

## The study of second and third language learning in the Scandinavian context

### **Course description**

*The course offers an introduction to second and third language learning in the Scandinavian context.*

*Focus will be on the grammatical development of second and third languages both from a descriptive and a theoretical point of view. Factors that are commonly considered to influence that development, e.g., the structural similarity between source and target language or individual factors, such as the effects of the age of acquisition will be discussed.*

*Traditionally, in second language acquisition research, no particular interest has been shown for the role of other background languages than the learners' mother tongue or first language (L1). Recently, the study of the L3 has developed into a rapidly growing field and the potential influence of previously acquired or learned languages in the initial stages is currently hotly debated. What drives and conditions L3 development is also a matter in focus.*

*The following issues will be covered*

- Theoretical foundations of L2 and L3 research*
- The relationship between multi- and bilingualism, L2, L3 and additional language learning*
- Generative approaches to L2 and L3 acquisition*
- Neurolinguistics in L2 and L3 learning*
- Multilingualism, second and third language learning in the Scandinavian context: educational situation and research profiles: L2 and L3 studies where Scandinavian languages are involved either as background or as target language*

## Seminars (reading)

1. 24 sep kl 10-12:  
Introduction to SLA (Abutalebi & Green 2007, Mayberry & Kluender 2017, Norrman & Bylund 2016, Saville-Troike 2013) SS
2. 24 sep kl 14-16  
UG in SLA (Vainikka & Young-Scholten 1996, Schwartz & Sprouse 1996, Bernardini & Schlyter 2004) CB  
Processability theory (Glahn et al. 2001, Pienemann & Håkansson 1999, Schönström 2014) SS
3. 25 sep kl 10-12  
Introduction to multilingualism and L3 studies (Williams & Hammarberg 1998, Hammarberg 2010, Falk & Bardel 2010) CB
4. 25 sep kl 14-16  
L3 syntax (Bardel & Falk 2007, Flynn et al. 2004, Grey et al. 2017, Rothman 2015, Slabakova 2017, Westergaard et al 2017) CB
5. 26 sep kl 10-12  
V2 in L2 and L3 (Bohnacker 2006, Håkansson et al 2002, Andersson et al. 2018, Sayehli 2013, Westergaard et al. 2017) SS
6. 26 sep kl 14-16 CB/SS  
Discussion and conclusion, information about examination.

## Examination

1. During the course the student is supposed to think about themes of discussion for and hand in a question on day 2 to be discussed during the last seminar
2. Students who take the course for credits should hand in an essay about one of the questions after the course.

## Literature

- Abutalebi, J., & Green, D. (2007). Bilingual language production: The neurocognition of language representation and control. *Journal of Neurolinguistics*, 20, 242–275.
- Andersson, A., Sayehli, S., & Gullberg, M. (2018). Language background affects online word order processing in a second language but not offline. *Bilingualism*, 1-24. doi:10.1017/S1366728918000573
- Bardel, C., & Falk, Y. (2007). The role of the second language in third language acquisition: the case of Germanic syntax. *Second Language Research*, 23(4), 459-484.
- Bernardini, P., & Schlyter, S. (2004). Growing syntactic structure and code-mixing in the

weaker language: The Ivy Hypothesis. *Bilingualism: Language and Cognition*, (1). 49.

Bohnacker, U. (2006). When Swedes begin to learn German: from V2 to V2. *Second Language Research*, (4). 443.

Falk, Y., & Bardel, C. (2010). The study of the role of the background languages in third language acquisition. The state of the art. *International Review of Applied Linguistics and Teaching*, 48(2-3), 185-219.

Falk, Y., Lindqvist, C., & Bardel, C. (2015). The role of L1 explicit metalinguistic knowledge in L3 oral production at the initial state. *Bilingualism: Language and cognition*, 18(2), 227-235.

Flynn, S., Foley, C., & Vinnitskaya, I. (2004). The Cumulative-Enhancement Model for language acquisition: Comparing adults' and children's patterns of development. *International Journal of Multilingualism*, 1(1), 3-17.

