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Adult L3 Acquistion:

The Case of Grammatical Gender in L3 German

Megan M. Brown

Boston University

Linguistic Theory and Second and Third Language Acquisition in Children and Adults

MIT Linguistics Department, April 12th, 2021



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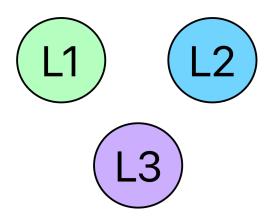
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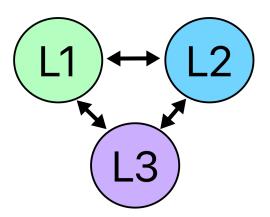
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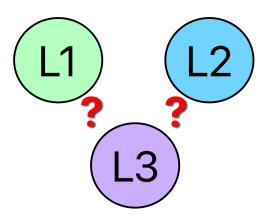
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L3 and Trilingualism Research



Models of L3 Acquisition

Models of L3 Initial Transfer

Whole-Transfer Models

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L1 Transfer

Hermas, 2010

Cumulative Enhancement

Flynn et al., 2004

L2 Status Factor Bardel & Falk, 2007

Typological Primacy

Rothman, 2010

Linguistic Proximity Westergaard et al., 2017

> Scalpel Model Slabakova, 2017

Language of Community Fallah et al. 2016

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Wholesale Transfer Models

L1 Transfer

L2 Status Factor Model

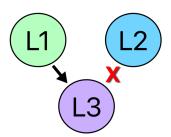
Typological Primacy Model

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Models of L3 Acquisition

The L1 Transfer Proposal Hermas (2010)

L1 grammar serves the initial state for all new languages.



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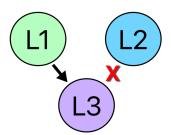
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The L1 Transfer Proposal Hermas (2010)

L1 grammar serves the initial state for **all** new languages.

TLA is the same process as SLA



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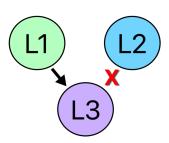
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The L1 Transfer Proposal Hermas (2010)

L1 grammar serves the initial state for **all** new languages.

TLA is the same process as SLA

Transfer can be facilitative or non-facilitative.



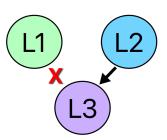
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L2 Status Factor Model

Bardel & Falk (2007)

L2 and L3 are neurologically more similar



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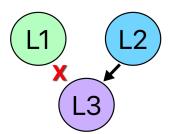
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L2 Status Factor Model

Bardel & Falk (2007)

L2 and L3 are neurologically more similar

Exclusive L2 Transfer



Models of L3 Acquisition

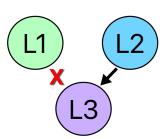
L2 Status Factor Model

Bardel & Falk (2007)

L2 and L3 are neurologically more similar

Exclusive L2 Transfer

Transfer can be facilitative or non-facilitative.



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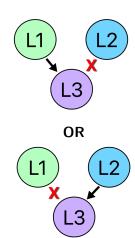
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Typological Primacy Model Rothman (2010)

The most **typologically similar** language transfers



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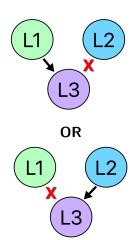
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Typological Primacy Model Rothman (2010)

The most **typologically similar** language transfers

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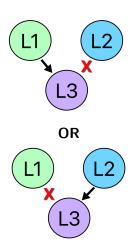
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Typological Primacy Model Rothman (2010)

The most **typologically similar** language transfers

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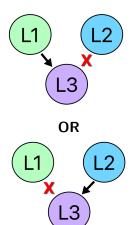
Typological Primacy Model Rothman (2010)

The most **typologically similar** language transfers

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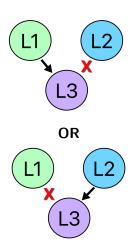
The most **typologically similar** language transfers

Lexicon

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Morphology

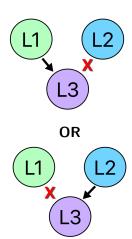
Syntax



Models of L3 Acquisition

Language of Community **Hypothesis** Fallah et al. (2016)

The language using the surrounding community transfers



Models of L3 Acquisition

Partial Transfer Models

Cumulative Enhancement Model

Linguistic Proximity Model

Scalpel Model

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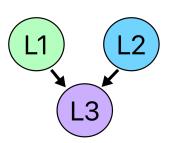
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Cumulative Enhancement Model

Flynn et al. (2004)

Both languages can transfer features.



