5 years
 - Moved to the US in order to avoid religious persecution
 - Resided in a bilingual community of English and Urdu speakers
 - Wife served as primary communicator, reducing the need for English
 - Listening and writing skills are stronger than reading, speaking and grammar.
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- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.



Context of Learning

- Exposed to British English at the age of 6 in an EFL context and Studied English for 10 years
 - Did not put any effort in maintaining his English language skills
 - Consciously started learning and using English after his wife died.
 - During the time of data collection, he was learning English in ESL context.
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Motivation and Investment

**From childhood until his wife
passed by**

Not very much motivated
Not much investment

After his wife passed by

Extrinsically motivated and
invested

Prompts for Data Collection

Spoken Data (Topic prompt +picture prompt)

Tell me about your hometown

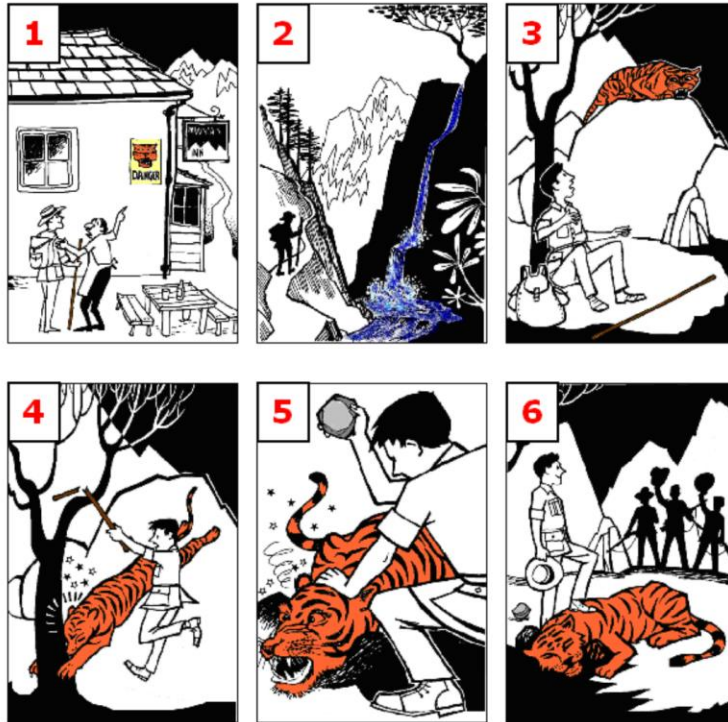
Picture Prompt (Bicycle and Tiger)

Written Data (Topic Prompt)

Write about your hometown

Picture Prompts

Tiger (Heaton 1966)



Bicycle (Heaton 1966)



Error Pattern #1

Data Type	Prompt	Language sample (AS-Unit)
Speech	Hometown	more than 24 million (people are are) people are live there:
Speech	Tiger	and one person is go to different directions



Data Type	Prompt	Language sample (AS-Unit)
Speech	Car & Bicycle	and he saw a car is coming in the same direction
Speech	Tiger	some people are planning to go somewhere

Observations: Simplification

- The error patterns do not indicate any direct transfer from L1
- The language informant has a declarative knowledge of progressive forms.
- Possible Source of Influence: Simplification

Error Pattern #2

Data Type	Prompt	Language sample (AS-Unit)
Speech	Hometown	so (um): (mean a) (I) I know the peoples and language
Speech	Hometown	so: there is a many (mean a) job opportunities industrial areas and: beautiful weather and (mean a) peoples:
Speech	Tiger	at least he get out from jungles and see: their fellows

Data Type	Prompt	Language sample (AS-Unit)
Speech	Hometown	so: there is a many (mean a) job opportunities industrial areas and: beautiful weather and (mean a) peoples:
Speech	Tiger	at least he get out from jungles and see: their fellows
Speech	Car & Bicycle	but when he go (some miles) in a few miles: they attack by: honeybees

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Possible Source of Influence

Overgeneralization



Findings

- No strong evidence of direct transfer (positive or negative) from L1
 - Prevalence of interlanguage processes: Simplification and Overgeneralization
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Describing His Language Behavior from Two Different Linguistic Approaches

Motivation

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graph LR; A[Motivation] --- B[ ]; B --- C[Sociocultural theory]; C --- D[ ]
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The diagram consists of two horizontal rectangular boxes, one blue and one green, stacked vertically. Each box has a thin line extending from its right side, which then turns 90 degrees downward and continues as a thin line to the right, forming a bracket-like structure. The blue box is labeled 'Motivation' and the green box is labeled 'Sociocultural theory'. A large yellow triangle is located in the bottom right corner of the slide.

Sociocultural theory



Motivation

- Learner's lack of motivation and investment in English language learning
 - Minimal effort in maintaining language skills despite 10 years of prior study
 - Lack of progress in language proficiency despite being in an English-speaking country for 5 years
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Sociocultural Theory

- Social interaction in L2 development is crucial (Hummel, 2014)
- Language informant's lack of social interaction or learning opportunities
- Limited exposure to English-speaking community, hindering language acquisition
- Lack of input and feedback critical for language learning (Hummel, 2014)



Conclusion

- The informant's language behavior is influenced by his interlanguage.
 - The cross-linguistic influence played a significant role in shaping his interlanguage.
 - Lack of motivation, investment and lack in social interaction are primary reasoning that impacted his L2 development.
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Limitations

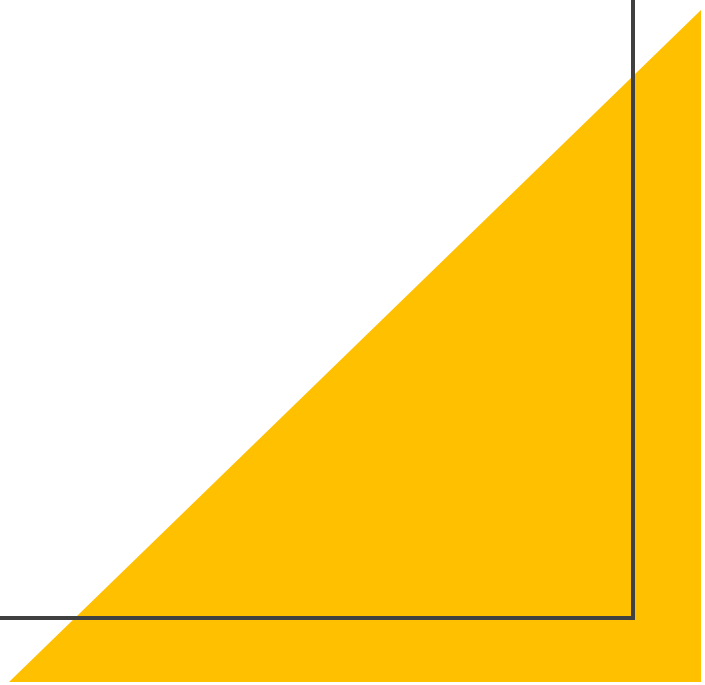
- Limited number of participants
 - Limited data samples
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Thank You!



Questions?



References

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