

## Cross-linguistic influence in third language acquisition

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Third language acquisition (L3A) and second language acquisition (L2A) differ considerably (De Angelis 2007; Bardel & Falk 2007; Falk and Bardel 2011; Rothman 2011; Siemund 2017). We can assume that monolinguals transfer from their native language when acquiring a foreign language. Yet, bilingual or multilingual learners possess two or more potential resources for both positive and negative transfer when acquiring an additional foreign language (Siemund 2017). This is sometimes argued to result in multilinguals having an advantage over monolinguals when acquiring another foreign language (cf. Jessner 2008). In the current literature, many studies address the highly debated question of which of the previously acquired languages influences the acquisition of a third language, but they come to differing results. Hence, we find contrasting models concerning L3A: the L1 Factor Model (Na Ranong & Leung 2009), the Cumulative Enhancement Model (Flynn et al. 2004), the Typological Primacy Model (Rothman 2011), the Linguistic Proximity Model (Westergaard et al. 2016), and the Scalpel Model (Slabakova 2016).

Against this background, this talk examines the role of the previously acquired languages in further language acquisition and aims to assess if the aforementioned models are applicable to young foreign language learners who grow up with a majority language and a heritage language and who receive formal instruction of a third language at school.

There are several research questions that will be raised during the talk: Is transfer possible from both the heritage language and the majority language? If yes, is this transfer facilitative or non-facilitative? Do bilingual learners have an advantage over monolingual learners when acquiring an additional language in a classroom setting? Does it put multilingual students in a beneficial situation?

Two case studies that come from two projects situated at the University of Hamburg, E-LiPS, a subproject of the Linguistic Diversity Management in Urban Areas (LiMA) Panel Study (LiPS) directed by Peter Siemund and Ingrid Gogolin and the longitudinal study “Multilingual Development: A Longitudinal Perspective” (MEZ) (Gogolin et al. 2017), will serve as the basis for the discussion. Both studies compare the performance of bilingual speakers in their third language English with monolingual speakers for whom English is the second language. The bilingual speakers are heritage speakers who grow up with the majority language German and an additional heritage language, either Russian, Turkish, or Vietnamese. Hence, they make up a particular group of third language learners and differ, for instance, from balanced bilinguals who study a third language. All participants are between 12 and 16 years old and go to a German school.

First results reveal that there are differences between the learner groups, but that these differences are greater in younger than in older cohorts. This suggests (1) that transfer is possible from all previously known languages, (2) that transfer is not wholesale, and (3) that it is too simple to talk about a general multilingual advantage.

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