**A sociocultural approach on the study of negative language transfer:  
The effect of peer interaction on the acquisition of the Japanese noun modifier *no***

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This presentation aims to investigate the effects of peer interaction on the acquisition of the Japanese noun modifier の(*no)* (an ownership indicator) by Chinese L1 learners of Japanese as a foreign language as an early attempt to apply a Vygotskian Sociocultural theory (SCT) onto examining negative language transfer (-LT).

-LT is the impediment effect of a source language(s) on the recipient language. Chinese L1 learners of Japanese with an advanced proficiency have demonstrated -LT in the misuse of *no* (e.g. Chan, 2014). Although the study of *no*, and studies of -LT in general provide useful insights of the cause and effect of -LT within individuals’ in their second/foreign language acquisition, it is criticised for providing minimal insights into how learning occurs, i.e. the effect of the learning environment in promoting the acquisition of a linguistic feature influenced by –LT (Firth and Wagner, 1997).

SCT view language learning as a social phenomenon that occurs during interactions with others. Peer interaction research to date has demonstrated positive effects on learning grammatical structures (e.g. Aljaafreh and Lantolf, 1994). As little research has investigated the effect of peer interaction on the learning of a target grammatical structure influenced by -LT, this study will utilise peer interaction in examining the misuse of *no* and its acquisition by the Chinese L1 learners.

In this study, Chinese, Korean and English L1 learners of Japanese with an advanced proficiency and Japanese L1 speakers participated in four sessions (1. pre-test, 2. peer interaction, 3. immediate post-test and 4. 6-months follow-up post-test) and acquisition was measured using the grammaticality judgment task. The statistical analysis is underway and results on the statistical significance of the Chinese L1 learners’ performance pre and post-interaction will be reported in this presentation.

**Keywords**: Sociocultural approach, negative language transfer, peer interaction, second/foreign language acquisition, the Japanese noun modifier *no*

**Reference**

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