HOW SECOND LANGUAGES ARE LEARNED

An Introduction ROGER HAWKINS

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025. India

79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108475037

DOI: 10.1017/9781108565875

© Roger Hawkins 2019

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2019

Printed in the United Kingdom by TJ International Ltd. Padstow Cornwall

A catalogue record for this publication is available from the British Library.

Library of Congress Cataloging-in-Publication Data

Names: Hawkins, Roger (Roger D.), author.

Title: How second languages are learned: an introduction / Roger Hawkins.

Description: Cambridge, United Kingdom; New York, NY: Cambridge University

Press, 2019. | Includes bibliographical references and index.

Identifiers: LCCN 2018022951 | ISBN 9781108475037

Subjects: LCSH: Second language acquisition.

Classification: LCC P118.2 .H3658 2019 | DDC 418.0071-dc23

LC record available at https://lccn.loc.gov/2018022951

ISBN 978-1-108-47503-7 Hardback ISBN 978-1-108-46843-5 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

CONTENTS

List of Figures xii

	List of Tables xiii Preface xvii Acknowledgements xix
1.	Second Language Learning: the Nature of the Task 1
	1.1 Can Anyone Learn a Second (Third, Fourth,) Language? 11.2 Cracking the Code: the Segmentation Problem 3
	1.3 Matching Form and Meaning: the Categorisation Problem 6
	1.4 Identifying Possible and Impossible Word Combinations: the Syntax Problem 8
	1.5 Working Out the Meaning of Word Combinations: the Semantics Problem 9
	 1.6 Identifying the Relevance of Extra-Sentential Information – the Context Problem 12 1.6.1 The Discourse Problem 12 1.6.2 The Sociolinguistic Variation Problem 14
	1.7 A Note on L2 versus L3, L4 Learning 15
	1.8 Is Learning an L2 Good for You? 16
	1.9 Concluding Remarks 19
	Activities 20
	Further Reading 22
2.	How Words and their Parts are Learned 24
	2.1 Associating L2 Forms with Uniquely Identifiable Meanings 24
	2.2 Persistence of the Connections between L2 Forms and L1 Words 27
	2.3 The Organisation of L2 Form-Meaning Pairs in a 'Mental Lexicon' 28
	2.3.1 Organisation of Words in the L1 Mental Lexicon 28 2.3.2 Organisation of Words in the L2 Mental Lexicon 30
	2.4 Associating L2 Forms with Meaning-Modifying Functions 33
	2.5 Associating L2 Forms with Dependency-Marking Functions 35
	2.6 Development of Knowledge of L2 Verb Forms 36

	Activities 44
	Further Reading 48
3.	Exploring the L2 Learning of English Verb Forms 49
	3.1 The Structure of Words 50
	3.1.1 The Minimal Meaningful Unit is the Morpheme, not the Word 50
	3.1.2 Reconsidering the Storage of 'Words' in the Mental Lexicon 51
	3.2 The Non-Target Use of English Verb Forms by L2 Learners: the
	Problem Restated 53
	3.2.1 Apparent, but Not Real, Optionality 53
	3.2.2 A 'Miscategorisation of Verb Forms' Account of
	Optionality 54
	3.2.3 A 'Limitation in Language Processing Capacity' Account of
	Optionality 56
	3.2.4 A 'Morphological Deficit' Account of Optionality 58
	3.2.5 A 'Feature Re-Assembly Over Time' Account of
	Optionality 59
	3.3 Which of the Five Accounts of L2 Learners' Use of English Verb
	Forms is Correct? 63
	3.4 Concluding Remarks 66
	Activities 66
	Further Reading 69
4.	How Sentence Structure is Learned 70
4.	4.1 The Form of L2 Speakers' Early Utterances 70
	4.2 The Phrase Structure of Early L2 Utterances 73
	4.3 Development of L2 Learners' Knowledge of Sentential
	Negation 79
	4.4 The L2 Acquisition of Constructions that Involve Movement 81
	4.4.1 Movement of T and V 81
	4.4.2 The L2 Acquisition of T and V Movement in French and
	English 85
	4.5 The Influence of Already-Acquired Languages on the Acquisition of
	Movement 88
	4.5.1 Verb Movement to C 88
	4.5.2 DP Movement in Information Questions 91
	4.6 L1 Influence and Input in the Acquisition of Movement Properties
	in an L2 93
	4.6.1 The Effect of Input on L2 Speakers' Knowledge of Lexical Verb
	Movement 94
	4.6.2 The Effect of Input on L2 Speakers' Treatment of Movement in
	Relative Clauses 95

2.7 Persistent Non-Target Use of English Verb Forms and the Role of

the L1 41

2.8 Concluding Remarks 43

	4.7.1 Gender Agreement 100 4.7.2 Licensing Agreement 105 4.8 Concluding Remarks 107 Activities 109 Further Reading 112
5.	 Second Language Learning and Universal Grammar 113 5.1 What is Universal Grammar? 113 5.2 The Content of UG: Categories, Features, Rules, Principles and Parameters 118 5.3 Universal Grammar and Second Language Learning 124 5.4 Concluding Remarks 130 Activities 131 Further Reading 135
6.	How Phrasal and Sentential Meaning are Learned 137 6.1 Semantic Ambiguity 137 6.2 Knowledge of Meaning that Derives from Universal Grammar 138 6.2.1 L2 Knowledge of Meaning Differences Associated with Quantifier Scope 138 6.2.2 L2 Knowledge of the Interpretation of Anaphors 141 6.3 Knowledge of Meaning that Derives from Input 144 6.4 L1 influence on the Acquisition of Phrasal and Sentential Meaning 151 6.5 Concluding Remarks 156 Activities 156 Further Reading 160
7.	 How Sound Systems are Learned 161 7.1 Sounding Like a Native (or Not) 161 7.2 Segments 162 7.2.1 Identifying and Learning Phones and Phonemes 163 7.2.2 Learning L2 Sounds at the Sub-Phoneme Level 165 7.2.3 Learning that a Sub-Phonemic Contrast in the L1 is Phonemic in the L2 166 7.2.4 Learning New Phonemes in the L2 168 7.2.5 Learning a Phonemic Contrast in the L2 that Conflates onto a Single Phoneme in the L1 171 7.3 Syllables 173 7.3.1 Syllable Structure Differences between Languages and their Effect on Pronunciation 173 7.3.2 A Syllable-Based Account of L2 Optionality 176 7.4 Prosody 179 7.5 Concluding Remarks 184 Activities 185 Further Reading 188 Appendix: A Brief Description of How Linguistic Sounds are Produced 188

4.7 L2 Learning of Agreement