

### **Course description**

The course presents a brief historical overview of transfer leading towards recent perspectives in the area through the analysis of some relevant studies from the 1960s to nowadays; special attention will be devoted to the concept of Crosslinguistic Influence (CLI) and Interlanguage Transfer (ILT) in the multilingual learner and to the factors involved in the appearance of CLI.

The approach is both theoretical and practical; students are expected to analyse real data provided by the teacher, to discuss several studies in class and, finally, to be able to write a brief description of potential participants in a study on CLI.

### **Syllabus**

1. Introduction and preliminary issues
  - 1.1 Personal linguistic profiles
  - 1.2 Key concepts: FLA, FoLA and SLA
  - 1.3 Code-switching (CS)
  - 1.4 Main SLA theories
2. Language transfer
  - 2.1 What is language transfer?
  - 2.2 The beginnings: CA and EA
  - 2.3 The morpheme studies
3. The "New Transfer" (CLI)
  - 3.1 Transfer and the natural order hypothesis
  - 3.2 Transfer and markedness
  - 3.3 Transfer and psychotypology
  - 3.4 Transfer and Universal Grammar
4. CLI and the multilingual speaker
  - 4.1 Multicompetence; the native speaker and the L2 user
  - 4.2 Interlanguage Transfer (ILT). Combined CLI
  - 4.3 Factors intervening in CLI
  - 4.4 Influence of the L2 on the L1
  - 4.5 Pragmatic transfer
5. Transfer and some SLA paradigms
  - 5.1 The Full Transfer / Full Access Model
  - 5.2 CLIN and the Dynamic Model of Multilingualism
  - 5.3 CLI and CEM, TPM and LPM
6. Pedagogical implications
  - 6.1 L1 use in the foreign language classroom
  - 6.2 The Integrated Plurilingual Approach

### **Methodology**

The sessions will consist in a combination of lectures (student participation will be highly valued) and seminars (students will work in groups under the teacher's guidance). The contents will also be presented and discussed with the help of the set readings and the analysis of real data.

## Assessment

The course is based on continuous assessment; students who choose one-off assessment must submit a signed request within the first two weeks of class.

### Tasks for continuous assessment:

- 1) Pair / Group work: "YOU and the linguistic profile of your home city / country".  
Session 3: Oral presentation in class. 10% of the final grade.
- 2) Critical review of set readings. Oral presentation in class during the term in groups (2/3 students per group, but individual mark) + one-page written report (individually). 20% of the final grade
- 3) Two tests (individually): Mid-term and last day of class. 25% + 25 % of the final grade.
- 4) Project (individually): Description of potential participants for a study on CLI (1 / 2 pages). Continuous work during the term. Submitted: last two weeks of class. 20% of the final grade.

ONE-OFF assessment and second assessment (re.avaluació): Project (20%) and exam (80%)

## Recommended readings

- Alcón, E. & M.P. Safont (Eds.). 2007. *Intercultural Language Use and Language Learning*. Dordrecht: Springer.
- Alonso, R. (Ed.). 2016. *Crosslinguistic Influence in Second Language Acquisition*. Bristol: Multilingual Matters.
- Arabski, J (Ed.). 2006. *Cross-linguistic Influences in the Second Language Lexicon*. Clevedon: Multilingual Matters.
- Celaya, M. L. & J. Barón. 2015. The interface between grammar and pragmatics in EFL measurement and development. *European Journal of Applied Linguistics* 3, 2: 181-203.
- Celaya, M. L. 1992. *Transfer in English as a Foreign Language: A Study on Tenses*. Barcelona: Promociones y Publicaciones Universitarias.
- Cenoz, J., B. Hufeisen & U. Jessner. (Eds.). 2001. *Cross-linguistic Influence in Third Language Acquisition. Psycholinguistic Perspectives*. Clevedon: Multilingual Matters.
- Cook, V. (Ed.). 2003. *Effects of the Second Language on the First*. Clevedon: Multilingual Matters.
- De Angelis. G. 2007. *Third or Additional Language Acquisition*. Clevedon: Multilingual Matters.
- De Angelis, G. & J-M. Dewaele. (Eds.) 2011. *New Trends in Crosslinguistic Influence and Multilingualism Research*. Bristol: Multilingual Matters.
- Esteve, O., F. Fernández, E. Martín-Peris & E. Atienza. 2016. The Integrated Plurilingual Approach: A didactic model providing guidance to Spanish schools for reconceptualizing the teaching of additional languages. *Language and Sociocultural Theory* 3, 2: 153-176.
- Falk, Y. & C. Bardel. 2010. Object pronouns in German L3 syntax: Evidence for the L2 status factor. *Second Language Research* 27, 1: 59-82.
- Gass, S. & L. Selinker. (Eds.). 1983. *Language Transfer in Language Learning*. Rowley, Mass.: Newbury House.

- Jarvis, S. & A. Pavlenko. 2008. *Crosslinguistic Influence in Language and Cognition*. New York and London: Routledge.
- Kellerman, E. & M. Sharwood-Smith. (Eds.). 1986. *Crosslinguistic Influence in Second Language Acquisition*. New York: Pergamon.
- Navés, T., I. Miralpeix & M. L. Celaya. 2005. "Who transfers more... and what? Crosslinguistic influence in relation to school grade and language dominance in EFL". *International Journal of Multilingualism* 2: 2. 1-22.
- Odlin, T. 1989. *Language Transfer*. Cambridge: Cambridge University Press.
- Ortega, M. & M. L. Celaya. 2013. "El gos és a dins del basket": Lexical CLI in L3 Catalan by L1 English-speaking learners. *Revista Española de Lingüística Aplicada* 26, 409-432.
- Peukert, H. (Ed.). 2015. *Transfer Effects in Multilingual Language Development*. Amsterdam: John Benjamins.
- Ringbom, H. 2007. *Cross-linguistic Similarity in Foreign Language Learning*. Clevedon: Multilingual Matters.
- Turnbull, M. & J. Dailey-O'Cain. (Eds.). 2009. *First Language Use in Second and Foreign Language Learning*. Bristol: Multilingual Matters.