

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter, the writer discussed some related theories to support this research. The theories used for the underlying requirement to solve the problems. The writer presented some theories about previous study, theoretical development, analysis, nominalization, definition of nominalization, principle of nominalization, factors of nominalization in L2 writing, functions of nominalization in the scientific language, classification of nominalization, writing, definition of writing skill, the process of writing, the students difficulties in writing, the purpose of writing, second language ( L2), L1 versus L2 learning, initial state, intermediate state, final state.

#### **A. Previous Study**

There are some studies that concerned with nominalization discussed to be in line with this study. The researcher notes some of them in this proposal as previous studies to support this study.

First, Wang Xue-Peng his research Developing Nominalization Awareness in Teaching Writing to Chinese Learners of English. The result from the post-teaching writing, the students had an awareness of using nominalization in their writing and their writing was more written-orientated and formal than their pre-teaching writing. This paper also identifies th e

difficulties and problems in relation to the application of nominalization in writing which inform language teachers of students' weaknesses and ways to enhance their development.<sup>1</sup>

Second, Yulianti in her research *An Analysis of English Department Students' ability in using nominalization in academic Writing at State University of Padang*. The results of this study revealed that students' skills in using nominalization still low which is indicated by the average mean of the numbers 52,05. Problems arise when the students' answers were analyzed is the inability of students in changing the form of the verb and adjective into a noun form and the inability of students to understand the information in the text the denominalized version so that the students' answers in nominalization version elusive.<sup>2</sup>

Third, VinT, et al in their research *A comparative Study of Nominalization in IELTS Writing Test Papers*. The result, first nominalization packed the information in a text and made it denser and difficult to read. Secondly, making tends to reflex the complexity of grammatical feature.<sup>3</sup>

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<sup>1</sup>Wang Xue-Feng, *Developing Nominalization Awareness in Teaching Writing to Chinese Learners of English*, 2012, China: Taiyuan Normal University.

<sup>2</sup>Yulianti, *An Analysis of English Department Students' ability in using nominalization in academic Writing at State University of Padang*, 2014, Padang: State University of Padang.

<sup>3</sup> Vinh To, et al. 2013. *Lexical Density and Readability: A Case Study of English Textbooks*. Internet Journal of Language, Culture and Society URL:

The last, Fatonah in her research *Students' Understanding of The Realization of Nominalizations In Scientific Text*. The results found that the understanding of nominalizations was at moderate level; that was 65%. It was a bit above the average. It is concluded that this level of understanding nominalizations is not sufficient for the students to comprehend scientific text. Consequently, when reading scientific text, as it was stated in an interview, they experienced some difficulties. This finding is supported by Halliday's statement that scientific language is difficult to read and to understand. It is recommended that for Polytechnic students some grammatical competence be improved by giving an explicit teaching, particularly with the topic of nominalizations. It is hoped that the higher the students "understanding of nominalizations, the higher the students" understanding of scientific text.<sup>4</sup>

From that study, the researcher intends to *AN ANALYSIS OF NOMINALIZATION IN L2 WRITING PRODUCTS PRODUCED BY THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN PALANGKA RAYA*.

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<sup>4</sup>Fatonah, 'Students' Understanding of The Realization of Nominalizations In Scientific Text', *Indonesian Journal of Applied Linguistics*, Vol. 4, No.3, July 2014, pp. 87-98.

## **B. Theoretical Development**

### **1. Analysis**

According to oxford dictionary, analysis is study of something by examining its parts. The process of identifying, extracting, completing, and modeling data for purposes of obtaining constructive information that can applied to formulating conclusion, predicting outcomes or supporting decisions in business, science setting.<sup>5</sup>

### **2. Nominalization**

#### **a. Definition of nominalization**

According to Geoffrey Leech refers nominalization A noun phrase which has the underlying semantic structure of a clause. An example of nominalization is the destruction of the city, where the noun destruction corresponds to the main verb of a clause and the city to its object.<sup>6</sup> Nominalization is a type of word formation in which a verb or an adjective (or other part of speech) is used as (or transformed into) a noun.<sup>7</sup>

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<sup>5</sup>Santika Wulandari, 'The Analysis of Indonesian-English Code Mixing Used in Raditya Dika Novel Entitled Manusia Setengah Salmon, 2015, Palangka Raya.

