

외국인가정 아동 제3언어(L3) 영어 습득 양상

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조규희(안산원곡초)

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INTRODUCING MYSELF

02

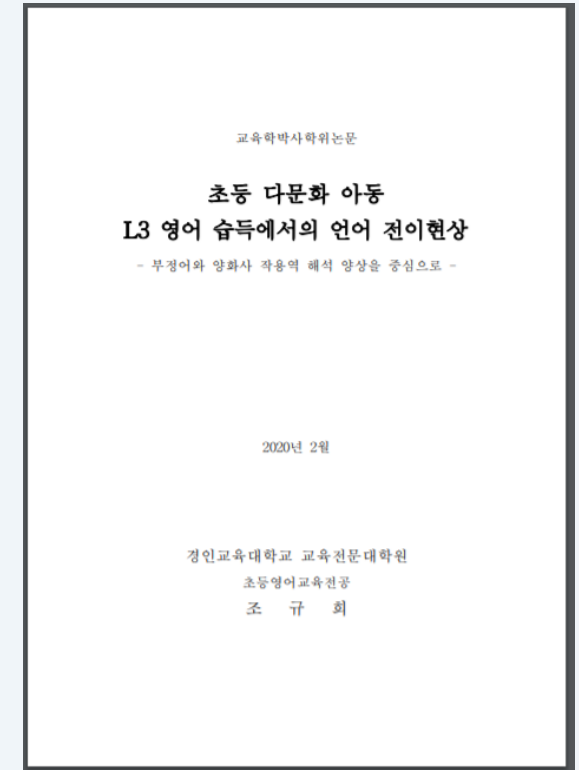
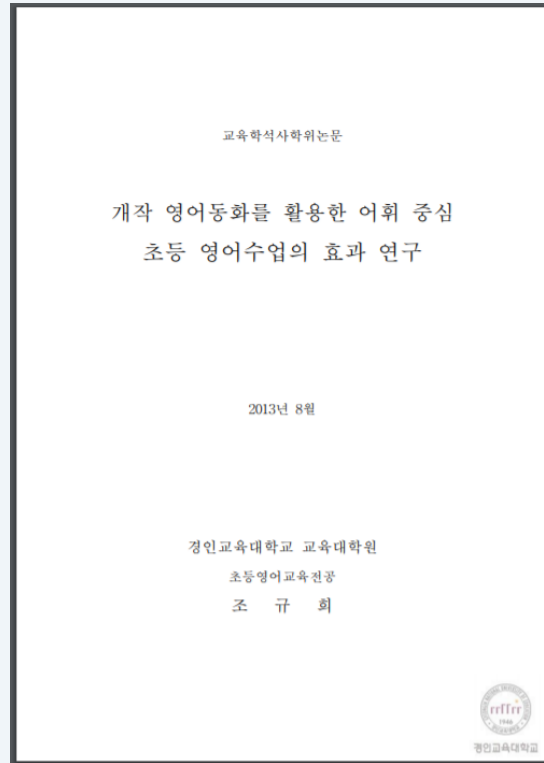


2006 ~ 현재: 초등학교 교사

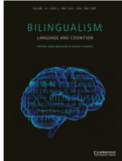
2008 ~ 2010: KOICA 국제협력요원

2011 ~ 2013: 경인교육대학교 대학원(석사)

2015 ~ 2020: 경인교육대학교 대학원(박사)



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Children's interpretation of negation and quantifier scope in L3 English

Published online by Cambridge University Press: 21 July 2020

Kyuhee Jo, Kitaek Kim and Hyunwoo Kim

Article Metrics

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Abstract

Languages differ in the preferences for the interpretation of the scope relation between negation and a quantifier. This study investigates the understudied issue of how interpretive preferences associated with a quantifier scope in learners' L1 and L2 affect their scope interpretations in L3 acquisition. Based on the current models of L3 acquisition, we tested which language, L1 or L2, exerts a stronger effect on the L3 acquisition of quantifier scope. To this end, the study involved two groups of multilingual children (11–13 years old) with different L1s (Chinese or Russian) but with the same L2 (Korean) and L3 (English). The participants completed truth-value judgment tasks designed to investigate their interpretation patterns for English sentences with negation and a quantifier (e.g., *Tom did not cut all the trees*). The results showed that both groups preferred the L3 interpretation similar to that preferred in their L2, but not in their L1, suggesting a potential L2 influence on L3 acquisition. The study evaluates L3 acquisition theories in light of these results.

Keywords

child L3 acquisition negation quantifier scope crossinglinguistic influence community language proficiency

Jo et al. (2021). Children's interpretation of negation and quantifier scope in L3 English. *Bilingualism Language and Cognition*, 24(3), 427-438.

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Cross-Linguistic Influence in the Use of *be* in L3 English by L1-Chinese and L1-Russian Children in Korea [Full-Text Available]

Kyuhee Jo (Gyeongin National University of Education) / Seungjin Hong (University at Buffalo, The State University of New York) / Kitaek Kim* (Seoul National University) / *corresponding author, email: kitaek@snu.ac.kr

English Teaching, Vol. 75, Supplement 1, Summer 2020, pp. 35-53
DOI: 10.15858/engtea.75.s1.202006.35
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[ABSTRACT] Errors with *be*, whether omission (e.g., *John happy*) or overuse (i.e., *be*-insertion; e.g., *John is love Mary*), have received particular attention in L2 acquisition studies exploring L1 transfer. This study investigates such errors in the context of L3 acquisition, focusing on L1 transfer. L1-Chinese ($n = 34$) and L1-Russian ($n = 34$) children with L2 Korean completed an elicitation production task designed to explore their use of English *be*. The study resulted in two main findings. First, L1-Russian children showed more omission errors than proficiency-matching L1-Chinese children, possibly due to an L1 transfer given that copula in Russian are dropped in the present tense. Second, L1-Chinese learners used *be*-insertion more frequently than proficiency-matching L1-Russian children, possibly due to using *be* for more functions (as a topic marker and an inflectional morpheme), as other research has shown for L2-English learners with topic-prominent L1s. Based on the findings, the study discusses some pedagogical implications.

[KEY WORDS] *be*-insertion, *be*-omission, L1 transfer, L3 English acquisition

Jo et al. (2020). Cross-linguistic influence in the use of *Be* in L3 English by L1-Chinese and L1-Russian children in Korea. *English Teaching*, 75(s), 35-53.

