

Virtual Workshop on L3 Development After the Initial State

Conference Schedule and Abstracts



L3-AIS

October 1st-2nd, 2021

Friday, October 1st, 2021

Welcome and Workshop Introduction

8:00 AM - 8:15 AM

Megan M. Brown

Eva Fernández-Berkes,

Suzanne Flynn

Session	Title	Authors
Session 1	Grammatical Mapping in L3 Acquisition: A Theory of Development	Suzanne Flynn Eva Fernández-Berkes
Examining Development	The development of phonological awareness in L3 acquisition; an overview of studies	Magdalena Wrembel
8:15 AM - 10:00 AM	Exploring L3 developing grammars: design, methods and some data	Eloi Puig-Mayenco
<i>Panel Discussion</i>		
<i>Break</i> 10:00 AM - 10:30 AM		
Session 2	Learning L3 morphosyntax after the initial state in a bilingual context	María del Pilar García Mayo
Models of L3 Development	Locating needles in haystacks: On Initial Conditions and L3 Development	Jason Rothman Jorge González Alonso
10:30 AM - 12:15 PM	Typology or Structure? Transfer in L3 Italian	Martine Gallardo Silvina Montrul
<i>Panel Discussion</i>		
<i>Break</i> 12:15 PM - 1:00 PM		
Session 3	Gauging Sensitivity to Grammatical Violations of Adpositional Phrases: Self-paced Reading Evidence from Third Language Acquisition	Sakine Çabuk Ballı
Student Workshop 1		
1:00 PM - 3:00 PM	L3 Acquisition of European Portuguese Clefts by L1-Mandarin L2-English Speakers	Xinyi Li
	Development of L3 Spanish Stop Consonants by Mandarin-English Bilinguals – a Longitudinal Study	Linxi Zhang
	Acoustic Distance and Perceived Similarity May Explain Cross-linguistic Influences in L3 Vowel Production	Xinran Ren Peggy Mok Taehong Cho

Saturday, October 2nd, 2021

Session	Title	Authors
Session 4	The Acquisition of L3 German Vowel Length Contrast by Cantonese-English bilinguals	Yanjiao Zhu Peggy Mok
Cross-Linguistic Influence	L3 Prosody: Cross-linguistic transfer of prosodic features in Mandarin and English by Cantonese multilinguals	Hsuen Chu Chen Jing Xuan Tian Qian Wen Han
8:00 AM - 10:15 AM	Lexical development in a third language	Christina Lindqvist
	A shared linguistic system and multilingual representations	Roumyana Slabakova
<i>Panel Discussion</i>		
<i>Break</i> 10:15 AM - 10:45 AM		
Session 5	Methodological considerations in L3 development: Assessing dynamic learner backgrounds	Jennifer Cabrelli Mike Iverson
Methods in L3 Development Research	L3 proficiency and development. Some essential methodological considerations	Yvla Falk Camilla Bardel
10:45 AM - 12:30 PM	Full Transfer Potential in L3 acquisition: CLI as Co-activation	Marit Westergaard Natalia Mitrofanova
<i>Panel Discussion</i>		
<i>Break</i> 12:30 PM - 1:00 PM		
Session 6	Regressive Cross-Linguistic Influence in Multilingual Speech Rhythm: The Role of Typological Similarity	Megan M. Brown Charles B. Chang
Student Workshop 2		
1:00 PM - 3:00 PM	The acquisition of relative clauses by Spanish-Basque learners of L3 English	Jon Ramos Feijoo María del Pilar García Mayo
	Comparing Transfer Models in Third Language Phonological Acquisition	Martin Desmarais
	L3 proficiency and cross-linguistic influence among multilinguals: A pilot study on perception, production and the link between them	Jeong Mun

