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Grammatical gender acquisition in sequential trilinguals Influence of a gendered L1 vs. L2

Megan Brown

Boston University

Linguistic Society of America 2020 Annual Meeting Saturday, January 4th 2020





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Multiple Potential Sources of Transfer

In L2 acquisition the L1 is the only source of transfer.



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Multiple Potential Sources of Transfer

L3 learners have 2 potential transfer sources, the L1 and the L2.



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Multiple Potential Sources of Transfer

L3 learners have 2 potential transfer sources the L1 and the L2.



Which language or language(s) transfer and why?

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Models of L3 Acquisition

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Models of L3 Acquisition

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Whole-Transfer Models

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Whole-Transfer Models

L1 Transfer Hermas, 2010

L2 Status Bardel & Falk, 2007

Typological Primacy Rothman, 2010

Language of Community

Fallah et al, 2016

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Whole-Transfer Models

L1 Transfer Hermas, 2010

L2 Status Bardel & Falk, 2007

Typological Primacy Rothman, 2010

Language of Community Fallah et al, 2016 Partial-Transfer Models

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Models of L3 Acquisition

Whole-Transfer Models

L1 Transfer Hermas, 2010

L2 Status Bardel & Falk, 2007 **Partial-Transfer Models**

Cumulative Enhancement Flynn et. al, 2004

Linguistic Proximity Westergaard et al, 2017

Typological Primacy Rothman, 2010 Scalpel Model Slabakova, 2017

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Language of Community Fallah et al, 2016

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Whole-Transfer Models Partial-Transfer Models

L1 Transfer Hermas, 2010

L2 Status Bardel & Falk, 2007 Cumulative Enhancement Flynn et. al, 2004

Linguistic Proximity Westergaard et al, 2017

Typological Primacy Rothman, 2010 Scalpel Model Slabakova, 2017

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Language of Community Fallah et al, 2016

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The Cumulative Enhacement Model



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The Cumulative Enhacement Model

All beneficial grammatical knowledge is accessable.



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The Cumulative Enhacement Model

All beneficial grammatical knowledge is accessable.

Language learning is **cumulative**.

(Flynn et al., 2004; Berkes & Flynn, 2012)



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The L1 Transfer Proposal



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The L1 Transfer Proposal

L1 grammar serves the initial state for new languages.



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The L1 Transfer Proposal

L1 grammar serves the initial state for new languages.

Transfer can be facilitative or non-facilitative. (Hermas,2010)



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The L2 Status Factor Model



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The L2 Status Factor Model

The L2 grammar serves as the initial state for L3.



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The L2 Status Factor Model

The L2 grammar serves as the initial state for L3.

Transfer can be facilitative or non-facilitative (Bardel & Falk, 2007 et. seq)



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The Typological Primacy Model



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The Typological Primacy Model

One language is selected based on similarities in:



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The Typological Primacy Model

One language is selected based on similarities in:

1. Lexicon

- 2. Phonological/Phonetic Cues
- 3. Functional Morphology
- 4. Syntactic Structure

(Rothman, 2010 et. seq)



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Models of L3 Acquisition

Whole-Transfer Models Partial-Transfer Models

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

L2 Status Bardel & Falk, 2007 Linguistic Proximity Westergaard et al, 2017

Typological Primacy Rothman, 2010 Scalpel Model Slabakova, 2017

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Language of Community Fallah et al, 2016

Grammatical Gender

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Grammatical Gender

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

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Grammatical Gender

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

L1 gender can transfer to L2 (Franceschina, 2005)

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Grammatical Gender

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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 langauges (Sabourin, 2001)

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Der MannDie FrauDas MädchenThe manThe womanThe girlMasculineFeminineNeuter

Grammatical Gender

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L1 gender can transfer to L2 _(Franceschina, 2005) Even between typologically different langauges (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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Der MannDie FrauDas MädchenThe manThe womanThe girlMasculineFeminineNeuter

Grammatical Gender

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L1 gender can transfer to L2 _(Franceschina, 2005) Even between typologically different langauges (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?

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Spanish

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Current Project

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Spanish

L3 German

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Current Project

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English





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Predictions of L3 Models

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Predictions of L3 Models

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

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Predictions of L3 Models

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

	L1 English	L1 Spanish
	L2 Spanish	L2 English
Cumulative		
Enhancement	Yes	Yes
Model		
L1 Transfer	No	Yes
L2 Status	Vos	No
Factor Model	165	
Typological	No	No
Primacy Model	140	140
Participants

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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

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Sequential Spanish/English bilinguals

L3 German was being learned as a foreign language

Intermediate or higher L2 proficiency (LexTALE vocabulary test, Lemhöfer & Broersma, 2012; Izura et al., 2014)

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Sequential Spanish/English bilinguals

L3 German was being learned as a foreign language

Intermediate or higher L2 proficiency (LexTALE vocabulary test, Lemhöfer & Broersma, 2012; Izura et al., 2014)

Online survey-style task

Participants

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		Parti	cipants
Language Background	Abbreviation	German Level	Number of Participants
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	Language Background	Language Background Abbreviation	Language BackgroundAbbreviationGerman Level

Grammatical gender acquisition in sequential trilinguals			Partic	cipants
Megan Brown Background	Language Background	Abbreviation	German Level	Number of Participants
L3 Field Previous Work Current Project Methods Participants Procedure	L1 English L2 Spanish L3 German	E-S-G	Beginner	11