Acquisition of L3 English plural morpheme by L1-Chinese and L1-Russian children: Morphological congruency between L1 and L3

←

←

INTRODUCTION

Languages vary in what meanings are grammaticalized and how those are marked morphologically, and one illustrative case associated with this is the plural marking inflection (Jiang, Hu, Chrabaszcz, & Ye, 2017). For example, in learning a language that grammaticalizes singularity and plurality such as English and Russian, the native speakers become automatically paying attention to and encoding the number meaning as singular or plural (Jiang, Novokshanova, Masuda, & Wang, 2011). Contrarily, an automatic encoding of the number meaning is not obligatory for the native speakers of Chinese¹ and is optional for the speaker of Korean in their respective native languages (Choi & Ionin, 2021).

When the different types of plural marking morphology come to second language (L2) acquisition, the L2 learners tend to show different patterns of the morpheme acquisition based on the morphological congruency between the first language (L1) and L2. That is, if the morpheme of plural marking is instantiated in a learner's L1, the learner can successfully show native-like competence of the L2 plural marking (Jiang et al., 2017, 2011). In the opposite case, however, a learner hardly acquires a native-like level of the L2 morpheme of plural marking unless it is instantiated in the learner's L1 (Jia, 2003; Murakami & Alexopoulou, 2016; Shin & Milroy, 1999). This phenomenon was highlighted by Jiang and his colleagues (Jiang, 2007; Jiang et al., 2017, 2011) as *the Morphological Congruency*

Jo. (ongoing). Acquisition of L3 English plural morpheme by L1-Chinese and L1-Russian children: Morphological congruency between L1 and L3.

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1. L3 Acquisition (L3A): 다중언어의 보편화

- **다중언어(multilingualism) 현상의 보편화와 경험적 연구의 필요성**
 - 기존 제2언어 습득(L2A) 연구 및 이론의 확장 가능(Leung, 2007; Rothman & Alloman, 2013)
 - 인간 언어 능력(linguistic competence)에 대한 보다 깊은 탐구의 기회(Hammarberg, 2010)
 - 2000년대 중반 이후 Psycholinguistics 연구 방법을 기반으로 한 제3언어 습득(L3A) 연구 활성화

third language acquisition

검색결과 약 3,820,000개 (0.03초)

[책] **English in Europe: The acquisition of a third language**
 J.Cenoz, U.Jessner - 2000 - books.google.com
 This book emerges as a response to the increasing use of English as a lingua franca in the multilingual European context. It provides an up-to-date overview of the sociolinguistic, psycholinguistic and educational aspects of research on **third language acquisition** by ...
 ☆ 551회 인용 관련 학술자료

Second versus third language acquisition: Is there a difference?
 EC Klein - **Language learning**, 1995 - Wiley Online Library
 Previous research has investigated whether knowing more than one **language** will help adult learners acquire additional languages, with mixed results (eg, Eisenstein, 1980, M. Thomas, 1990). It is questionable whether such enhancement, when it does exist, involves ...
 ☆ 370회 인용 관련 학술자료 전체 4개의 버전

The additive effect of bilingualism on third language acquisition: A review
 J.Cenoz - **International Journal of Bilingualism**, 2003 - journals.sagepub.com
 This article looks at the general effects of bilingualism on cognitive development and highlights the specific effects of bilingualism on **third language acquisition**. First, it examines the effects of bilingualism on cognitive development, metalinguistic awareness and ...
 ☆ 623회 인용 관련 학술자료 전체 4개의 버전

The role of the second language in third language acquisition: The case of Germanic syntax
 C.Bardel, Y.Falk - **Second Language Research**, 2007 - journals.sagepub.com
 In this study of the placement of sentence negation in **third language acquisition** (L3), we argue that there is a qualitative difference between the **acquisition** of a true second **language** (L2) and the subsequent **acquisition** of an L3. Although there is considerable ...
 ☆ 526회 인용 관련 학술자료 전체 14개의 버전

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L3 Acquisition: A Focus on Cognitive Approaches

Volume 18 - Special Issue 2 - April 2015

Sorted by Page/Article number: low to high

Introduction

- L3 acquisition: A focus on cognitive approaches**
 *
 MARÍA DEL PILAR GARCÍA MAYO, JORGE GONZÁLEZ ALONSO
 Published online by Cambridge University Press: 29 October 2014, pp. 127-129
 Article Access PDF HTML Export citation
 View abstract

Research Article

- What is special about L3 processing?**
 *
 KEES DE BOT, CAROL JAENSCH
 Published online by Cambridge University Press: 08 October 2013, pp. 130-144

Epistemological issue

Sources of knowledge in L3 acquisition

Editors  **Cristina Flores** | University of Minho
 **Neal Snape** | Gunma Prefectural Women's University & Chuo University

[Linguistic Approaches to Bilingualism, 11:1] 2021. vi, 129 pp.

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<https://doi.org/10.1075/lab.11.1>

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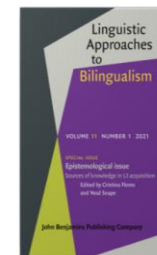
COMMENTARIES