Abstracts

Grammatical Mapping in L3 Acquisition: A Theory of Development

Suzanne Flynn
Massachusetts Institute of Technology

Eva Fernández-Berkes
University of Applied Sciences Burgenland

In our talk we focus on the question of how development may take place in multilingual acquisition and the role of prior knowledge in this process. The theoretical paradigm called “Grammatical Mapping” (GM) (Lust 2012 for L1 acquisition) supposes an active, albeit unconscious, creative involvement of the learner in the construction of the specific language grammar constrained and guided by UG. We propose that the GM paradigm provides a valid and principled account of the process of multilingual acquisition as well. By means of presenting concrete examples from our previous experimental research, we will illustrate how the three essential predictions deriving from this paradigm also bear out in the multilingual scenario. Based on a scrutinous examination of multilingual learners’ errors and reformations in elicited productions, we report on tangible indications that UG is at work in multilingual development while learners are engaged in linguistic computation -analysis, dissociation and integration- of target language specific components.

The development of phonological awareness in L3 acquisition; an overview of studies

Magdalena Wrembel
Adam Mickiewicz University

In the field of third language (L3) acquisition, metalinguistic awareness has been acknowledged as a basic component of multilingual competence facilitating additional language learning (Jessner 2014). However, it has been largely underresearched in the realm of L3 phonology (but see Kopečková 2018, Wrembel 2015a). In this contribution I intend to overview a series of recent studies exploring implicit and explicit aspects of L3 phonological awareness, by applying various methodologies; oral protocols (Wrembel 2015b) and delayed accent mimicry tasks (Kopečková et al. 2021) in different groups of multilingual learners. Qualitative and quantitative analyses evidenced various manifestations of phonological awareness. Additionally, Study 1 generated a range of self-corrections of L3 pronunciation performance and metacognitive comments on the role of prior languages in shaping L3 phonology. The findings of Study 2 enabled to trace the trajectory of development of the learners’ phonological awareness and its relationship to foreign accentedness ratings.

Exploring L3 developing grammars: design, methods and some data

Eloi Puig-Mayenco
King’s College London

Recent work suggests that initial stages transfer will play a significant role in modelling the rate at which the acquisition of an L3 will take place, suggesting that linguistic experience in the initial transferred language modulates the rate at which non-facilitation is overcome (e.g., Cabrelli Amaro et al., 2020; Cabrelli and Iverson, submitted). In this presentation, I will focus on exploring how to test such claim, by first discussing the ideal design to explore L3 developing grammars, as well as providing some key methodological insights. I will further illustrate this with two existing datasets, which will show that L3 developmental trajectories are dynamic and non-uniform, differing at the individual level. I will end the presentation by highlighting differences regarding the extent to which intra- and extralinguistic factors interact at the initial stages of acquisition and subsequent development.

Learning L3 morphosyntax after the initial state in a bilingual context

María del Pilar García Mayo
Universidad del País Vasco (UPV/EHU)

The study of third language (L3) acquisition from a formal (generative) perspective has evolved considerably over the past two decades. A good amount of research has focused on assessing which previous language determines the initial state of L3 acquisition and has proposed different L3 initial state models but more research is clearly needed on the development of morphosyntax beyond that initial state.

This presentation will provide a brief overview of research on the acquisition of L3 English morphosyntax by Basque-Spanish bilingual learners in formal settings (secondary school and university). Recent studies on third person singular possessives, topicalization, null pronouns and relative clauses will be highlighted. At the methodological level, cross-sectional and longitudinal data and the use of online and offline tasks will be considered in an effort to inform research on formal non-native syntax.

Locating needles in haystacks: On Initial Conditions and L3 Development

Jason Rothman
UiT The Arctic University of Norway

Jorge González Alonso
University of Nebrija

Research into intermediate and later stages of L3 development is an inherently important stepping stone to the ultimate goal of understanding sequential multilingualism. However, it is essential to make sure that this stepping stone is reached from firm ground. Like all developmental processes, L3 acquisition is heavily dependent on its initial conditions, which can and do constrain outcomes and trajectories alike. In this talk, we highlight exactly why it is prudent to begin our incursion into L3 development at a point where our understanding of the initial stages is sound, and that a good starting point is therefore an evaluation of the developmental predictions that can be derived from initial stages L3 (transfer) models as applied to early stages (irrespective of their scope). We will discuss some methodological points related to this extension into development of initial stages predictions, focusing on how one may try to safely trace back intermediary L3 knowledge to a product of developmental factors and initial conditions.