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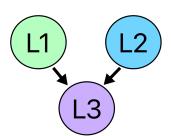
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Cumulative Enhancement Model

Flynn et al. (2004)

Both languages can transfer features.

Facilitative features will transfer.



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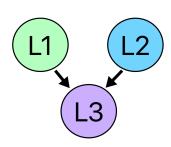
Cumulative Enhancement Model

Flynn et al. (2004)

Both languages can transfer features.

Facilitative features will transfer.

TLA is **cumulative**: the grammar transfers and develops features over time.



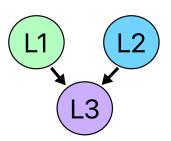
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Linguistic Proximity Model

Westergaard et al., (2017)

Similar to CEM, except...



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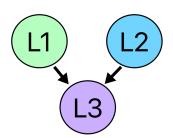
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Linguistic Proximity Model

Westergaard et al., (2017)

Similar to CEM, except...

Facilitative and non-facilitative features will transfer.



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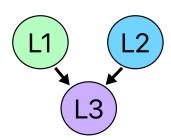
Linguistic Proximity Model

Westergaard et al., (2017)

Similar to CEM, except...

Facilitative **and non-facilitative** features will transfer.

Typology influences transfer.



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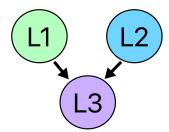
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Scalpel Model Slabakova, (2017)

Similar to CEM and LPM, except...

Cognitive and experiential factors can also influence transfer.



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L1 Transfer Hermas, 2010

Cumulative Enhancement Flynn et al., 2004

L2 Status Factor Bardel & Falk, 2007

Linguistic Proximity Westergaard et al., 2017

Typological Primacy Rothman, 2010 **Scalpel Model** Slabakova, 2017

Language of Community

Fallah et al, 2016

Adult L3 Acquistion:

Megan M. Brown

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Factors in L3 Initial Transfer

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Factors in L3 Initial Transfer

Naive vs. non-native status/Age of acquisition/Order of acquisition.

Linguistic similarity between languages.

Adult L3 Acquistion:

Megan M. Brown

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Grammatical Gender

| Der Mann | Die Frau | Das Mädchen |
|-----------------|-----------------|-------------|
| The man | The woman | The girl |
| Masculine | Feminine | Neuter |

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Grammatical Gender

| Der Mann | Die Frau | Das Mädchen |
|-----------------|-----------------|--------------------|
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L1 gender can transfer to L2 (Franceschina, 2005)

Models of L3 Acquisition

Grammatical Gender

| Der Mann | Die Frau | Das Mädchen |
|-----------------|-----------------|-------------|
| The man | The woman | The girl |
| Masculine | Feminine | Neuter |

L1 gender can transfer to L2 (Franceschina, 2005) Even between typologically different languages (Sabourin, 2001)

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Grammatical Gender

| Der Mann | Die Frau | Das Mädchen |
|-----------|-----------------|-------------|
| The man | The woman | The girl |
| Masculine | Feminine | Neuter |

L1 gender can transfer to L2 _(Franceschina, 2005) Even between typologically different languages (Sabourin, 2001)

L2ers without gender in their L1 are able to develop a gender system

(White et al., 2004; Sagarra and Herschensohn, 2010)

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Grammatical Gender

| Der Mann | Die Frau | Das Mädchen |
|-----------|-----------------|-------------|
| The man | The woman | The girl |
| Masculine | Feminine | Neuter |

L1 gender can transfer to L2 _(Franceschina, 2005) Even between typologically different languages (Sabourin, 2001)

L2ers without gender in their L1 are able to develop a gender system

(White et al., 2004; Sagarra and Herschensohn, 2010)

How do L1 vs L2 gender systems transfer to L3?

Adult L3 Acquistion:

Megan M. Brown

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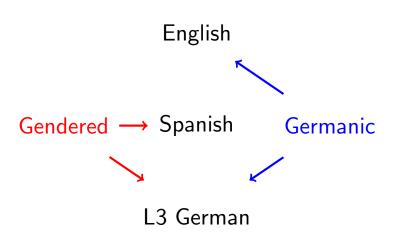
Gendered → Spanish



L3 German

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Adult L3 Acquistion:

Megan M. Brown

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Predictions of L3 Models

Will L3 learners transfer their Spanish grammatical gender knowledge to L3 German?