Vindicating the need for a principled theory of language acquisition

Éva Fernández-Berkes and Suzanne Flynn | pp. 30-36

On transfer and third language acquisition: A commentary on Schwartz & Sproule

Ute Bohmacker | pp. 37-44

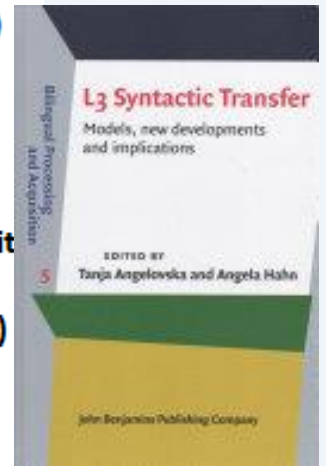
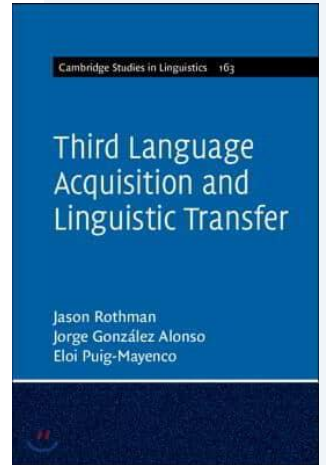
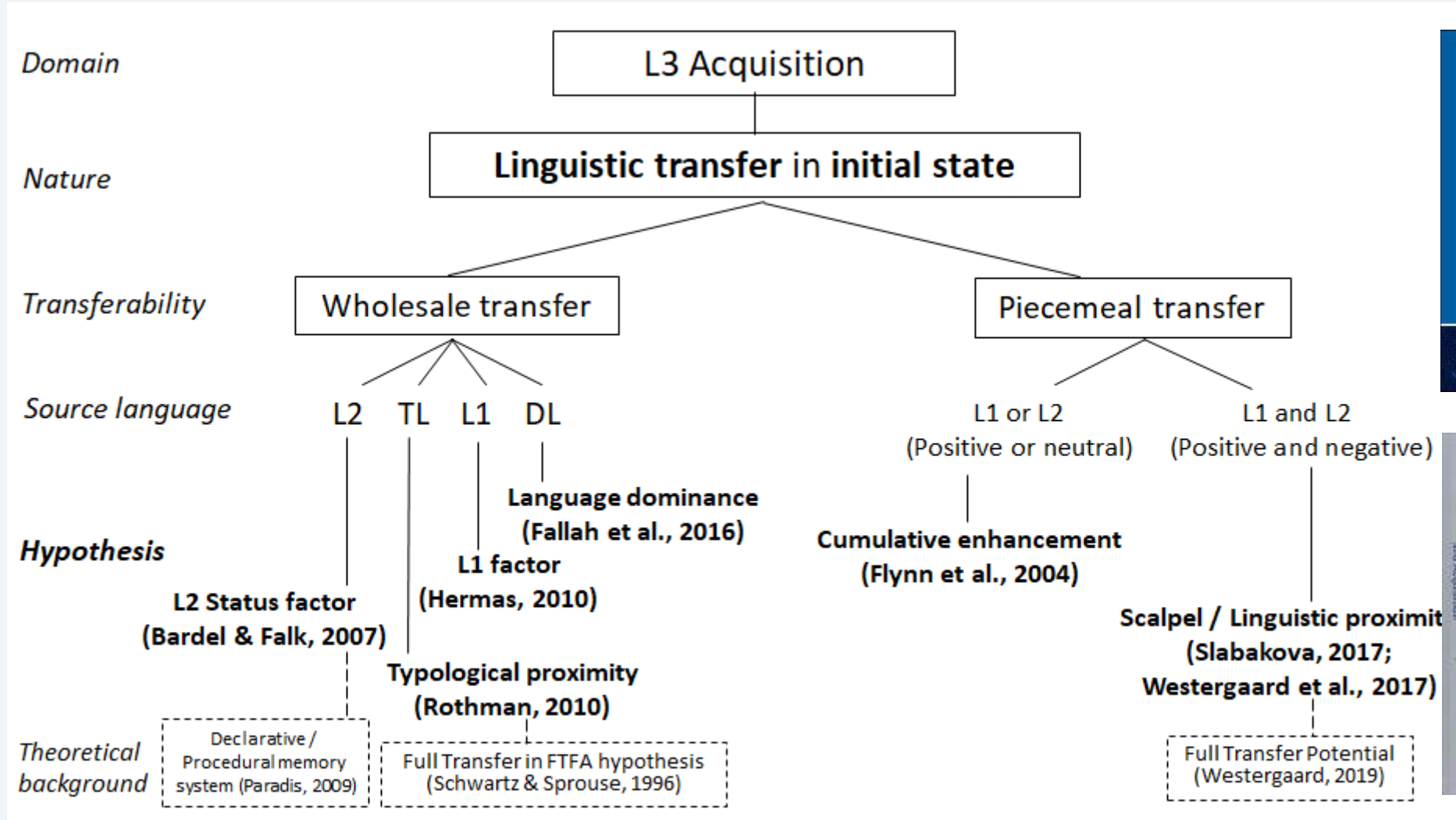


1. L3 Acquisition (L3A): 다중언어의 보편화 그리고 외국인 아동

06

- **외국인가정 아동의 증가와 해당 아동의 영어 습득**
 - L1 모국어, L2 한국어를 사용하는 아동을 대상으로 영어교육은 L3A 으로 접근 필요(안성호, 2008)
 - 언어 간섭, 목표어 문화 인식 부재에 따른 영어학습의 어려움(유호성 & 박선호, 2018; 천행남 & 박선호, 2016)
- **L3A 연구의 핵심 이슈와 외국인가정 아동의 영어 습득**
 - L3 최초 상태(initial state)에서의 언어 전이(linguistic transfer) 현상(Rothman et al., 2019)
 - **인간 언어 습득과 다중언어(multilingualism) 현상에 관한 이해 확장**(Hopp, 2019)
 - 언어 발달 과정 이해를 통해 L3으로서의 영어교육 방법 탐색
 - 다문화(외국인) 아동이 있는 교실 상황에서의 영어수업 방법 탐색

1. L3 Acquisition (L3A): 핵심 이슈 및 연구 동향



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2. L3A of immigrant children in Korea

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- 연구 대상

- 기본 정보

집단	아동 수 (여/남)	평균 나이	평균 한국 거주 기간	KSL 과정 이수 여부	
				완료	이수 중
L1 중국어	34 (21/13)	12;4 (11;1~13;1)	3;1 (1.2)	25	9
L1 러시아어	34 (20/14)	12;9 (11;2~14;1)	2;3 (1.1)	16	18

- 68명 모두 같은 언어사용 외국인간 결혼으로 구성된 가족(Yamamoto, 2001; 김이선, 2010)
- L1 모국어, L2 한국어를 가진 상태에서 L3 영어 습득(Cenoz, 2001, 2003)
- 영어 노출 시기가 빠른 일부가 있었으나 proficiency가 매우 낮음에 따른 L3 규정(Hammarberg, 2010)

2. L3A of immigrant children in Korea

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• 언어 지식 측정 과업

연구	과업	측정 변인	관련 선행연구
Jo et al. (2021)	진위 판단 과업 (Truth-value judgment task)	Negation - Quantifier scope	O'Grady (2013)
Jo et al. (2020)	발화 유도 과업 (Elicited production task)	Use of <i>be</i>	Crain & Thornton (1998)
Jo (ongoing)	수용성 판단 과업 (Timed acceptability judgment task)	Use of plural <i>-s</i>	Ionin (2012)

• 학습자 개인차 변인

과업	측정 변인	관련 선행연구
그림묘사 과업 (Picture narration task)	L1 및 L2 언어 능숙도	Song & Schwartz (2009)
HALA (Hawaii Assessment of Language Access)	L1 및 L2 언어 우세도	O'Grady et al. (2009)
설문조사 (Questionnaire)	언어 입력 및 사용 정도	Li et al. (2006)
숫자 폭 / 계산 폭 과업 (Digit / Operation span task)	작업 기억 용량	Wen et al. (2015)

2. L3A of immigrant children in Korea: Study 1. Negation - Quantifier scope

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- 부정어와 양화사 어순 관련 L1 – L2 – L3 유형 차이 (Han et al., 2007; Ionin et al., 2014; Lidz & Musolino, 2002)
 - a. Tāngmǔ méiyǒu kǎn diào suǒyǒu de shùmù. (汤姆没有砍掉所有的树木.)
Tom not cut all of tree
 - b. Tom ne srubil vse derev'ya. (Том не срубил все деревья.)
Tom not cut-3SG all trees-PLU
 - c. Thom-i motun namwu-lul an calla-ss-ta. (툼이 모든 나무를 안 잘랐다.)
Tom-NOM all tree-ACC not cut-PST-DECL
 - d. Tom did not cut all the trees.