<sup>6</sup>Geoffrey Leech, *A Glossary Of English Grammar*, 2006, Edinburgh University Press: Edinburgh. p.69.

<sup>7</sup>(<http://grammar.about.com/od/mo/g/nominalterm.htm>) on April 5<sup>th</sup>, 2016, 10:00 p.m.

Chang Qing defines nominalization has its own broad and narrow sense. Nominalization may be seen in many written English texts. Now nominalization has become a sign in the formal English style writing. In general nominalization is to change verbs and adjectives into nouns, but nominalization is not only a simple change of word type.<sup>8</sup>

According to Bhatia in Minoo Khamesian also maintains that nominalizations often refer to abstract concepts and generalizations; they can be overused in formal register, as well, especially when writers desire to give the text an enhanced style.<sup>9</sup>

Nominalizations figure prominently in ontological discussions in philosophy since nominalizations appear to form terms that refer to abstract objects (such as propositions, properties, or facts) or ‘minor entities’ (such as events, states, or tropes). There is as yet very little interaction, though, between linguists working on the syntax and

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<sup>8</sup>Chang Qing, 'Nominalization in College English Writing', International conference ICT for language learning, China. ([http://www.languagelearning.eu/Draft\\_Conference\\_Programme.pdf](http://www.languagelearning.eu/Draft_Conference_Programme.pdf)) on April 29<sup>th</sup>,2016, 9:57 a.m.

<sup>9</sup>Minoo Khamesian, 'On Nominalization a Rhetorical Device in Academic Writing', International Journal of Language and Literature, December 2015, Vol. 3, No. 2, pp.117-120, ISSN: 2334-234x (print), 2334-2358 (online). (<http://ijll-net.com/vol-3-no-2-december-2015-current-issue-ijll>) on March 22<sup>nd</sup>.2016, 08:00 p.m.

semantics of nominalizations and philosophers interested in the objects to which nominalizations apparently refer.<sup>10</sup>

The writer concludes that nominalization one of the grammatical features, nominalizations can be found in a text with language style to be formal. When we find a text into form word of the verb or adjective turned into a noun it is called process nominalizations. Nominalization used to helps create a style of writing with density, complexity, and abstract so that a text to be clearer and formal. For English learners, it is crucial to develop nominalization awareness in their writing.

#### **b. Principle of Nominalization**

Halliday in Chang Qing states considered that nominalization is the most important resource for creating grammatical metaphor. By the tool the congruently words as verbs and adjectives are reworded metaphorically as nouns, instead of functioning in the clause, as process or attributive, they function as things in the nominal group. As a tool for ideational grammatical metaphor, nominalization may change the processes or qualities into the entities. Nominalization is regarded by Halliday as “favorite clause type” of English scientific

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<sup>10</sup>Friederike Moltmann & Benjamin Schnieder, Nominalizations An Interdisciplinary ResearchProject, Paris. (<http://semantics.univparis1.fr/pdf/Nominalizations%20%20Project%20Description.pdf>)

text writing where every figure in the metaphoric version is nominal in the form of wording that congruently construes “things”. with nouns for the quality and process. There is another metaphoric transformation whereby the related is metaphoric as verbal group, that is. The form of wording that congruently construes a process, for example, “resulted in” in “the driver’s over quick downhill driving of the bus resulted in brake failure”. This combination of metaphoric features is the most important in the semantic road that they carry in developing scientific argument though they may not be the most frequent.<sup>11</sup>

The writer conclude, In the grammatical metaphor verb or adjective changed or metamorphosed as noun also functioning in the clause they function as noun in a nominal group.