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Predictions of L3 Models

Will L3 learners transfer their Spanish grammatical gender knowledge to L3 German?

| | L1 English | L1 Spanish |
|-------------------------|------------|------------|
| | L2 Spanish | L2 English |
| Partial Transfer Models | Yes | Yes |
| L1 Transfer | No | Yes |
| L2 Status | Yes | No |
| Typological Primacy | No | No |

Adult L3 Acquistion:

Megan M. Brown

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Sequential Spanish/English bilinguals

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Sequential Spanish/English bilinguals L3 German was being learned as a foreign language Intermediate or higher L2 proficiency

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Sequential Spanish/English bilinguals L3 German was being learned as a foreign language Intermediate or higher L2 proficiency

| Language Background | Number of Participants |
|---------------------------------|------------------------|
| L1 English L2 Spanish L3 German | 11 |
| L1 Spanish L2 English L3 German | 10 |
| L1 English L2 German | 11 |

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German Grammaticality Judgement Task

Gender Mismatch

*Das Baum ist groß $The_{[N]}$ tree $_{[M]}$ is tall

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German Grammaticality Judgement Task

Gender Mismatch

*Das Baum ist groß The $_{[N]}$ tree $_{[M]}$ is tall

Words reflecting biological gender were not included

L3 Grammatica Gender Acquisition

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German Grammaticality Judgement Task

Gender Mismatch

*Das Baum ist groß The [N] tree [M] is tall

Words reflecting biological gender were not included

Error questions were balanced in terms of:

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German Grammaticality Judgement Task

Gender Mismatch

*Das Baum ist groß The_[N] tree_[M] is tall

Words reflecting biological gender were not included

Error questions were balanced in terms of:

German Gender Error Direction (M \rightarrow F, M \rightarrow N ect.) Spanish Gender

Gender Assignment vs. Gender Concord

Grammatic Gender

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Der_M Die Das_N

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Tür (Door_F)

Der_M Die_F

Das_N

Grammaticality judgment tasks were graded based on participants' perceived gender of individual lexical items.

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Gender Assignment vs. Gender Concord

Grammatical Gender Task

Tür (Door_F)

Der_M Die_F

 Das_N

Grammaticality judgment tasks were graded based on participants' perceived gender of individual lexical items.

Adult L3 Acquistion:

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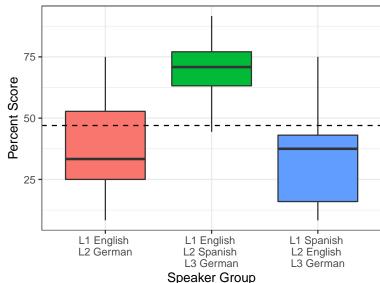
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Trilinguals with L2 Spanish were better at identifying gender errors in L3 German.

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Trilinguals with L2 Spanish were better at identifying gender errors in L3 German.

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Findings Experiment 1

Trilinguals with L2 Spanish were better at identifying gender errors in L3 German.

L2 Status Factor Model

Scalpel Model (Experiential/Cognitive Factors)

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Summar

Findings Experiment 1

BUT...

No interference was found from nouns with different Spanish genders.

Key Findings

Findings Experiment 1

BUT...

No interference was found from nouns with different Spanish genders.

Many participants were beginners but not "initial state" learners

Results

Key Findings

L3

"Beginners"
vs. L3 Initial

Procedures

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Findings Experiment 1

BUT...

No interference was found from nouns with different Spanish genders.

Many participants were beginners but not "initial state" learners

Are these results from initial transfer or some sort of learning advantage!?

Adult L3 Acquistion:

Megan M. Brown

L3

Grammatica Gender

Models of L

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Experiment 2

True initial state L3 learners

Background

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True initial state L3 learners

Grammatical gender and number

Background

Grammatic Gender Acquisition

Models of L3

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Summary

True initial state L3 learners

Grammatical **gender** and **number**

Artificial Germanic Language

Models of L3

Background

Experiment 2

True initial state 1.3 learners

Grammatical gender and number

Artificial Germanic Language

Avoids intertwinement of German DP features (i.e. gender, number, case, and definiteness)

Background

Experiment 2

True initial state I 3 learners

Grammatical gender and number

Artificial Germanic Language

Avoids intertwinement of German DP features (i.e. gender, number, case, and definiteness)

Precedent in the L2 acquisition literature Brooks et al. (1993), Siegelman & Arnon (2015) Wonnacott, Brown & Nation (2017), Culbertson, Gagliardi & Smith (2017)