2. L3A of immigrant children in Korea: Study 1. Negation - Quantifier scope

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- 연구 도구: Truth-value judgment task(O'Grady et al., 2009; O'Grady et al., 2011; O'Grady, 2013)

톰은 세 번째 나무를 베려고 했습니다.
그 나무는 너무 컸습니다.
톰은 그 나무를 자를 수 없었습니다.

Том попытался вырезать
третье дерево.
Он был слишком большой.
Поэтому он не мог его отрезать.



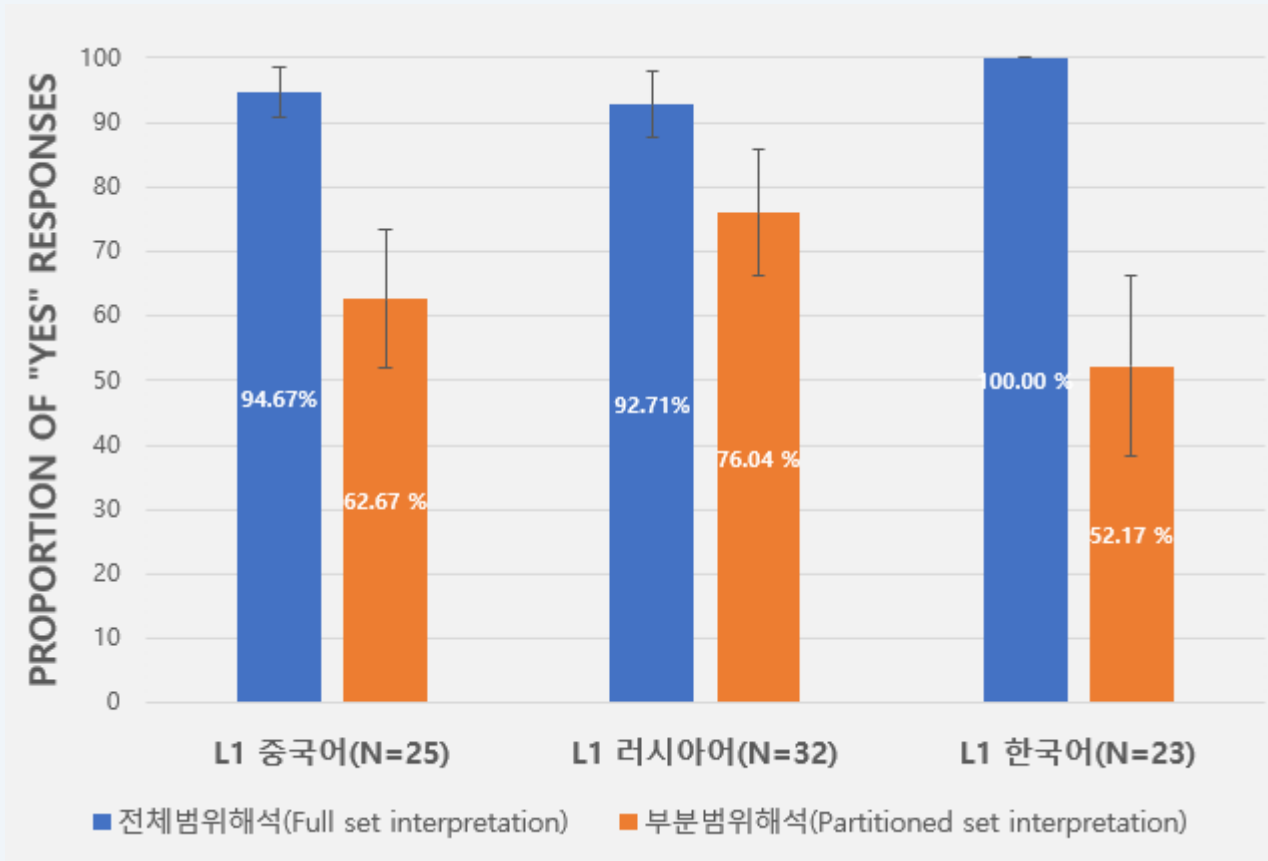
Tom did not cut all the trees.



2. L3A of immigrant children in Korea: Study 1. negation & quantifier scope

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• 연구 결과: L3 영어 과업 결과



(1) L1 효과 없음

$$(\beta = 0.021, SE = 0.336, p = .950)$$

(2) 해석 조건 효과 있음

$$(\beta = -2.782, SE = 0.442, p < .001^{***})$$

(3) 두 요인 간 상호작용 효과 없음

$$(\beta = 0.804, SE = 0.492, p = .102)$$

2. L3A of immigrant children in Korea: Study 1. negation & quantifier scope

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- 연구 결과: L3 영어 과업 결과

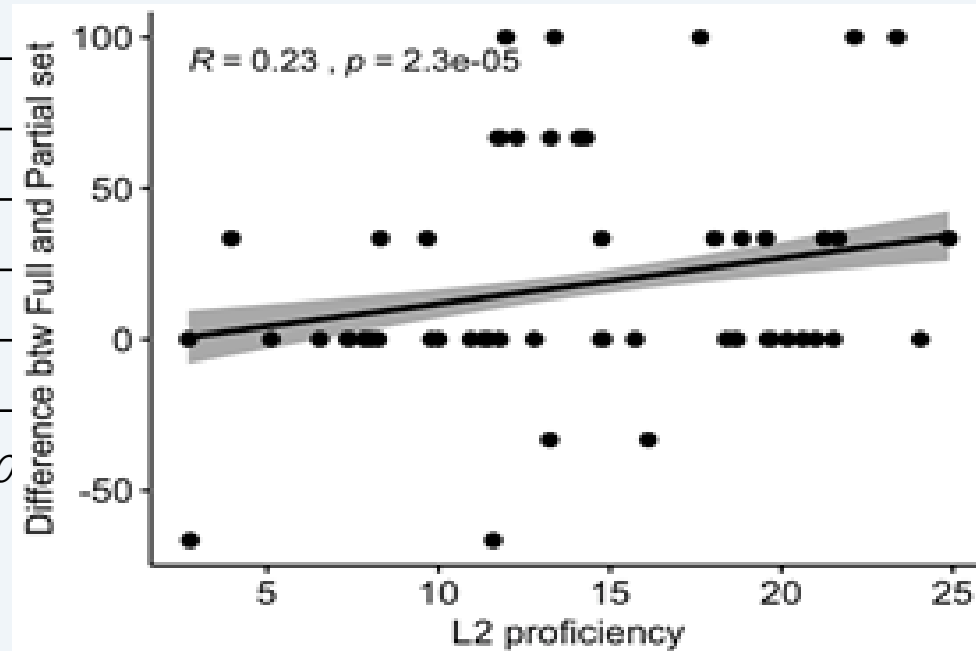
학습자 개인차 변인	구분	L3 부정어-양화사 작용역 해석과의 상호 작용(Interaction)
언어 능숙도	L1	$\beta = -0.024, SE = 0.094, p = .790$
	L2	$\beta = -0.139, SE = 0.075, p = .065^{\dagger}$