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Grammatical gender acquisition in sequential trilinguals			Partic	cipants
Megan Brown Background	Language Background	Abbreviation	German Level	Number of Participants
L3 Field Previous Work Current Project Methods Participants Procedure Results	L1 English L2 Spanish L3 German	E-S-G	Beginner	11
Summary Works Cited	L1 Spanish L2 English L3 German	S-E-G	Beginner	10

Grammatical gender acquisition in sequential trilinguals			Partic	cipants
Megan Brown Background	Language Background	Abbreviation	German Level	Number of Participants
L3 Field Previous Work Current Project Methods Participants Procedure Results	L1 English L2 Spanish L3 German	E-S-G	Beginner	11
Summary Works Cited	L1 Spanish L2 English L3 German	S-E-G	Beginner	10
	L1 English L2 German	E-G	Beginner	11

Grammatical gender acquisition in sequential trilinguals			Partic	ipants
Megan Brown Background	Language Background	Abbreviation	German Level	Number of Participants
L3 Field Previous Work Current Project Aethods Participants Procedure Results	L1 English L2 Spanish L3 German	E-S-G	Beginner	11
ummary Vorks Cited	L1 Spanish L2 English L3 German	S-E-G	Beginner	10
	L1 English L2 German	E-G	Beginner	11
	Native German	N-G	Native	7

Grammatical gender acquisition in sequential trilinguals			Partic	ipants
Megan Brown Background	Language Background	Abbreviation	German Level	Number of Participants
L3 Field Previous Work Current Project Methods Participants Procedure Results	L1 English L2 Spanish L3 German	E-S-G	Beginner Advanced	11 8
Summary Works Cited	L1 Spanish L2 English L3 German	S-E-G	Beginner Advanced	10 8
	L1 English L2 German	E-G	Beginner Advanced	11 10
	Native German	N-G	Native	7

Grammatical gender acquisition in sequential trilinguals			Partic	ipants
Megan Brown	Language Background	Abbreviation	German Level	Number of Participants
L3 Field Previous Work Current Project Methods Participants Procedure Results	L1 English L2 Spanish L3 German	E-S-G	<mark>Beginner</mark> Advanced	11 8
Summary Works Cited	L1 Spanish L2 English L3 German	S-E-G	Beginner Advanced	10 8
	L1 English L2 German	E-G	<mark>Beginner</mark> Advanced	11 10
	Native German	N-G	Native	7

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German Grammaticality Judgement Task

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Gender Mismatch

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

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German Grammaticality Judgement Task

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Gender Mismatch

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

Words reflecting biological gender were not included

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German Grammaticality Judgement Task

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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

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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 Type Spanish Gender

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Lexical vs. Grammatical Gender

Scoring

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Lexical vs. Grammatical Gender

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Lexical vs. Grammatical Gender

Grammatical Gender Task

Tür (Door_F)

Scoring

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Lexical vs. Grammatical Gender

Grammatical Gender Task

Tür (Door_F)

Der_M

Die_F

 Das_N

Scoring

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Lexical vs. Grammatical Gender

Grammatical Gender Task

Tür (Door_F)

 Der_M Die_F Das_N

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

Scoring

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Results: Native German Speakers

Figure 1: Participant scores between language groups



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100 -

Percent Score

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Learners

Results: Advanced German

75 Language Background NG EG 50 ESG SEG 25 EG Beg ESGAGN SEGBER SEGADN EGAGN ESGBEG No Speaker Group

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Results: E-G Beginners



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ant Score

Results: E-S-G Beginners

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Results: S-E-G Beginners



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Results: S-E-G Beginners



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Logistic Regression

Overall Group Average = 42.88%

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Logistic Regression

	Variable	Model Estimates
Intercept		
Language		
Background		
Spanish		
Gender		
Random		
Effects		
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Logistic Regression

	Variable	Model Estimates
Intercept	E-G	-0.2505
Language	E-S-G	0.9708**
Background	S-E-G	-0.2528
Spanish		
Gender		
Random		
Effects		
R ²		

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Logistic Regression

Overall Group Average = 42.88%

	Variable	Model Estimates
Intercept	E-G	-0.2505
•	Matching Gender	
Language	E-S-G	0.9708**
Background	S-E-G	-0.2528
Spanish	Matching Gender	-0.4771
Gender	Opposite Gender	-0.6260*
Random		
Effects		
R ²		

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Logistic Regression

	Variable	Model Estimates		
Intercept	E-G	-0.2505		
	Matching Gender	0.2000		
Language	E-S-G	0.9708**		
Background	S-E-G	-0.2528		
Spanish	Matching Gender	-0.4771		
Gender	Opposite Gender	-0.6260*		
Random	Question			
Effects	Speaker			
R ²				

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Logistic Regression

	Variable	Model Estimates		
Intercent	E-G	0.2505		
mercept	Matching Gender	-0.2303		
Language	E-S-G	0.9708**		
Background	S-E-G	-0.2528		
Spanish	Matching Gender	-0.4771		
Gender	Opposite Gender	-0.6260*		
Random	Question			
Effects	Speaker			
R ²	0.2577			

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	Variable	Model Estimates
Intercept	E-G	-0.2505
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Results: S-E-G Beginners



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Potential support for L2 Status Factor Model (Bardel and Falk, 2007)

BUT, these were not necessarily initial state learners Puig-Mayenco et. al (2018)

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Thank You!

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