### **c. Factors of Nominalization in L2 Writing**

Dulay et al in Baljit Bhela define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lottin in Baljit Bhela defines interference as 'errors in the learner’s use of the foreign language that can be traced back to the mother tongue.'<sup>12</sup>

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<sup>11</sup>*Op.cit*, p.1

<sup>12</sup>Baljit Bhela, 'Native language interference in learning a secondlanguage: Exploratory case studies of native language interference with target language usage', International Education Journal Vol

Ellis in Baljit Bhela refers to interference as 'transfer', which he says is 'the influence that the learner's L1 exerts over the acquisition of an L2'. He argues that transfer is governed by learners' perceptions about what is transferable and by their stage of development in L2 learning. In learning a target language, learners construct their own interim rules with the use of their L1 knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the L2 for transfer to be possible.<sup>13</sup>

Carroll argues that the circumstances of learning a second language are like those of a mother tongue. Sometimes there are interferences and occasionally responses from one language system will intrude into speech in the other language. It appears that learning is most successful when the situations in which the two languages (L1 and L2) are learned, are kept as distinct as possible. To successfully learn L2 requires the L2 learner to often preclude the L1 structures from the L2 learning process, if the structures of the two languages are distinctly different.<sup>14</sup>

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1, No 1, 1999. p.22 (<http://ehlt.flinders.edu.au/education/iej/articles/v1n1/bhela/bhela.pdf>) on October 12<sup>nd</sup>.

<sup>13</sup>*Ibid*, p.23.

<sup>14</sup>*Ibid*, p.23



#### **d. Functions of Nominalization in the Scientific language**

- 1) First, nominalized language offers the potential advantage of conciseness. Packing information into a noun group leaves the rest of the clause available for adding new information. Nominalization “allows us to pack in more lexical content per sentence”.
- 2) Second, it is much easier to begin a clause or a sentence with a noun group than with a verb group. One purpose is to provide a link between parts of the text.
  - a. The third reason has to do with the nature of scientific language, which reflects science’s concern with categorizing, labeling, and describing phenomena. In order to do this effectively, it is often necessary to treat processes as if they were things, and nominalization makes it possible to organize text rhetorically; i.e. nominalization allows one to avoid the dynamic and usually real world sequencing in spoken form, in which sequences of actions are related with actors. By nominalizing both actions and logical relations, the text can be organized “not in terms of actors, but in terms of ideas, reasons, causes, etc”. Nominalization and passivity has also been employed by writers of university

textbooks and university level students show their objectivity.<sup>15</sup>

Carolyn in VinT, et all that nominalization are of the utmost importance since nominalizations shorten explanations and effectively organize known information, building on it to develop new knowledge. Nominalization help to reorganize much expository writing rhetorically instead of in the real-world's time and location sequence. Nominalization construct abstract and generalizations in humanities, interpret changes in social sciences and name processes, classifications and measurements in physical science.<sup>16</sup> Also proclaims that verbs are essential for narratives, action stories and news reports of events because before spectators concentrate on descriptions of something, they needs verbs to tell what happens to make it deserve describing. Nominalizations, nevertheless, are insufficient to perform that.

Halliday and Martin in VinT, et all emphasizes the importance of nominalizations in science: “the social sciences used nominalizations to develop generalizations” and “whoever controls the

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<sup>15</sup>Susie Chrismalia Garnida and Ni Ketut Mirahayuni, ‘Syntactic and semantic analysis of nominalization in english academic writing’,Parafrese Vol.12 No.01 Februari 2012. (<http://download.portalgaruda.org/article.php?article=253767&val=6846&title=SYNTACTIC%20AND%20SEMANTIC%20ANALYSIS%20OF%20NOMINALIZATION%20IN%20ENGLISH%20ACADEMIC%20WRITING>) on October <sup>12nd</sup>.

<sup>16</sup> Vinh To, et all. 2013. A comparative Study of Nominalization in IELTS Writing Test Papers. University of Tasmania: Australia

language controls the science". As far as the studies on nominalizations and its importance are concerned, a criticism of nominalizations has been proposed.<sup>17</sup> And Yaser in VinT, et all argue that in several circumstance, nominalizations are necessary since full clauses would hinder the flow of information in the discourse, but in others separate clauses without nominalization are crucial to provide poignancy.