언어 우세도

언어 사용

작업 기억 용량

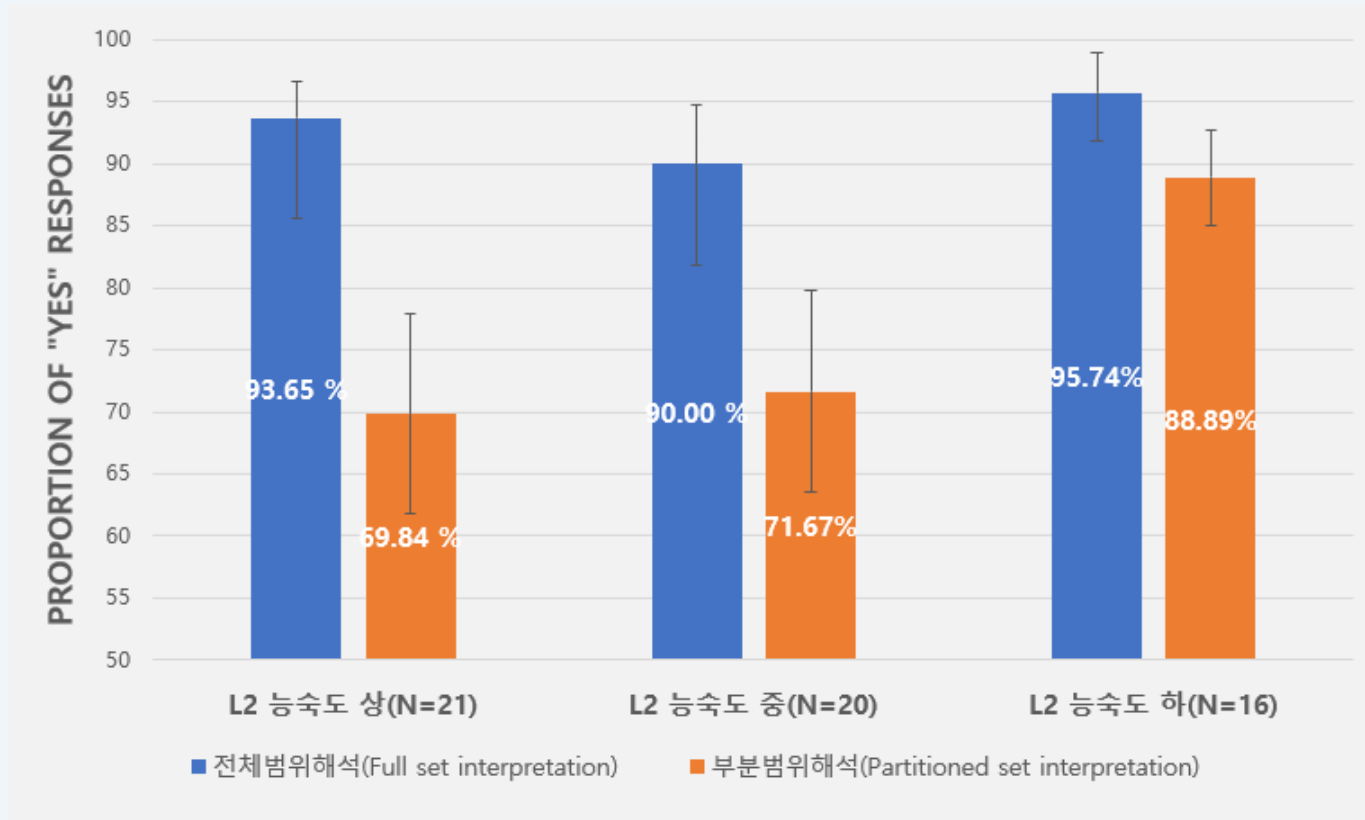
Note. * $p < .05$, ** $p < .01$



2. L3A of immigrant children in Korea: Study 1. negation & quantifier scope

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• 연구 결과: L3 영어 과업 결과



(1) L2 상 집단의 전체범위 해석 수용
($\beta = -2.326, SE = 0.965, p < .001^{***}$)

(2) L2 중 집단의 전체범위 해석 수용
($\beta = -2.003, SE = 0.622, p = .001^{**}$)

(3) L2 하 집단의 두 해석 모두 수용
($\beta = -0.477, SE = 0.978, p = .626$)

2. L3A of immigrant children in Korea: **Study 2. use of *be***

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- **현재시제 copula *be* 관련 L1 – L2 – L3 유형 차이** (Hsieh, 2009; Unlu & Hatipoglu, 2012)

a. Wǒ shì yīshēng. (我是医生.)

I am doctor

b. Ya ϕ vrach. (Я врач.)

I ϕ doctor

c. Na-nun yusa-ta. (나는 의사다.)

I-NOM doctor-DECL

d. I **am** a doctor.