Typology or Structure? Transfer in L3 Italian

Martine Gallardo
University of Illinois at Urbana-Champaign

Silvina Montrul
University of Illinois at Urbana-Champaign

In Third Language Acquisition, there exists “selective transfer” (Rothman 2011, p. 120), meaning that previously acquired languages may transfer to varying degrees. Two models which attempt to explain what conditions selective transfer are the Typological Primacy Model (TPM) (Rothman, 2011) and the Linguistic Proximity Model (LPM) (Westergaard et al., 2017). They differ in what they assume to be the chief factor conditioning transfer: linguistic typology for the TPM and abstract structural similarity for the LPM. The present study tests these models by comparing two learner groups: an L1 Spanish - L2 English - L3 Italian group and an L1 English - L2 Italian group. Results comparing performance with Differential Object Marking and Psych Verbs demonstrate that each structure was subject to transfer from a different language, supporting the LPM’s granular, structurally-based view of transfer over the typologically driven view of the TPM.

Gauging Sensitivity to Grammatical Violations of Adpositional Phrases: Self-paced Reading Evidence from Third Language Acquisition

Sakine Çabuk Balli
University of Zurich

This study explores processing of prepositions to investigate violations of grammaticality as a function of cross-linguistic similarity in the adpositional systems of English, Turkish, and Kurdish. A self-paced reading task was employed to investigate whether two groups of subjects (L1-Kurdish/L2-Turkish and L1-Turkish) are sensitive to violations of grammaticality in the processing of prepositions. While English and Kurdish share structural similarities in their adpositional systems, Turkish and English have no structural overlaps. Results suggest that bilingual subjects were sensitive to violations with slower reading on the critical region and in post-sentence grammaticality judgements. However, this sensitivity was not observed in the monolingual group. Performance differences between the two groups can be explained by influences from subjects' first language. Only those whose L1 has prepositions in its adpositional system were sensitive to grammaticality violations on-line, and could thus be argued to benefit from facilitation of cross-linguistic similarity between their L1 and L3.

L3 Acquisition of European Portuguese Clefts by L1-Mandarin L2-English Speakers

Xinyi Li
University of Lisbon; NOVA University of Lisbon

This study explored the acquisition of Portuguese *é-que* clefts (EC), standard clefts (SC), and pseudoclefts (PSC) by late L3 learners. Neither the learners' L1 nor L2 display any equivalent of ECs, which are highly frequent in L1ers' spontaneous speech. SCs and it-clefts of L2 English share resemblance in dislocating the clefted constituent, while the equivalent in L1 does not support the movement of the clefted object. PSCs in the three languages share a similar underlying structure. An acceptability judgment task showed that SCs were welcomed across proficiency levels, surpassing the acceptance rate of PSCs. ECs were generally rejected by the intermediate groups. The results corroborate a possible facilitating L2 effect, contradicting the L1 factor. The syntactic structure of SCs could be mapped from L2 onto L3 lexical items before L3ers reaching B1, while the association of [+ focus] feature to the *é-que* expression may cause difficulty acquiring ECs till C1.

Development of L3 Spanish Stop Consonants by Mandarin-English Bilinguals – a Longitudinal Study

Linxi Zhang

Georgetown University

The present study follows the production of L3 Spanish stop consonants by L1 Mandarin-L2 English bilinguals over a semester, with the aim to uncover CLI dynamics as learners progress over time and the roles that individual factors - L2 and L3 oral proficiency, phonological aptitude, and metalinguistic knowledge - play in the shaping of learners' developmental trajectories. Two 2nd semester, two 4th semester and two 6th semester Spanish majors at a university in Beijing, China participated in the study. They were recorded reading wordlists and short texts containing voiced and voiceless stop consonants in Mandarin, English and Spanish. Stop tokens are coded for voice onset time (VOT) at word initial positions and for consonant-vowel intensity ratio (C:V ratio) at word medial positions. Latent Growth Curve Modeling (LGCM) is applied to investigate what factors influence the initial status (intercept) and rate of change (slope) of the developmental curves.