#### e. Classification of nominalization

With regards to classification of nominalization, mentions two types of nominalizations one verbal nominalization (*press-pressure*) and one adjectival nominalizations (*hot-heat* ).<sup>18</sup> Additionally, Harnett in Vint To refers classifies five kinds of nominalizations based on morphological endings:

- 1) Those where the verb and noun maintain the same form, also called non-zero derived de-verbal nouns (e.g., *to plan-plan*),
- 2) Gerunds ( e.g., *to run-running*),
- 3) Adding a suffix to the verb (e.g.,*to engage-engagement*),
- 4) Those from adjectives (e.g., *beautiful-beauty*),

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<sup>17</sup> *Ibid* . p.17

<sup>18</sup> *Ibid*

- 5) When the verb and noun have different meanings (e.g., to birth-birthday).

Carolyn in in VinT, et all studied nominalizations as nouns that are made by transforming a verb, either internally or by adding a suffix. She names this type of grammatical metaphor *verb-change nominalizations* whilst other linguistics call them *non-zero derived deverbal nouns or stativation*. According to Carolyn “nominalization is most frequent in writing, less common in standard speech, and least often in non-standard varieties; heavy nominalization makes a text sound authoritative, formal, impersonal and prestigious.<sup>19</sup>

Jeremy and Timothy in VinT, et all referred to a dataset for use in identifying and interpreting compound nominalizations. In their view, a compound noun is a sequence of two or more nouns comprising a noun, for example *cat house* a’ house for a cat’ or *house cat* means a’ cat which lives in a house’. Therefore, compound nominalizations, which are one of the significant subclass of compound noun occurring when the head nouns in deverbal, need taking into account.<sup>20</sup>

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<sup>19</sup> *Ibid*

<sup>20</sup> *Ibid*

### 3. Writing

#### a. Definition of Writing Skill

Some definitions are given by linguist about writing. According to Stubbs in Herlina writing is a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it require practice.<sup>21</sup>

According to Heaton , there are four skills necessary for writing.<sup>22</sup> They are:

- a. Grammatical skill: The ability to write correct sentences.
- b. Stylistic skill: The ability to manipulate sentence and use language effectively.
- c. Mechanical skill: The ability to use correctly those conversations peculiar to the written language e.g. punctuation, and spelling.
- d. Judgment skill: The ability to write in an appropriate manner for a particular purpose with on ability to select, organize and relevant information.

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<sup>21</sup>Herlina, 'An Analysis of Students' Errors in Writing Sentences', 2012, Jakarta. (<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/2744/1/HERLINA-FITK.pdf>) on April <sup>25</sup>th.

<sup>22</sup>Heaton, J.B. *Writing English language tests*. 1988, New York: Longman.

Therefore the writer conclude that writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. A writer has to be able in using written language to give an idea or message.

## **b. The Writing Paragraph**

A paragraph is a series of sentences focused on a single topic. Each paragraph in your paper will contribute in some way toward advancing your paper's overall purpose. A well written paragraph is actually much like a well written essay in miniature. Just as an essay presents a thesis about its subject, a paragraph presents a single idea or topic and develops it in a purposeful manner. Just as essays employ smooth transitions between paragraphs, paragraphs should include smooth transitions between sentences. Paragraphs will use evidence, such as quotations, examples, and supporting details to develop their subjects much like essays employ different kinds of support to defend a thesis. If you can write an effective paragraph, you really are able to do the things you need to do to write a good essay.

### **1. Paragraph features**

A paragraph should have a topic sentence that establishes the subject of the paragraph. Topic sentences most often appear at the beginning of a paragraph, though this is not

a requirement. Placing topic sentences near the front of a paragraph can help you as a writer better keep in mind the subject you want to develop in the paragraph. Paragraphs should show a purposeful pattern of development. Effective patterns include:

- 1) Narration-tell a story from beginning to end
- 2) Description-provide a detailed description using a variety of sensory details
- 3) Explanation-identify an idea, event, object, etc. and explain its significance
- 4) Evaluation-examine the merit of an idea, action, device, etc.
- 5) Comparison and contrast
- 6) Cause and effect analysis
- 7) Process description-present the steps in a process.