2. L3A of immigrant children in Korea: Study 2. use of *be*

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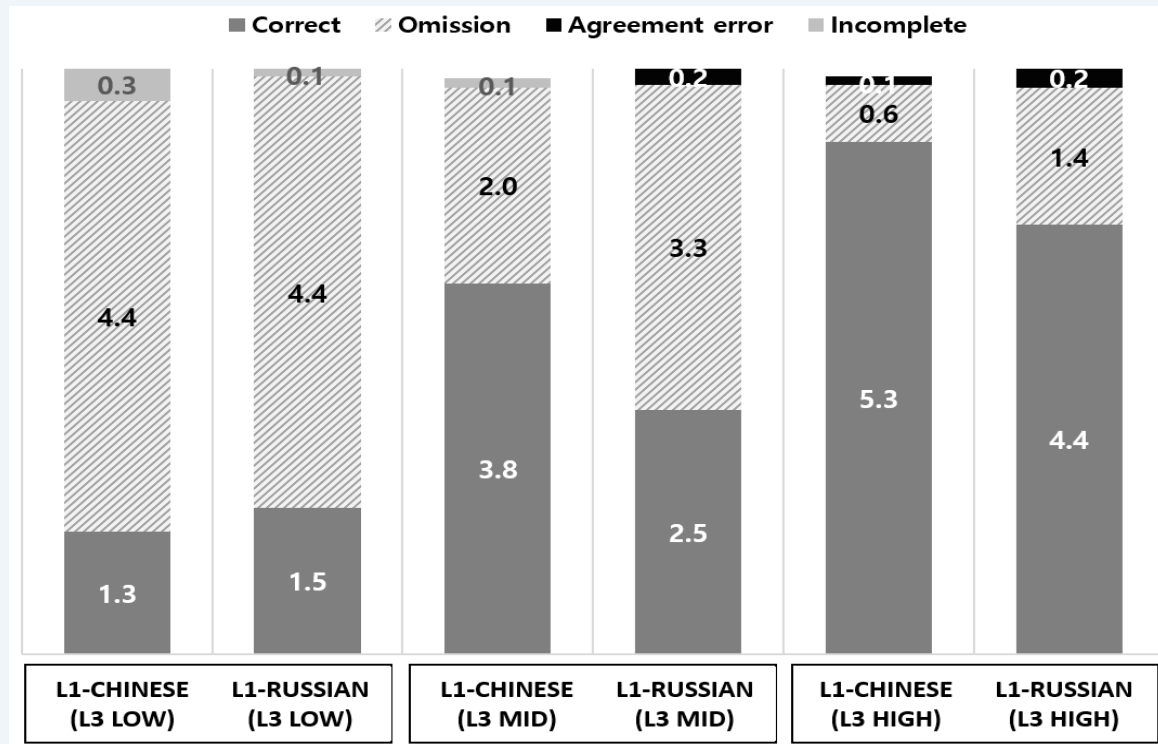
- 연구 도구: Elicited production task (Crain & Thornton, 1998)



2. L3A of immigrant children in Korea: Study 2. use of *be*

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- 연구 결과: L3 영어 과업 결과 (Elicited copula *be*)



(1) L1 효과 있음

$$F(1) = 8.907, p = .004$$

(2) L3 능숙도 효과 있음

$$F(2) = 33.648, p < .001$$

Note.

Correct: *Crong is (a) dinosaur.*

Omission: **Crong (a) dinosaur.*

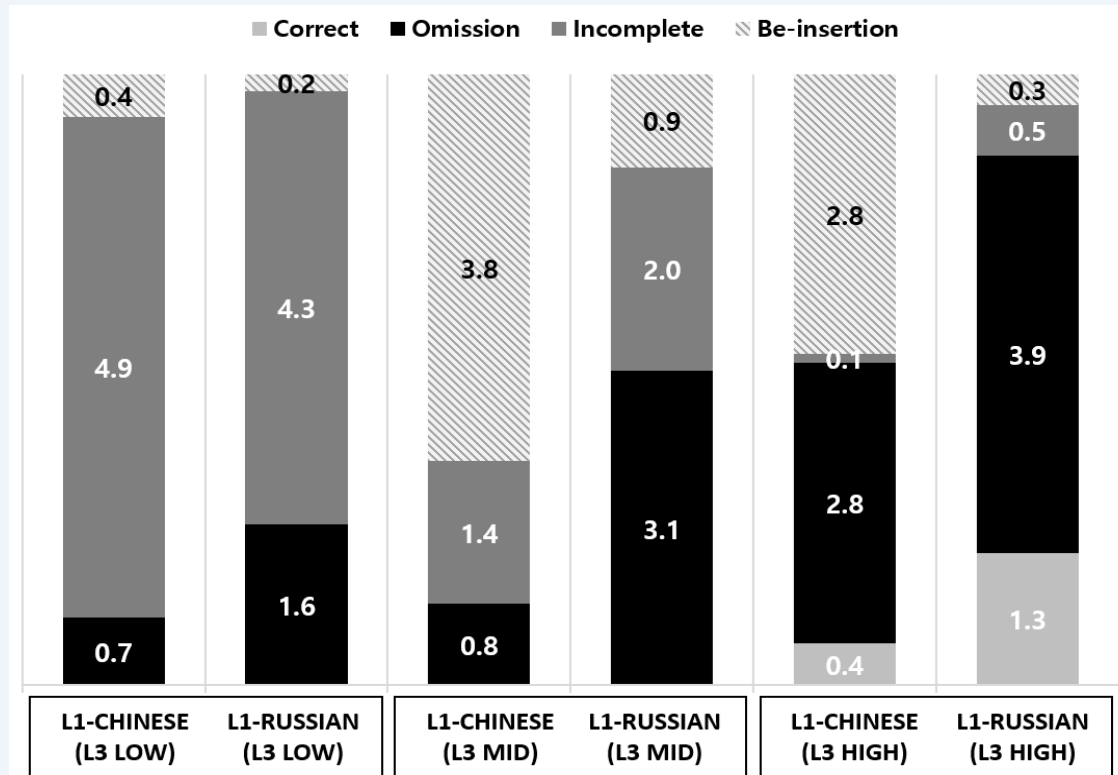
Agreement error: **Crong are dinosaur.*

Incomplete: **Crong (producing only a subject)*

2. L3A of immigrant children in Korea: Study 2. use of *be*

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- 연구 결과: L3 영어 과업 결과 (Elicited 3SG -s)



(1) L1 효과 있음

$$F(1) = 11.992, p = .001$$

(2) L3 능숙도 효과 있음

$$F(2) = 6.066, p < .004$$

Note.

Correct: *Crong likes apple(s).*

Omission: **Crong like apple(s).*

Incomplete: **Crong (producing only a subject)*

Be-insertion: **Crong is like apple(s) *Crong is apple(s).*

2. L3A of immigrant children in Korea: Study 3. use of plural -s

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- 복수표시 형태소 plural -s 관련 L1 – L2 – L3 유형 차이 (Choi & Ionin, 2021; Jiang et al., 2011)

a. Wǒ mǎile yī gè xiàngpí / wǔ gè xiàngpí ϕ . (我买了一个橡皮 / 五个橡皮.)
 I bought one CL eraser / five CL eraser ϕ

b. YA kupil lastik / pyat' lastik-ov. (Я Купил ластик / пять ластиков ϕ .)
 I bought eraser / five erasers-PLU

c. Na-nun han-kay-uy ciwukay-lul sa-ss-ta / (나는 한개의 지우개를 샀다.)
 I-TOP one-CL-GEN eraser-ACC buy-PST-DECL (Korean)
 taset-kay-uy ciwukay-(tul)-ul sa-ss-ta. (다섯개의 지우개(들)를 샀다.)
 five-CL-GEN eraser-(PLU)-ACC buy-PST-DECL

b. I bought an eraser / five erasers ϕ .

