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Word Order Parameter through Colored Cutouts to Enhance and Facilitate L2 and L3 Syntactic Intuitions in Basque: A Longitudinal Study

Kristian Pérez Zurutuza

University of the Basque Country, Beasain BHI, Spain

Abstract

Applications of Linguistic Typology contributed to the development of a structural framework of morphosyntactic and semantic properties languages possess. Research shows the use of learners' L1 enables and channels the acquisition of L2/L3 (De Angelis, 2007; Cenoz and Gorter, 2011; Fernández, Ipiña and Sagasta 2018), and as *Word Order* is the parameter acquired at earliest stages, it serves as a canvas for learners to build the linguistic knowledge of any target language upon. This study tests the linguistic intuitions of participants in Basque with transitive constructions, as these involve full use of word order and morphological patterns necessary to test how participants elaborate their intuitions. Participants are newly-arrived migrants with no previous experience with Basque. The data obtained shows that the layout and distribution of word order(s) and all functional and lexical categories as colored cutouts representing syntactic aspects of L1 and L2/L3 enables learners' active manipulation of these different elements crosslinguistically, allowing them to build up their own syntactic knowledge comparatively with greater efficiency than in traditional settings. Additionally, as colored cutouts act as visual enhancers of morphosyntactic patterns, hence making patterns easier to internalize, higher motivation levels are promoted as frustration is reduced (Carretero Guzmán, 2018). Finally, perceived similarity between Basque as L2 or L3 and the participants' L1 plays a key role, for which colored patterns have the role of facilitating the participants' predictions with English as a filter, increasing metalinguistic awareness and competence. This longitudinal study also provides new grounds for language teaching and learning.

Keywords: active pedagogies, language teaching and learning, linguistic typology, multilingual pedagogy, syntax acquisition