Acoustic Distance and Perceived Similarity May Explain Cross-linguistic Influences in L3 Vowel Production

Xinran Ren
The Chinese University of Hong
Kong

Peggy Mok
The Chinese University of Hong
Kong

Taehong Cho
Hanyang University

Cross-linguistic influences, including patterns and factors, have been an important issue in L3 acquisition. Studies of other domains like lexicon and syntax indicate that cross-linguistic patterns may be influenced by various factors, e.g., typological distance, L1/L2 status, language universals, recency and proficiency in L2, and psychoaffective factors. Inspired by L2 research, the current study investigates two factors specific for phonetic and phonological studies: acoustic distance and perceived similarity as potential explanatory factors for cross-linguistic patterns in L3 vowel production. 23 university students were examined with Cantonese as their L1, English as their L2, and Korean as their L3. They participated in a non-word reading task and an L3 perceptual mapping task. The results showed that L3 vowel production patterns can be accounted for by the acoustic distance and perceived similarity between specific L1/L2 vowels and the native Korean vowels, and the weighting of different dimensions (F1, F2, F3 and duration) composing acoustic distance can vary in predicting cross-linguistic patterns of different L3 vowels.

The Acquisition of L3 German Vowel Length Contrast by Cantonese-English bilinguals

Yanjiao Zhu
University of Electronic Science and Technology of
China

Peggy Mok
The Chinese University of Hong Kong

The talk investigates third language acquisition by presenting a study on Cantonese-English bilingual learners' production of L3 German vowel length contrasts. Vowel length/vowel quantity is a phonological feature which can be realized by duration (temporal dimension) and quality (spectral dimension). German has a systematic phonemic vowel length contrast, English has phonemic contrast on some of its vowels, while the phonological status of vowel length in Cantonese is controversial. We analyzed the temporal and spectral features of vowel length contrasts in learners' L3 German (e.g., *Bieten* vs. *bitten*), L2 English (e.g., *peak* vs. *pick*) and L1 Cantonese (e.g. 監 *gaam* vs. 今 *gam*). Their production was compared with that of Mandarin-English-German trilingual, Cantonese-English bilingual, native English and native German control groups. Multi-directional transfer was evidenced in our intermediate L3 learners' vowel length production. The results are interpreted with reference to existing L3 acquisition theories and L2 speech theories.

L3 Prosody: Cross-linguistic transfer of prosodic features in Mandarin and English by Cantonese multilinguals

Hsuen Chu Chen
The Education University of
Hong Kong

Jing Xuan Tian
The Education University of
Hong Kong

Qian Wen Han
City University of Hong Kong

Cross-linguistic transfer direction of phonological features among L1, L2, and L3 of a multilingual depends indispensably on the proficiency levels of L2 and L3. Cantonese speakers in Guangdong Province, China have Mandarin as L2 and English as L3, while Cantonese speakers in Hong Kong usually have English as L2 and Mandarin as L3. It was hypothesized that the existence of neutral tone in Mandarin and the absence of this feature in Cantonese may impact the duration of unstressed syllables in English; and the larger pitch range of Mandarin tone and the relatively smaller pitch range of Cantonese tone may exhibit influence on the pitch height of English stressed syllables. The study analyzed English and Mandarin speech data collected from 12 Hong Kong speakers and 12 Guangdong speakers for pitch range, pitch height, and syllable duration ratio. The results revealed similarities and differences in prosodic feature transfer across the three languages between the Cantonese multilinguals in Hong Kong and Guangdong Province.

Lexical development in a third language

Christina Lindqvist
University of Gothenberg

In this contribution, I will discuss lexical development in third language acquisition. One of the most researched aspects within this area is cross-linguistic influence, that is the role of previously acquired languages (L1 and L2) on the learning and use of the L3. While a lot of research has been carried out on learners at beginner's level, there is also an important number of studies on learners at intermediate and advanced levels, which allows for an examination of lexical development beyond the initial state. This talk will present an overview of the main results and account for the ways in which previously acquired languages affect lexical development in the L3. Moreover, I will review and critically discuss the methodologies used in previous studies. How has lexical aspects, in particular lexical cross-linguistic influence, been measured and analyzed in studies to date?