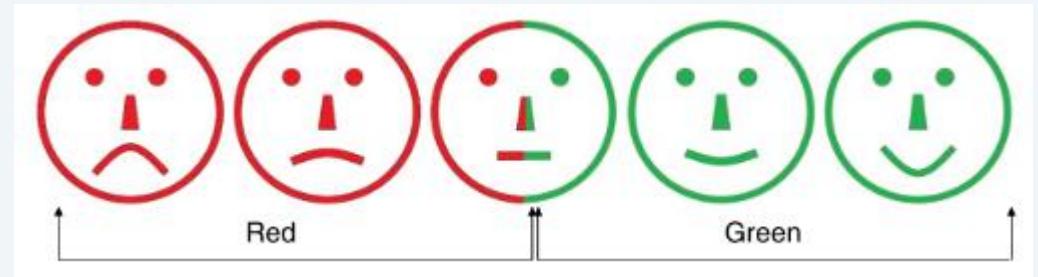
2. L3A of immigrant children in Korea: Study 3. use of plural -s

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- 연구 도구: **Timed acceptability judgment task**(Ambridge et al., 2008; Ellis, 2005; Ionin, 2012)

(22)

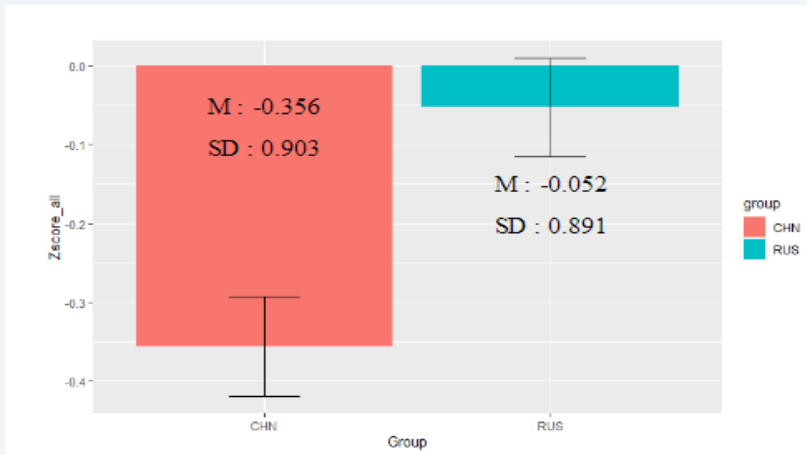
Pick up four bag.



2. L3A of immigrant children in Korea: Study 3. use of plural -s

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• 연구 결과: L3 영어 과업 결과



(1) L1 효과 있음

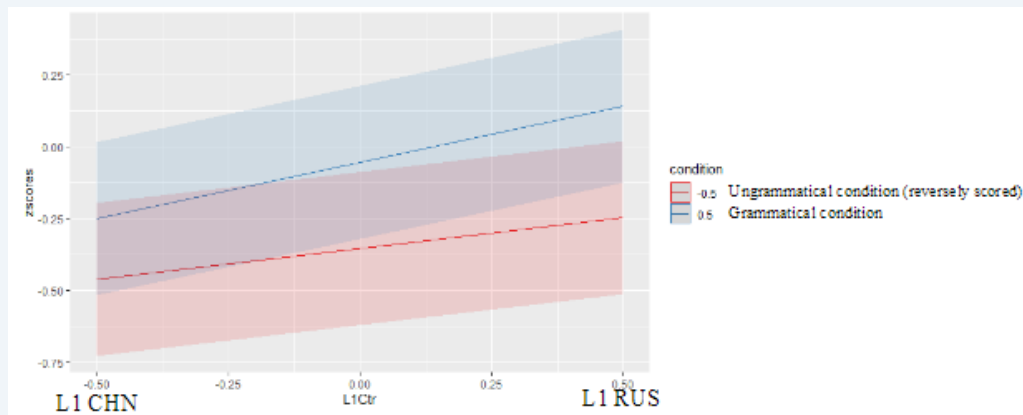
$$(\beta = 0.304, SE = 0.095, p = .002^{**})$$

(2) 문법성 조건 효과 없음

$$(\beta = 0.298, SE = 0.167, p = .124)$$

(3) 두 요인 간 상호작용 효과 없음

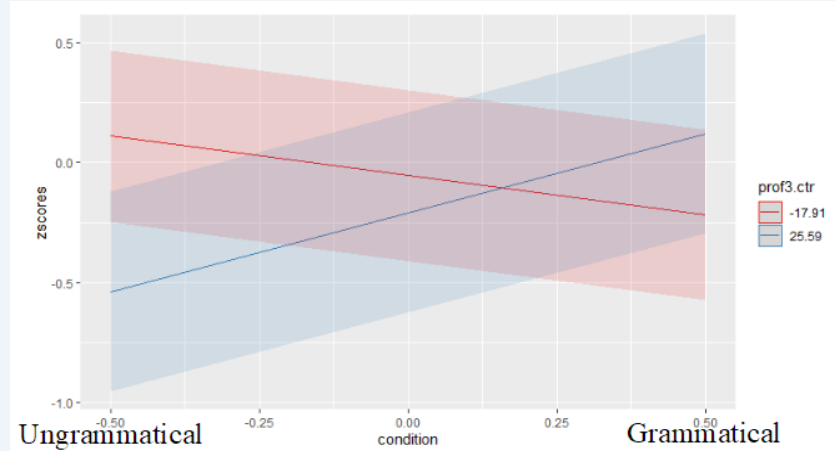
$$(\beta = 0.176, SE = 0.167, p = .292)$$