Grammati Gender Acquisition

Models of L3

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Kev Findir

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Summary

Artificial Language

9 nouns

3 masculine, 3 feminine, 3 neuter

Acquisition

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"Beginners vs. L3 Initi

vs. L3 Initia State

Procedures Procedures

Results

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Artificial Language

9 nouns

3 masculine, 3 feminine, 3 neuter

4 determiners

1 masculine, 1 feminine, 1 neuter, 1 plural

5 adjectives

suffixes: 1 masculine, 1 feminine, 1 neuter, 1 plural

Acquisition

Results

Key Findin

"Beginners"
vs. L3 Initia

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Key Finding

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Key Finding

Summar

Artificial Language

9 nouns

3 masculine, 3 feminine, 3 neuter

4 determiners

1 masculine, 1 feminine, 1 neuter, 1 plural

5 adjectives

suffixes: 1 masculine, 1 feminine, 1 neuter, 1 plural

1 carrier phrase

Models of L3 Acquisition

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"Beginners" vs. L3 Initia

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Artificial Language

Adult L3 Acquistion:

Megan M. Brown

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La Dhama

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"Erblicken ern-e rot-e Tür"

Adult L3 Acquistion:

Megan M. Brown

L3 Grammatical Gender Acquisition

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L3 "Beginners" vs. L3 Initia

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"Erblicken ern rot-e Tür"

L3 Grammatical Gender Acquisition

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Key Finding

L3 "Beginners"

vs. L3 Initial State

Background Procedures

Results

Key Findings

L3 Phonolog

Procedures

Participa

Key Findings

Summary

Participants

| Language Background | Number of Participants |
|------------------------|------------------------|
| L1 English L2 Spanish | 7 |
| L1 Spanish L2 English | 4 |
| L1 English L2 Mandarin | 4 |

Adult L3 Acquistion:

Megan M. Brown

L3 Grammatical Gender

Models of L3 Acquisition

Procedures Results

Key Findin

L3 "Beginner

vs. L3 Initia State

Backgrour Procedure

Results

L2 Dhanala

Background

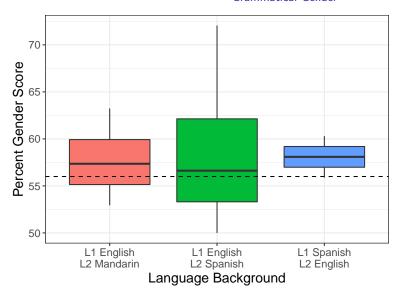
Participa

Results Key Finding

Summary

Experiment 2 Results

Grammatical Gender



Adult L3 Acquistion:

Megan M. Brown

L3 Grammatical Gender Acquisition

Acquisition

Models of L3

Acquisition

Procedures

Key Findin

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"Beginners"
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Procedures Results

L2 Dhanalam

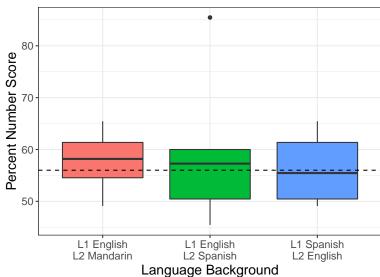
Background

Participa

Results Key Finding

Summar

Experiment 2 Results Grammatical Number



Acquisitio

Acquisitio

Results

Key Findir

L3 "Beginners" vs. L3 Initia

vs. L3 Initia

Procedures Results

Key Finding

L3 Phonolog

Background Procedures

Participant

Key Findings

Summary

Results

No group differences for grammatical gender (TPM, Partial Transfer Models)

Models of L3

Procedures

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Key Findir

L3
"Beginners"
vs. L3 Initia

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Background

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Results

L3 Phonolo

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Key Finding

Summary

Results

No group differences for grammatical gender (TPM, Partial Transfer Models)

No group differences for grammatical number (Partial Transfer Models)

Acquisition Procedures

Key Findir

L3 "Beginners" vs. L3 Initia

Background Procedures

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L3 Phonology

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Participa Results

Key Finding

Summary

No group differences for grammatical gender (TPM, Partial Transfer Models)

No group differences for grammatical number (Partial Transfer Models)

Overall poor performance across all groups on grammatical questions

(Partial Transfer Models)

Adult L3 Acquistion:

Megan M. Brown

L3 Grammatic Gender

Models of L3

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Procedures

.......