A shared linguistic system and multilingual representations

Roumyana Slabakova
University of Southampton and NTNU the Norwegian University of Science and Technology,

This presentation will address the controversial issue of whether languages live together or apart in the mind of multilingual speakers. I will examine the hypothetical situation where each additional language acquired by a speaker adds a separate system of linguistic representations to the array of languages already acquired. In the last several decades, generative scholars have demonstrated that languages have more properties in common than different. Postulating multiple systems of representation results in massive duplication of common lexical features, morphosyntactic features, syntactic, semantic and pragmatic computations, whereas we know that the human brain works in an energy-saving, economical way.

I will exemplify the opposite approach with a theoretical proposal combining the Bottleneck Hypothesis (Slabakova, 2008, 2020) and the Scalpel model (Slabakova, 2017), bringing over ideas from the Multiple Grammars Hypothesis of Roeper (2016). I will also discuss what kind of empirical evidence is relevant in order to answer this theoretical question. More specifically, I will discuss whether features have to be grammaticalized in order to exert crosslinguistic influence, and why.

Methodological considerations in L3 development: Assessing dynamic learner backgrounds

Jennifer Cabrelli
University of Illinois at Chicago

Mike Iverson
Indiana University

A straightforward adaptation of research designs used in (adult) second language acquisition research is often not sufficient for exploring third language (L3) acquisition. L3-specific research merits additional considerations that allow operationalization and isolation of critical variables such as order of acquisition, dominance, facilitation, and structural similarity. Testing L3 development beyond the initial stages further complicates matters, minimally because of the multidirectional nature of cross-linguistic influence. Throughout development, factors related to language usage and input fluctuate and the possibility of L1/L2 attrition increases (see Schmid & Köpke, 2017, Mehotcheva & Köpke, 2019, for overviews of L1 and L2 attrition, respectively). As a result, these background languages' quantitative and qualitative role in L3 development is likely to shift and cannot be safely assumed. In this talk, we outline methods that address these concerns in L3 development research, including collection of critical demographic variables, assessment of prior linguistic knowledge, and targeted research designs.

L3 proficiency and development. Some essential methodological considerations

Yvla Falk
Stockholm University

Camilla Bardel
Stockholm University

After many studies on the Initial State (IS), there have been calls on studies on more advanced L3 levels (Garcia Mayo & Rothman 2012, Slabakova 2017, Schwarz and Sprouse 2021, Westergaard et al 2017).

Who are the real IS learners? L3 beginners can often be assumed to have prior knowledge of the TL through different types of input or potential intercomprehension thanks to knowledge of similar languages. In order to understand the IS of L3, we claim that there is a need to look at languages of which the learners have no previous knowledge at all.

What is known about the L3 beyond the IS? There are studies of more advanced L3 learners of English in the Basque country (Garcia Mayo & Rothman 2012) and in Norway (Westergaard et al 2017). These studies concern L3 learners who were raised as bilinguals. We will here discuss findings from our own studies of L3 learners beyond the IS who have learned their L2 later in life and in formal contexts (Bardel & Falk, 2007, Falk & Bardel, 2011, Falk 2017).

(Other) methodological issues: On top of methodological considerations regarding the IS, and metalinguistic knowledge, we will discuss the proficiency level in the L2 and the reliability of GJT.

Full Transfer Potential in L3 acquisition: CLI as Co-activation

Marit Westergaard
UiT The Arctic University of Norway
Norwegian University of Science and Technology

Natalia Mitrofanova
UiT The Arctic University of Norway

In this talk, we will present a view of L3/Ln acquisition whereby both (all) previously acquired languages stay active and accessible for crosslinguistic influence, from the initial state and throughout the learning process. Thus, there is what we refer to as Full Transfer Potential. What is actually transferred depends on the level of activation of the corresponding structures in the previously acquired languages, where proximity of abstract linguistic structures will be the main factor, as argued by the Linguistic Proximity Model (LPM, Westergaard, Mitrofanova, Mykhaylyk & Rodina, 2017). On this view, L3 acquisition is an incremental process, taking place property by property. We will also outline a subtractive language group design that can isolate the influence of each of the previously acquired languages, where L3 learners are compared to two corresponding groups of L2 learners, timing of testing is carefully considered, and the linguistic properties are selected according to structural similarities and differences across the three languages.