Paragraphs achieve coherence by remaining focused on their topics, and by using effective sentence-to sentence transitions to achieve a smooth flow. Good transition strategies include:

- 1) Carrying over words or ideas between sentences
- 2) Using parallel sentences (i.e., sentence with the same grammatical structures and parts of speech) in succession.
- 3) Using transition words to refer to surrounding sentences and more firmly define relation between sentence

Of course, your paper needs smooth transitions between paragraphs too, and the strategies above can provide those. Sentences transitioning into a new paragraph often are used to identify its subject.<sup>23</sup>

### **c. The Process of Writing**

Writing process is a process which writer begins to write down their ideas on paper which is valuable aid to the whole learning process. According to Wohl in almost all kinds of writing the basic structural unit is the paragraph...the paragraph is basic to all good writing

Moreover, Wohl said that there are 3 writing processes:

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<sup>23</sup>[http://www.utoledo.edu/lls/english/programs/composition/studio/pdf/Writing\\_Paragraphs.pdf](http://www.utoledo.edu/lls/english/programs/composition/studio/pdf/Writing_Paragraphs.pdf)



## 1. Finding the Topic Sentence

Usually some students find difficulties in recognizing the topic sentence of paragraph. The topic sentence is usually taken from several things such as: an experience and from the book. According to Wohl a good topic sentence narrows the focus and points to one particular aspect of the over theme. The topic sentence usually represents the most general statement of the paragraph.

The topic sentence occurs most frequently at the beginning of a paragraph. When the topic sentence does occur at the end, it serves to summarize the preceding sentence and to conclude the paragraph.

## 2. Developing Paragraph from Topic Sentence

Some students can write a paragraph without following any formal steps or using formal techniques such as a topic sentence. Here are some steps to develop a paragraph according to Wohl :

- a. Choose a general topic of interest to you.
- b. Narrow down the topic. Select one aspect of the topic and decide what your main point is.

- c. Write down the few facts, believe or opinion that are directly related to your topic sentence details that will help to support or explain it.
- d. Take a second look at your tentative topic sentence.
- e. Using the fact and ideas from step three, develop the topic sentence into a full paragraph. This is your final draft.
- f. Think about unity as you read written. Revise as necessary and then write your final draft.

### 3. Editing the Finish Product

The final step in completing a piece of writing is editing. Editing is the checking of one's written work for various faults in making last-minutes changes and correction. Students of English as second language must check their writing for basic grammatical errors. Basic grammatical errors include the improper use of tense and aspect agreement articles, word order and other small but important details.

#### **d. The Students' Difficulties in Writing**

Learning to write in second language is not easy for students. They face some difficulties, such as (1) how to start writing, (2) how to generate ideas, (3) how to produce unified paragraphs, (4) how to organize ideas logically, (5) how to make

grammatical sentences, (6) how to beef up students' low motivation in learning English.

According to Nurgiantoro there are some problems which are faced by students in learning writing. They are:

- a. Organizing idea
- b. Lack of vocabulary
- c. Grammar accuracy

From the problems above, the writer concludes that the students can learn writing easier if they can organize their idea, mastery of vocabulary, and also mastery of grammar.

According to Heaton the writing skill in a foreign language are complex and difficult to learn not only the ability to use structures but also conceptual of varied skills such as stylistic and mechanical skill. Stylistic skill is the ability to manipulate sentences and use language effectively whereas mechanical skill is the ability to use correctly those conventions peculiar to the written language such as punctuation and spelling.<sup>24</sup>

Lado states the ability to write a worthwhile composition is not possessed by all the speakers of a language: the ability to write creatively requires talent special talent and special writing. Writing a foreign language is the ability to use the language and

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<sup>24</sup>Heaton, J.B. *Writing English language tests*. 1988, New York: Longman.

graphic representation productively in ordinary situation. It means that writing is one of language skills, another author says: “It can be used as a means of communication to convey messages by using written language or symbols. It is able to function as a system of symbols and writing is a representation or symbols of a language.