2. L3A of immigrant children in Korea: Study 3. use of plural -s

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• 연구 결과: L3 영어 과업 결과

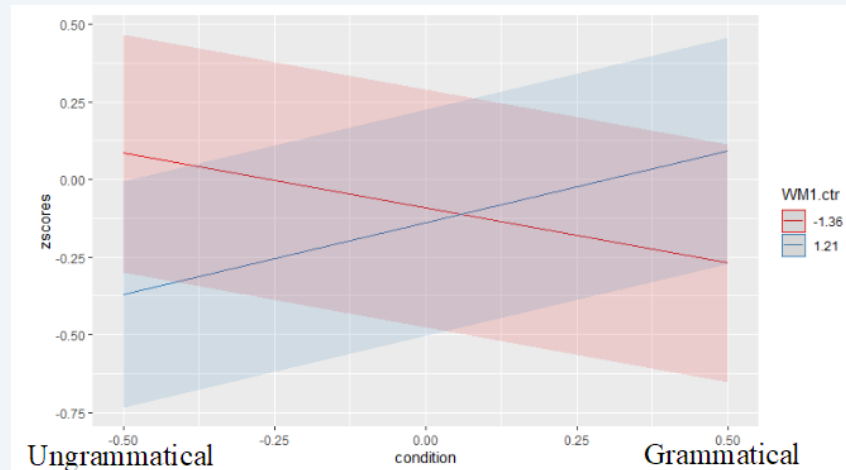


(1) L3 능숙도와 상호작용 효과 있음

$$(\beta = 0.023, SE = 0.009, p < .001^{***})$$

(2) 작업기억용량과 상호작용 효과 있음

$$(\beta = 0.317, SE = 0.139, p = < .05^*)$$



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L3 Acquisition (L3A)

L3 습득

L3 습득 관련 연구 동향

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L3A of Immigrant Children in Korea

외국인가정 아동 L3 영어 습득

경험적 연구: Jo et al. (2021),
Jo et al. (2020), Ongoing research

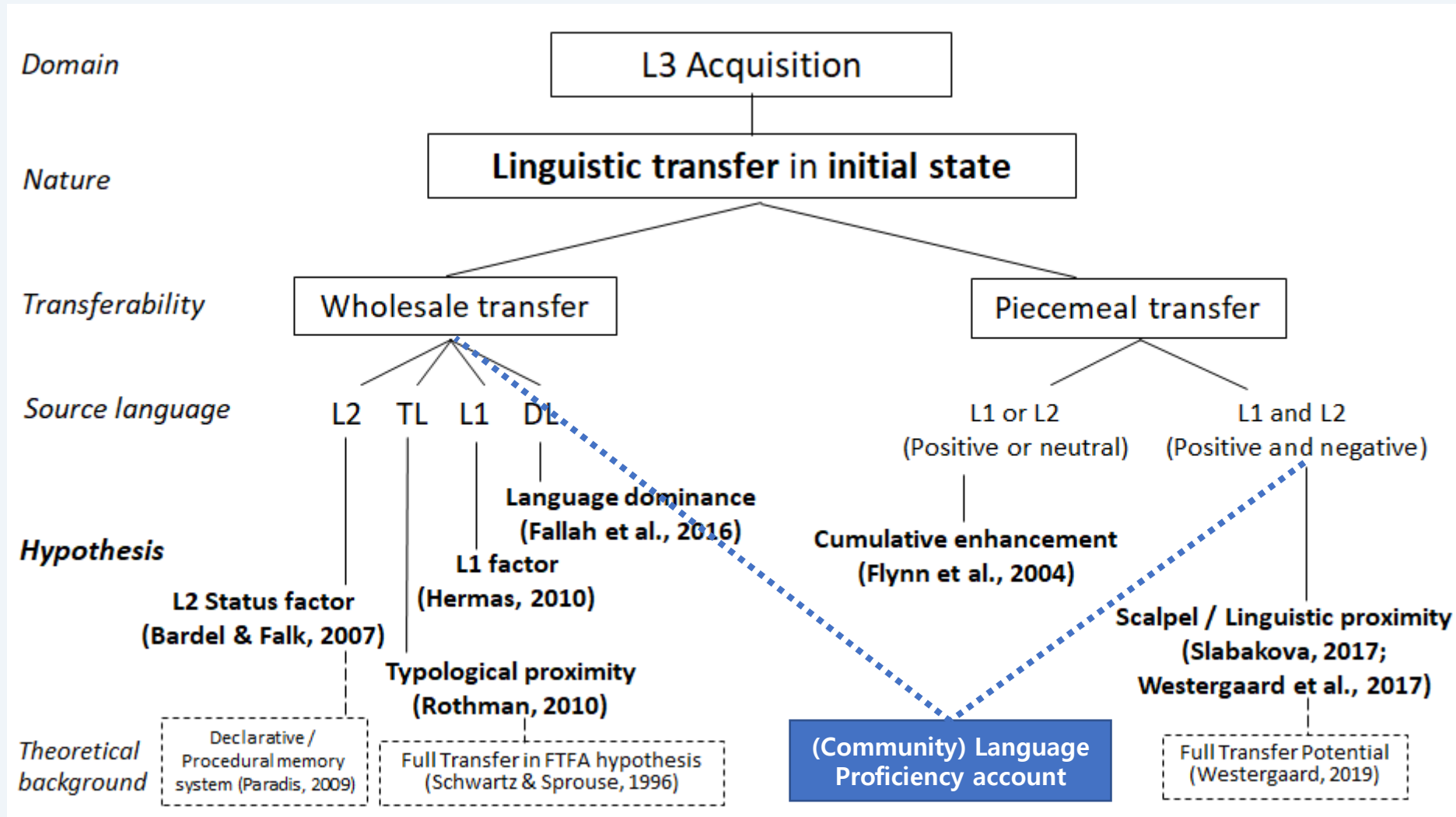
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Implications

이론적-교육적 함의

L3A 가설 검증
다문화 교실 상황에서의 영어 수업

3. Implications: L3A 가설 검증



3. Implications: 다문화 교실 상황에서의 영어 수업

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- **L2 – L3 발달 단계에 관한 고려**
 - L1 중국어, L1 러시아어 아동의 L3 영어 문장 해석에서의 L2 한국어 능숙도 영향
 - L3 영어 지도에서 아동 L2 한국어 발달단계 참고
- **Negative transfer 문법 요소에 관한 형태 초점 지도(Focus on form)**
 - L1 중국어 아동의 S-O-V 어순 be 동사 과잉, 복수 형태소 생략
 - L1 러시아어 아동의 S-(be)-X 어순 be 동사 생략
- **교실에서의 언어 입력(input)**
 - 교수학습 자료 구성(e.g., input enhancement)
 - 교사 발화(teacher talk)와 피드백(e.g., positive / negative evidence: recast, elicitation..)
 - Translanguaging (e.g., TBLT 와 같은 학생 간 의사소통 상황에서 L2 – L3 혼용
교사 발화에서의 L2 – L3의 전략적 혼용)

THANK YOU FOR YOUR INTEREST! 😊