Regressive Cross-Linguistic Influence in Multilingual Speech Rhythm: The Role of Typological Similarity

Megan M. Brown
Boston University

Charles B. Chang
Boston University

As the L3 develops in multilinguals, cross-linguistic influence occurs not only progressively from the earlier-acquired L1/L2 to the L3, but also regressively from the L3 to the L1/L2. In the current study, we asked whether REGRESSIVE CROSS-LINGUISTIC INFLUENCE (rCLI) of speech rhythm in sequential trilinguals would be constrained by order of acquisition, typological similarity, or both factors. Examining semi-spontaneous speech in L3 learners of Spanish, we tested the degree to which the “syllable-timed” rhythm of L3 Spanish would influence the “stress-timed” rhythm of English and German as earlier-acquired languages. Results showed evidence of rCLI from Spanish only on the more similar language (English), regardless of order of acquisition of English and German (i.e., for both L1 German-L2 English and L1 English-L2 German speakers). These findings support the view that rCLI is crucially modulated by typological similarity between languages.

The acquisition of relative clauses by Spanish-Basque learners of L3 English

Jon Ramos Feijoo
University of the Baque Country (UPV/EHU)

María del Pilar García Mayo
Universidad del País Vasco (UPV/EHU)

Several studies in the area of third language acquisition (L3A) have considered various factors influencing this process, but the effect of language dominance has not been thoroughly examined. The main goal of this study is to investigate whether the acquisition of relative clauses (RCs) in L3 English is influenced by language internal factors or by external factors in the form of cross-linguistic influence (CLI). A total of 100 participants (40 Spanish-dominant, 40 Basque-dominant, 10 L1 Spanish-L2 English, 10 native speakers of English) completed one production and one comprehension task. Findings showed that the L3 learners' production of RCs seemed to be driven by language internal factors, whereas their comprehension appeared to be influenced by their previously acquired languages, mainly by Spanish. It is concluded that neither language dominance nor other traditionally considered factors play a determinant role in the acquisition of RCs in L3 English.

Comparing Transfer Models in Third Language Phonological Acquisition

Martin Desmarais
University of Victoria

When it comes to research in L3A crosslinguistic influence, much emphasis of transfer models has been on syntax leaving phonology understudied. This contribution seeks to assess the empirical adequacy and establish the viability of two transfer models in future L3 phonological research: the wholesale Full Transfer Full Access (FT/FA) assumed in the Typological Primacy Model and the piecemeal Full Transfer Potential (FTP) proposed in the Linguistic Proximity Model. I review several previous L3 phonological studies and examine how properties of FT/FA and FTP apply to their data. My reanalyses suggest that FTP provides greater empirical coverage and explanatory potential than FT/FA. Though better in accounting for sources of L3 phonological transfers post facto and beyond the initial stage, FTP may not be viable in future L3A research unless we limit its position that 'anything may transfer.'

L3 proficiency and cross-linguistic influence among multilinguals: A pilot study on perception, production and the link between them

Jeong Mun
Georgetown University

This study aims to delve into how cross-linguistic differences and language proficiency play a role in the third language (L3) perception and production among multilinguals who have acquired Korean and English as an L1 and L2, respectively, and have learned Spanish as an L3. More specifically, the study examines how the L3 learners identify and rate L3 Spanish word-initial bilabial stops based on options in each of the three languages by L3 proficiency levels and how their perception influence their production of the same targets with reference to VOT and F0 values. The preliminary results exhibited that L3 learners performed correctly in L3 perception regardless of language proficiency while higher proficiency groups outperformed a lower proficiency group in L3 production. Also, the results showed an effect of perception in the L2 on L3 production in accordance with the proficiency levels. Additionally, L3 learners had difficulty producing voiced targets pointing to a potential role of markedness.