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"Beginners"
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I 2 Dhanalas

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Experiment 1:

Grammatic Gender Acquisition

Models of L3 Acquisition

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L3 Phonolo

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Summary

Experiment 1:

Beginner L3 German learners (< 1 year)

Grammatic Gender Acquisition

Models of L Acquisition

Procedures Results

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L3 Phonolo

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Key Finding

Summary

Experiment 1:

Beginner L3 German learners (< 1 year)

 $L2\ Spanish\ advantage\ in\ L3\ German\ gender$

L3 Grammatic Gender

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Results

Key Findin

"Beginners" vs. L3 Initia

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Experiment 1:

Beginner L3 German learners (< 1 year)

L2 Spanish advantage in L3 German gender

Experiment 2:

Initial State L3 German learners

L3 Grammati Gender

Gender Acquisition Models of L3

Acquisition Procedures

Key Finding

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Experiment 1:

Beginner L3 German learners (< 1 year)

L2 Spanish advantage in L3 German gender

Experiment 2:

Initial State L3 German learners

No L2 Spanish advantage in L3 German gender or number

L3 Grammatica Gender Acquisition

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L3 "Beginners"

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Experiment 1:

Beginner L3 German learners (< 1 year)

L2 Spanish advantage in L3 German gender

Experiment 2:

Initial State L3 German learners

No L2 Spanish advantage in L3 German gender or number

Perhaps an L3 developmental difference?

Acquisition

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12

"Beginners" vs. L3 Initia State

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L3 Phonology Background

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Summar

Transfer vs. Development

Whole-Transfer Models

Partial-Transfer Models

L1 Transfer Hermas, 2010 Cumulative Enhancement Flynn et al., 2004

L2 Status Factor Bardel & Falk, 2007

Linguistic Proximity Westergaard et al., 2017

Typological Primacy Rothman, 2010

Scalpel Model Slabakova. 2017

Language of Community
Fallah et al. 2016

Adult L3 Acquistion:

Megan M. Brown

Grammatica Gender

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Transfer vs. Development

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Transfer vs. Development

What exactly is the "initial state"?

Models of L3 Acquisition

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Summary

Transfer vs. Development

What exactly is the "initial state"?

How might post-initial state development differ?

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Transfer vs. Development

What exactly is the "initial state"?

How might post-initial state development differ?

Transfer vs. Cross-linguistic influence (CLI)

There is still much exiting work to do in L3 acquisition!

Adult L3 Acquistion:

Megan M. Brown

L3 Grammatica Gender

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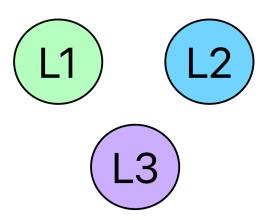
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Experiment 3 rCLI in L3 Phonology



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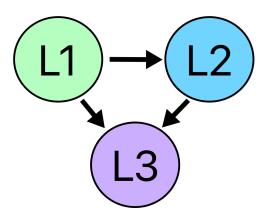
Procedure:

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Progressive Cross-Linguistic Influence (pCLI)



L3 Grammatic

Models of L3

Models of L3 Acquisition

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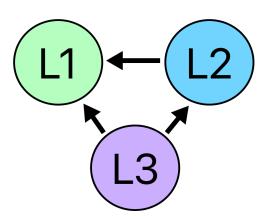
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Regressive Cross-Linguistic Influence (rCLI)



Adult L3 Acquistion:

Megan M. Brown

L3 Grammat

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Models of Trilingual rCLI

L3 Grammatica Gender Acquisition

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Models of Trilingual rCLI

Phonological Permeability Hypothesis (PPH: Cabrelli Amaro and Rothman, 2010)

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Models of Trilingual rCLI

Phonological Permeability Hypothesis (PPH: Cabrelli Amaro and Rothman, 2010)

Phonological systems developed in childhood vs. adulthood are fundamentally different

L3 Grammatica Gender Acquisition

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Models of Trilingual rCLI

Phonological Permeability Hypothesis (PPH: Cabrelli Amaro and Rothman, 2010)

Phonological systems developed in childhood vs. adulthood are fundamentally different

Systems developed in childhood are more stable

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Models of Trilingual rCLI

Phonological Permeability Hypothesis (PPH: Cabrelli Amaro and Rothman, 2010)

Phonological systems developed in childhood vs. adulthood are fundamentally different

Systems developed in childhood are more stable

rCLI from an L3 is more likely to impact the L2 than the L1

Models of L3

Background

Typological Similarity in Trilnigual rCII

The overall similarity between a speakers languages has been found to significantly impact bilingual rCLI

Schmid and Köpke (2017)

Models of La Acquisition

Procedures Results

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vs. L3 Initia State Background

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Summai

Typological Similarity in Trilnigual rCLI

The overall similarity between a speakers languages has been found to significantly impact **bilingual rCLI**

Schmid and Köpke (2017)

as well as trilingual pCLI

Rothman (2010 et seq), Westergaard et al., (2017)

Megan M. Brown

L3 Grammatica Gender

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Summar

Research Quesitons

Does typological similarity play a role in rCLI from L3 to L1/L2?

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Research Quesitons

Does typological similarity play a role in rCLI from L3 to L1/L2?

This project examines this in regards to **speech rhythm**.

Models of L3 Acquisition

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Speech Rhythm

Rhythm is the sense of movement in speech

Megan M. Brown

L3 Grammati Gender

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Speech Rhythm

Rhythm is the sense of movement in speech Syllable-timed (Spanish, French) Stress-timed (English, German) Mora-timed (Japanese) Models of L3

Background

Speech Rhythm

Rhythm is the sense of movement in speech Syllable-timed (Spanish, French) Stress-timed (English, German) Mora-timed (Japanese)

Adult learners are unlikely to develop an L2 rhythmic system that is comparable to that of a native speaker, Models of L3 Acquisition

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rey i man

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Speech Rhythm

Rhythm is the sense of movement in speech Syllable-timed (Spanish, French) Stress-timed (English, German) Mora-timed (Japanese)

Adult learners are unlikely to develop an L2 rhythmic system that is comparable to that of a native speaker, **BUT...**

Models of L

Procedures

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"Beginners"
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Summar

Speech Rhythm

Rhythm is the sense of movement in speech

Syllable-timed (Spanish, French) Stress-timed (English, German) Mora-timed (Japanese)

Adult learners are unlikely to develop an L2 rhythmic system that is comparable to that of a native speaker, **BUT...**

They $\underline{\text{are}}$ able to develop an L2 rhythmic system which is distinct from the L1

(Guilbault, 2002; Ordin & Polyanskaya, 2015)

Adult L3 Acquistion:

Megan M. Brown

L3

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Research Questions

English

German

Spanish

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"Beginners" vs. L3 Initia

vs. L3 Initia State

Background Procedures

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C.....

Research Questions

English (Stress-timed)

German (Stress-timed)

Spanish (Syllable-timed)

Models of L3

Background

Research Questions

English (Stress-timed)

German (Stress-timed)

Spanish (Syllable-timed)

Megan M. Brown

L3 Grammatic

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"Beginners"
vs. L3 Initial

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C.....

Research Questions

English (Stress-timed)

German (Stress-timed)

Spanish (Syllable-timed)

Megan M. Brown

Models of L3

Background

Research Question

Which language is more susceptible to rCI 17

Acquisitio

Models of L3 Acquisition

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"Beginners

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Research Question

Which language is more susceptible to rCLI?

Does **similarity** play a role?

Adult L3 Acquistion:

Megan M. Brown

L3

Grammatic Gender

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"Beginners" vs. L3 Initia

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Research Question

L1 English, L2 German, L3 Spanish

Models of L Acquisition

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"Beginners"
vs. L3 Initia

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Key Finding

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Research Question

L1 English, L2 German, L3 Spanish

L1 German, L2 English, L3 Spanish

Background

Research Question

L1 English, L2 German, L3 Spanish

L1 German, L2 English, L3 Spanish

L1 English, L2 German

L1 German, L2 English

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L3 Phonol

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Key Finding

Summar

Research Question

L1 English, L2 German, L3 Spanish

L1 German, L2 English, L3 Spanish

L1 English, L2 German

L1 German, L2 English

Do linguistic similarity and/or order of acquisition influence the degree of rCLI to each language?

Grammatical Gender Acquisition

Acquisition

Procedure:

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vs. L3 Initia State

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L3 Phonolog

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Summar

For each language (English, German, and Spanish)...

Procedures

Procedure

For each language (English, German, and Spanish)...

Recorded reading task

Models of L3

Procedures

For each language (English, German, and Spanish)...

Recorded reading task

Written LexTALE Vocabulary Task (Lemhöfer and Broersma, 2012; Izura, Cuetos, and Brysbaert, 2014)

Models of L3

Procedures

For each language (English, German, and Spanish)...

Recorded reading task

Written LexTALE Vocabulary Task (Lemhöfer and Broersma, 2012; Izura, Cuetos, and Brysbaert, 2014)

Picture description task

Megan M. Brown

L3 Grammatical Gender Acquisition

Models of I Acquisition Procedures

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Key Finding

Summar

Picture Description Task









Megan M. Brown

L3 Grammatical Gender Acquisition

Models of L Acquisition Procedures

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L3 Phonolog

Background Procedures

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Results Kev Finding

Summan

Picture Description Task









- 4 images per language
- 5-20 minutes of speech per language

Adult L3 Acquistion:

Megan M. Brown

L3

Grammatica Gender

Models of L3

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L O

"Beginners" vs. L3 Initia

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Procedures Results Key Findings

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Background Procedures

Participants

Key Findings

Summan

Participants

| Language Background | Number of Participants |
|---------------------------------|------------------------|
| L1 English L2 German L3 Spanish | 4 |
| L1 German L2 English L3 Spanish | 2 |
| L1 English L2 German | 4 |
| L1 German L2 English | 3 |

Models of L3 Acquisition

Procedures Results

Key Findin

1.0

"Beginners" vs. L3 Initial

vs. L3 Initia State

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Results

Key Finding

L3 Phonolog

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Procedures Participants

Results

C.....

Participants

10 female, mean age = 33, age range = 18-57

Acquisition

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Background Procedures

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L3 Phonolog

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Participants

10 female, mean age = 33, age range = 18-57 Sequenital trilinguals with L2/L3 AoA > 7 Acquisitio Models of L3

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Key Findir

"Beginners" vs. L3 Initia

vs. L3 Initia State

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Participants

Key Finding

Summar

Participants

10 female, mean age = 33, age range = 18-57

Sequenital trilinguals with L2/L3 AoA > 7

Sufficient proficiency and fluency in all of the target languages

Participants

Participants

10 female, mean age = 33, age range = 18-57

Sequenital trilinguals with L2/L3 AoA > 7

Sufficient proficiency and fluency in all of the target languages

No knowledge of other non-target languages

L3 Grammatica Gender Acquisition

Models of Acquisition

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"Beginners" vs. L3 Initia State

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L3 Phonology

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Key Finding

Summary

10 female, mean age = 33, age range = 18-57

Sequenital trilinguals with L2/L3 AoA > 7

Sufficient proficiency and fluency in all of the target languages

No knowledge of other non-target languages

Additional data from participants who did not match all criteria was also collected, see Appendix 2 of Brown (2021).

Acquisitio

Models of L3 Acquisition

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"Beginners" vs. L3 Initia

vs. L3 Initia State

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Key Finding

L3 Phonolog

Procedures Procedures

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Summary

Analysis

Recordings annotated in TextGrids via Praat (Boersma & Weenink, 2009).

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Acquisition

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Analysis

Recordings annotated in TextGrids via Praat (Boersma & Weenink, 2009).

Duration of all vowels and consonants marked.

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Analysis

Recordings annotated in TextGrids via Praat (Boersma & Weenink, 2009).

Duration of all vowels and consonants marked.

pprox 1 minute of recorded speech per participant per language.

Adult L3 Acquistion:

Megan M. Brown

L3 Grammatic Gender

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Speech Rhythm Measurements

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Speech Rhythm Measurements

$$%V = \frac{\text{sum of all vocalic interval durations}}{\text{total duration of vocalic and consonantal intervals}} \times 100$$

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Speech Rhythm Measurements

$$\%V = \frac{\text{sum of all vocalic interval durations}}{\text{total duration of vocalic and consonantal intervals}} \times 100$$

$$VarcoV = \frac{\mathrm{SD\ of\ vocalic\ interval\ duration}}{\mathrm{mean\ vocalic\ interval\ duration}} \times 100$$

Participants

Speech Rhythm Measurements

$$%V = \frac{\text{sum of all vocalic interval durations}}{\text{total duration of vocalic and consonantal intervals}} \times 100$$

$$VarcoV = \frac{\mathrm{SD\ of\ vocalic\ interval\ duration}}{\mathrm{mean\ vocalic\ interval\ duration}} \times 100$$

White and Mattys (2007)

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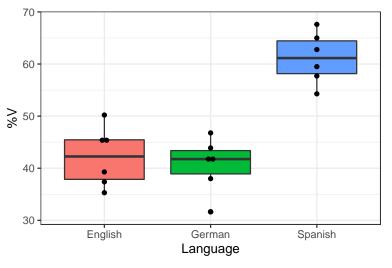
L3 Spanish Rhythm

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Results L3 Spanish Rhythm



%V in L3 Spanish

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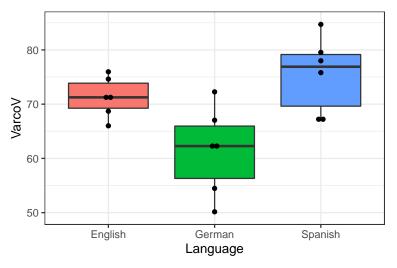
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VarcoV in L3 Spanish



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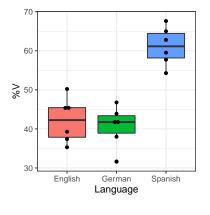
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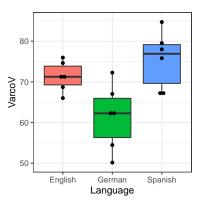
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L3 Spanish Rhythm

%V vs. VarcoV





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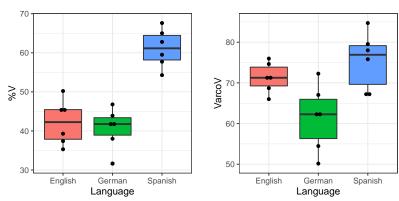
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L3 Spanish Rhythm

%V vs. VarcoV



%V is better at differentiating languages by rhythmic typology (White & Mattys, 2007)

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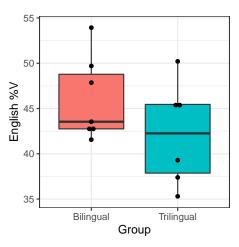
Rhythm By Language English

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Results

Rhythm By Language **English**





%V in Bilingual vs. Trilingual **English**



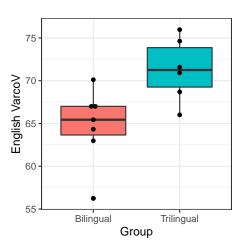
Megan M. Brown

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Rhythm By Language **English**

VarcoV English p < .05

Trilinguals have a higher (more Spanish-like) **English VarcoV**



VarcoV in Bilingual vs. Trilingual **English**



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L3 Grammatica Gender Acquisition

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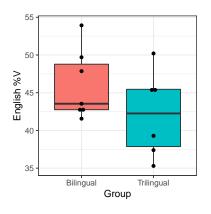
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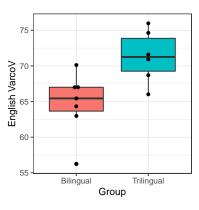
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English Rhythm

%V vs. VarcoV





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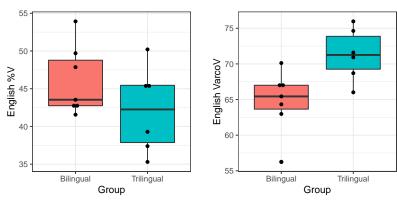
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English Rhythm

%V vs. VarcoV



VarcoV is better at teasing out individual differences, especially in non-native speech (White & Mattys, 2007)

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Rhythm By Language German

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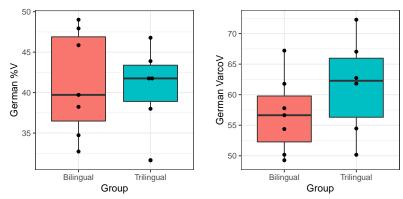
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Rhythm By Language German



No significant differences were found between bilingual and trilingual German rhythm.

Grammatica Gender

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Rhythm By Order of Acquisition

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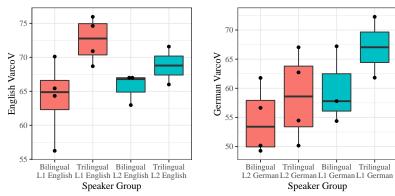
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Rhythm By Order of Acquisition



In each language, the L1 seems more effected by rCLI from L3

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Summary of Findings

Trilinguals developed a distinct rhythm in L3 Spanish.

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Key Findings

Summary of Findings

Trilinguals developed a distinct rhythm in L3 Spanish.

Trilinguals had a higher VarcoV in **English** than bilinguals, suggesting rCLI from L3

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Summary of Findings

Trilinguals developed a distinct rhythm in L3 Spanish.

Trilinguals had a higher VarcoV in **English** than bilinguals, suggesting rCLI from L3

Early trends suggest that L1 is more susceptible to rCLI than L2 in English possibly also German.

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L3 Grammatica Gender Acquisition

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Questions?

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Thank You!