

# Contents

<b>List of figures</b> .....	15
<b>List of tables</b> .....	21
<b>Chapter 1</b>	
<b>A new perspective: SLA vs. TLA</b> .....	29
1.1. Introduction .....	29
1.2. From second to third language acquisition .....	32
1.2.1. Terminological debates .....	34
1.2.2. Key research areas in TLA .....	36
1.2.2.1. Additive effect of bilingualism .....	37
1.2.2.2. Early trilingualism and multilingual education .....	38
1.2.2.3. Research on cross-linguistic influence .....	40
1.2.2.4. Genesis and development of research in multilingualism .....	41
1.2.3. Complexity of TLA .....	42
1.2.4. L3 processing .....	44
1.3. Cross-linguistic influence .....	46
1.3.1. CLI typology .....	47
1.3.2. Factors, sources and directionality of CLI .....	50
1.4. Factors affecting third language acquisition .....	53
1.4.1. Language distance and psychotypology .....	54
1.4.2. Proficiency in target and source languages .....	55
1.4.3. Language use and exposure .....	56
1.5. Conclusion .....	56
<b>Chapter 2</b>	
<b>Models of multilingual acquisition</b> .....	57
2.1. Introduction .....	57
2.2. Classical models of foreign language processing .....	58
2.2.1. De Bot's multilingual production model .....	58

2.2.2. Green's activation/inhibition model .....	60
2.2.3. Grosjean's language mode hypothesis .....	62
2.2.4. Herdina and Jessner's Dynamic Model of Multilingualism .....	63
2.3. Models of multilingual speech .....	64
2.3.1. Hufeisen's Factor Model .....	65
2.3.2. Hammarberg's Role-Function Model .....	66
2.3.3. De Angelis' Combined CLI .....	67
2.4. Third language acquisition models .....	67
2.4.1. Flynn et al.'s Cumulative-Enhancement Model .....	68
2.4.2. Bardel and Falk's L2 Status Factor Model .....	70
2.4.3. Rothman's Typological Primacy Model .....	74
2.5. Theoretical conceptualization of present studies .....	78
2.5.1. Research hypotheses .....	79
2.5.2. Predicted scenarios .....	82

### **Chapter 3**

<b>Studying L3 phonology; an overview of research .....</b>	<b>85</b>
3.1. Introduction to L3 phonology .....	85
3.2. Overview of research on L3 phonology .....	86
3.2.1. Early case studies .....	87
3.2.2. Hammarberg's study .....	88
3.2.3. L1 transfer prevalence .....	89
3.2.4. L2 status effect .....	91
3.2.5. Combined transfer .....	92
3.2.6. Recent investigations into L3 phonology .....	93
3.2.7. VOT studies .....	100
3.2.8. Accentedness ratings in L3 .....	103
3.2.9. Studies into metaphonological awareness .....	104
3.2.10. Interdependency studies .....	107
3.3. Methodological considerations .....	109
3.4. Conclusion .....	112

### **Chapter 4**

<b>Study I – Accentedness ratings in L3 .....</b>	<b>113</b>
4.1. Introduction to empirical part .....	113
4.1.1. Three studies, three approaches .....	113
4.1.2. Language groups .....	116

4.1.3. Participants' profiles .....	117
4.1.3.1. Group A: L1 Polish, L2 English, L3 French .....	117
4.1.3.2. Group B: L1 Polish, L2 English, L3 German .....	119
4.1.3.3. Group C: L1 Polish, L2 German, L3 English .....	120
4.1.3.4. Group D: L1 Polish, L2 French, L3 English .....	121
4.2. Study I: Research design .....	123
4.2.1. Aims and research questions .....	124
4.2.2. Participants and procedures .....	124
4.3. Results analysis – Group A: L3 French .....	127
4.3.1. Accentedness ratings – L3 French .....	128
4.3.2. Intercorrelations between rating parameters in Group A .....	129
4.3.3. L1 identification patterns in Group A .....	130
4.3.4. Raters' variables – Group A .....	131
4.3.5. Interraters' reliability and consistency .....	135
4.3.6. Correlation analysis for accentedness ratings and speakers' variables .....	135
4.4. Results analysis – Group B: L3 German .....	138
4.4.1. Accentedness ratings – L3 German .....	138
4.4.2. Intercorrelations between rating parameters in Group B .....	140
4.4.3. L1 identification patterns in Group B .....	141
4.4.4. Raters' variables – Group B .....	142
4.4.5. Interraters' reliability and consistency .....	145
4.4.6. Correlation analysis for accentedness ratings and speakers' variables .....	145
4.5. Results analysis – Groups C and D: L3 English .....	147
4.5.1. Accentedness ratings – L3 English .....	148
4.5.2. Intercorrelations between rating parameters in L3 English ...	152
4.5.3. L1 identification patterns in L3 English .....	153
4.5.4. Raters' variables – Groups C and D .....	154
4.5.5. Interraters' reliability and consistency .....	158
4.5.6. Correlation analysis for accentedness ratings and speakers' variables .....	159
4.6. Joint analysis of accentedness ratings for all the groups .....	162
4.6.1. L3 Accent ratings .....	163
4.6.1.1. Foreign accentedness .....	163
4.6.1.2. