

# Language Acquisition: Which Factors Make It Easier to Learn Another Language?

Johanna Gref

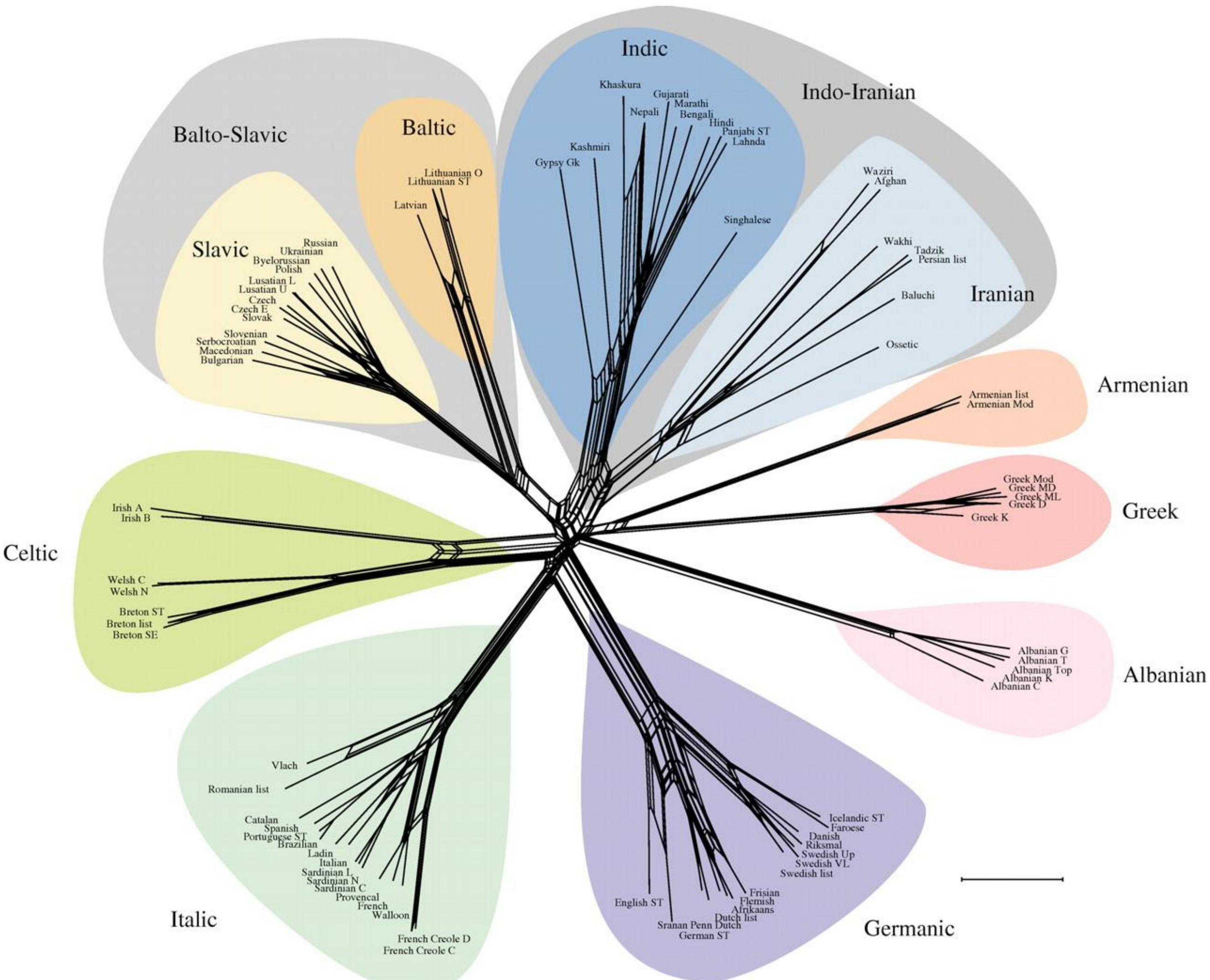
Department of Psychology, Sociology, and Public Health, Lindenwood University

## First Language Acquisition Theories

- **Nativism, Generative Grammar, & Universal Grammar** (Chomsky, 1998): language emerges with adequate input
- **Behaviorism** (Skinner as cited by Delprato & Midgley, 1992): language learned through operant conditioning and observation
- **Cognitivism** (Piaget, 1997): language acquired through schemata with assimilation and accommodation
- **Interactionism** (Vygotsky, 1962): language develops out of need and desire to communicate
- **Language Instinct** (Pinker, 2010): language is part of our biological inheritance

## Age and Second Language Acquisition

- Age of second language acquisition (L2A) is important for success (Patkowski, 1980)
- Starting L2A before 15 leads to better syntax (Patkowski, 1980)
- In Germany, L2A starts in first grade. Children start learning English at 6 years of age and learn English for 12-13 years in school (Link, 2019)
- Approximately 56% of German people speak English fluently (Ploscaru, 2024)



<https://jgpaukas.blogs.uv.es/files/2010/11/Language-network.jpg>

## Intelligence and L2A

- Gardner's Multiple Intelligences Theory (Gardner, 1983) suggests that there are nine fields of intelligence (see image)
- Intelligence and verbal knowledge are not significantly correlated (Gardner & Lambert, 1965)
- Verbally/linguistically intelligent people have an easier time learning and manipulating language (Gardner, 1983)

## Multilingual Acquisition (Festman, 2020)

- Brain is capable of adapting to learning languages
- A learner becomes aware of their optimal learning style through experience
- It is easier to learn a third or fourth language than it is to learn a second language

## Are Some Languages Easier To Learn?

- Distance between the native language and second language matters (Ispahrolding & Otten, 2011)
- Similarities in vocabulary and syntax are important (Ispahrolding & Otten, 2011)
- Examples:
  - Spanish and Portuguese are close in syntax and vocabulary (Geeslin & Guijarro-Fuentes, 2006)
  - German and Dutch are similar in syntax and vocabulary (Hüning. 2001)

## References

- Bruner, J. (1985). *Child's talk: Learning to use language*. Oxford University Press. <https://doi.org/10.1177/026565908500100113>
- Chomsky, N. (1998). On the nature, use and acquisition of language. *Language and Meaning in Natural Science*, 4(1). <http://dx.doi.org/10.1075/z.61.07cho>
- Delprato, D. J., & Midgley, B. D. (1992). Some fundamentals of B. F. Skinner's behaviorism. *American Psychologist*, 47(11) 1507-1520. <https://doi.org/10.1037/0003-066X.47.11.1507>
- Festman, J. (2020). Learning and processing multiple languages: The more the easier? *A Journal of Research in Language Studies* 71(1), 121-162. <https://doi.org/10.1111/lang.12437>
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Library of Congress Cataloging, 3-12.
- Gardner, R. C., & Lambert W. E. (1965). Language aptitude, intelligence, and second-language achievement. *Journal of Educational Psychology*, 56(4), 191-199. <https://doi.org/10.1037/h0022400>
- Geeslin, K. L., & Guijarro-Fuentes, P. (2006). Second language acquisition of variable structures in Spanish by Portuguese speakers. *A Journal of Research in Language Studies* 56(1), 53-107. <https://doi.org/10.1111/j.0023-8333.2006.00342.x>
- Hüning, M. (2001). *Niederländisch und Deutsch im Kontrast: Über die Möglichkeiten von Sprachvergleich und historischer Perspektive für die niederlandistische Sprachwissenschaft*. Freie Universität Berlin. [https://neon.niederlandistik.fu-berlin.de/static/mh/Oratie\\_2001.pdf](https://neon.niederlandistik.fu-berlin.de/static/mh/Oratie_2001.pdf)
- Ispahrolding, I. E., & Otten, S. (2011). Linguistic distance and the language fluency of immigrants. *Ruhr Economic Paper*, 247. <http://dx.doi.org/10.2139/ssrn.1919474>
- Link, C. (2019). Learning english (and german) in germany. *Learning English in European countries, special edition 2019. A collection of short articles on learning English in 22countries*, p.17.
- Ministerium für Schule und Bildung (2006). *Gymnasiale Oberstufe Verwaltungsvorschriften zur Verordnung über den Bildungsgang und die Abiturprüfung in der gymnasialen Oberstufe (VzAPO-GOST); Änderung „VV zu § 5“*. Bereinigte Amtliche Sammlung der Schulvorschriften NRW. 13-32. <https://bass.schul-welt.de/18463.htm>
- Patkowski, M. S. (1980). The sensitive period for the acquisition of syntax in a second language. *Language Learning, A Journal of Research in Language Studies*, 30(2), 449-468. <https://doi.org/10.1111/j.1467-1770.1980.tb00328.x>
- Piaget, J. M. (1997). *The language and thought of the child*, Vol. 5. (M. Gabain & R. Gabain, Trans., 3rd ed.). Routledge. (Original work published in 1926). <https://doi.org/10.4324/9780203992739>
- Pinker, S. (2010). *Language in use*. Routledge. <http://dx.doi.org/10.4324/9781003060994-28>
- Ploscaru, D. (2024). *How many people in Germany speak English? History of English*. <https://www.thehistoryofenglish.com/how-many-people-in-germany-speak-english>
- Vygotsky, L. (1962). *Thought and language*. The MIT Press. <http://dx.doi.org/10.1037/11193-000>