Glahn, E., Hakansson, G., Hammarberg, B., Holmen, A., Hvenekilde, A., & Lund, K. (2001). Processability in Scandinavian Second Language Acquisition. *Studies In Second Language Acquisition*, 23(3), 389-416.

Grey, S., Sanz, C., Morgan-Short, K. & Ullman, M. (2017) Bilingual and monolingual adults learning an additional language: ERPs reveal differences in syntactic processing\*. *Bilingualism*, 1-25. doi:10.1017/S1366728917000426

Håkansson, G., Pienemann, M., & Sayehli, S. (2002). Transfer and typological proximity in the context of second language processing. *Second Language Research*, 18(3), 250. doi:10.1191/0267658302sr206oa

Hammarberg, B. 2010. The languages of the multilingual: Some conceptual and terminological issues. *IRAL, International Review of Applied Linguistics* 48: 91-104.

Mayberry, R., & Kluender, R. (2017). Rethinking the critical period for language: New insights into an old question from American Sign Language\*. *Bilingualism*, 1-20. doi:10.1017/S1366728917000724. And commentaries by Hyltenstam, Abrahamsson etc.

- Norrman, G., & Bylund, E. (2016). The irreversibility of sensitive period effects in language development: evidence from second language acquisition in international adoptees. *Developmental Science*, 19(3), 513-520.  
doi:10.1111/desc.12332
- Pienemann, M., & Håkansson, G. (1999). A unified approach toward the development of Swedish as L2: A Processability account. *Studies In Second Language Acquisition*, (3), 383.
- Rothman, J. (2015). Linguistic and cognitive motivation for the typological primacy model of third language (L3) transfer: Considering the role of timing of acquisition and proficiency in the previous languages. *Bilingualism: Language and Cognition*, 18(2), 179–190.
- Saville-Troike, M. (2013). *Introducing second language acquisition*. Cambridge: Cambridge University Press.
- Sayehli, S. (2013). Developmental Perspectives on Transfer in Third Language Acquisition. *Travaux de l'institut de linguistique de Lund*,
- Schönström, K. (2014). Visual acquisition of Swedish in deaf children: An L2 processability approach. *Linguistic Approaches to Bilingualism*, (1), 61.  
doi:10.1075/lab.4.1.03sch
- Schwartz, B. D., & Sprouse, R. A. (1996). L2 cognitive states and the FullTransfer/Full Access model. *Second Language Research*, 12(1), 40–77.
- Slabakova, R. (2017). The scalpel model of third language acquisition. *International Journal of Bilingualism*, 21(6), 651–665.
- Vainikka, A., & Young-Scholten, M. (1996). Gradual development of L2 phrase structure. *Second Language Research*, 12(1), 7–39.
- Westergaard, M., Mitrofanova, N., & Mykhaylyk, R. (2017). Crosslinguistic influence in the acquisition of a third language: The Linguistic Proximity Model. *International Journal of Bilingualism*, 21(6), 666–682
- Williams, S. & Hammarberg, B. (1998). Language switches in L3 production: Implications for a polyglot speaking model. *Applied Linguistics* 19, 295–333. (Reprinted

and revised in: B. Hammarberg (Ed.) 2009. *Processes in Third Language Acquisition*, s. 28–73. Edinburgh: Edinburgh University Press).

### **Further Reading**

Berthele, R., Vanhove, J., & Berthele, R. (2015). The lifespan development of cognate guessing skills in an unknown related language. *Iral-International Review Of Applied Linguistics In Language Teaching*, 53(1), 1-38.

Cabrelli Amaro, Flynn, S. & J., Rothman, J. (2012). *Third language acquisition in adulthood*. Amsterdam: Benjamins.

Vanhove, J., & Berthele, R. (2017). Interactions between formal distance and participant-related variables in receptive multilingualism. *IRAL: International Review Of Applied Linguistics In Language Teaching*, 55(1), 23-40. doi:10.1515/iral-2017-0007