**e. Purpose of Writing**

There are some purpose given by some linguist in writing. According to Penny Ur in Herlina the purpose of writing, in principle is the expression of ideas, the conveying of messages to the reader, so the ideas themselves should arguably be seen as the most important aspect the writing.<sup>25</sup> From the statement, we know that the purpose of writing is to express people’s ideas in written form and to carry the messages to the reader.

From of information above, the writer can conclude that the purpose of writing is to state someone’s idea and his or her message in write form. It can be to persuade something, give information, and express someone’s felling or to share experience.

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<sup>25</sup>Herlina, ‘An Analysis of Students’ Errors in Writing Sentences’, 2012, Jakarta. (<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/2744/1/HERLINA-FITK.pdf>) on April <sup>25th</sup>.

#### 4. Second Language ( L2)

##### a. Second Language Acquisition (SLA)

Second language is commonly referred to as the L2. As with the phrase “second language,” L2 can refer to any language learned *after* learning the L1, regardless of whether it is the second, third, fourth, or fifth language.<sup>26</sup>

Refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a *second language (L2)*, even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a *target language (TL)*, which refers to any language that is the aim or goal of learning. The scope of SLA includes *informal L2 learning* that takes place in naturalistic contexts, *formal L2 learning* that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances.<sup>27</sup>

According to Yu, in second language acquisition, the knowledge obtained from the first language is bound to take effect on learning a second language. The influence arises from learners’ conscious or unconscious judgment. As a result, cross-linguistic

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<sup>26</sup> Susan M.Gass & Larry Selinker. *Second Language Acquisition An Introductory Course*. 1994. Hillsdale : London. p.4

<sup>27</sup>Muriel saville-troike, *Ibid*, p.2

similarities and differences produce some varied effects: positive transfer, negative transfer and the like.

Oldlin believes negative transfer involves divergences from norms in the target language. In determining negative transfer, James puts forward the “equivalence of translation”, namely, comparing whether the two forms from both native language and target language are of equivalent translation so as to decide on the interference of the form of native language with the other one.<sup>28</sup>

Second language acquisition theory seeks to quantify how and by what processes individuals acquire a second language. The predominant theory of second language acquisition was developed by the University of Southern California’s Steven Krashen. Krashen is a specialist in language development and acquisition, and his influential theory is widely accepted in the language learning community.

From of information above, the writer can conclude that the second language acquisition is language that was obtained after the first language and have similarities and differences. Which will affect both languages. In language acquisition there is the so-called positive and negative transfer.

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<sup>28</sup>Song Wang, Negative Language Transfer Reflected in ESL Learners’ English Writing .Cina: Harbin Institute of Technology (Republic of China), p.4

## **b. L1 Versus L2 Learning**

This brief comparison of L1 and L2 learning is divided into three phases. The first is the *initial state*, which many linguists and psychologists believe includes the underlying knowledge about language structures and principles that is in learners' heads at the very start of L1 or L2 acquisition. The second phase, the intermediate states, covers all stages of basic language development. This includes the maturational changes which take place in what I have called "child grammar," and the L2 developmental sequence which is known as *learner language* (also *inter language* or *IL*). For this phase, we will compare processes of L1 and L2 development, and then compare the conditions which are necessary or which facilitate language learning. The third phase is the *final state*, which is the outcome of L1 and L2 learning.

From the information above, the writer concludes One important difference between first-language acquisition and second-language acquisition is that the process of second-language acquisition is influenced by languages that the learner already knows. This influence is known as *language transfer*. Language transfer is a complex phenomenon resulting from interaction between learners' prior linguistic knowledge, the target-language input they encounter,

and their cognitive processes. Language transfer is not always from the learner's native language; it can also be from a second language, or a third.

**a. Initial State**

While the initial state in children's minds for L1 almost surely is an *innate capacity* to learn language, it is not at all certain whether or not such natural ability is part of the initial state in older learners for L2 acquisition. Some linguists and psychologists believe that the genetic predisposition which children have from birth to learn language remains with them throughout life, and that differences in the final outcomes of L1 and L2 learning are attributable to other factors. Others believe that some aspects of the innate capacity which children have for L1 remain in force for acquisition of subsequent languages, but that some aspects of this natural ability are lost with advancing age. Still others believe that no innate capacity for language acquisition remains beyond childhood, and that subsequent languages are learned by means which are more akin to how older learners acquire other domains of knowledge, such as mathematics or history. There is complete agreement, however, that since L2 acquisition follows L1 acquisition, a major component of the initial state for L2 learning must be prior knowledge of L1.



This entails knowledge of how language (in general) works, as well as a myriad of language-specific features which are only partially relevant for production of the new L2. This prior knowledge of L1 is responsible for the *transfer* from L1 to L2 during second language development, which we will consider as part of the second phase of L1 versus L2 learning. L2 learners also already possess real-world knowledge in their initial state for language acquisition which young children lack at the point they begin learning their L1. This has come with cognitive development and with experience by virtue of being older. The initial state for L2 learning also includes knowledge of means for accomplishing such interactional functions as requesting, commanding, promising, and apologizing, which have developed in conjunction with L1 acquisition but are not present in the L1 initial state. The initial state of L1 learning thus is composed solely of an innate capacity for language acquisition which may or may not continue to be available for L2, or may be available only in some limited ways. The initial state for L2 learning, on the other hand, has resources of L1 competence, world knowledge, and established skills for interaction, which can be both an asset and an impediment.<sup>29</sup>

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<sup>29</sup>*Op.cit*, p.17

## **b. Intermediate States**

Both L1 and L2 learners go through intermediate states as they progress from their initial to their final state linguistic systems. There is similarity in that the development of both L1 and L2 is largely systematic, including predictable sequencing of many phenomena within each and some similarity of sequencing across languages, and in the fact that L1 and L2 learners both play a creative role in their own language development and do not merely mimic what they have heard or been taught.

### 1). Processes

Development, as we have seen, is a spontaneous and largely unconscious process in L1 child grammar, where it is closely correlated with cognitive maturation. As noted above, as children mature, so do their language abilities. In contrast, the development of *learner language (or interlanguage)* for L2 learners occurs at an age when cognitive maturity cannot be considered a significant factor; L2 learners have already reached a level of maturity where they can understand and produce complex utterances in their L1, and level of maturity is not language-specific. Processes other than maturation must be involved to explain development in SLA. While answers to this question vary, there is general agreement that cross-linguistic influence, or

*transfer* of prior knowledge from L1 to L2, is one of the processes that is involved in inter language development. Two major types of transfer which occur are:

- 1) Positive transfer, when an L1 structure or rule is used in an L2 utterance and that use is appropriate or “correct” in the L2; and
- 2) Negative transfer (or interference), when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and considered an “error”.<sup>30</sup>

**c. Final state**

The *final state* is the outcome of L1 or L2 learning. The final state of L1 development – by definition – is native linguistic competence. While vocabulary learning and cultivation of specialized *registers* (such as formal academic written style) may continue into adulthood, the basic phonological and grammatical systems of whatever language(s) children hear around them are essentially established by the age of about five or six years (as we have already noted), along with vocabulary knowledge and interaction skills that are adequate for fulfilling communicative functions. This is a universal human achievement, requiring no extra ordinary aptitude or effort. On the other hand, the final state of L2 development again by definition can never be totally native

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<sup>30</sup>*Op.cit.*, p.18

linguistic competence, and the level of proficiency which learners reach is highly variable. Some learners reach “near-native” or “native-like” competence in L2 along with native competence in L1, but many cease at some point to make further progress toward the learning target in response to L2 input, resulting in a *final state* which still includes instances of L1 interference or creative structures different from any that would be produced by a native speaker of the L2 (a “frozen ”state of progress known as *fossilization* in SLA). The complex of factors which contribute to differential levels of ultimate multilingual development is of major interest for both SLA theory and second language teaching methods.<sup>31</sup>

The writer concludes the are three phase comparison of L1 and L2 learning into the initial state, the intermediate states and the final states. As for the similarities and differences in language will produce varying effects: positive transfer and negative transfer.

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<sup>31</sup>*Op.cit*, p.21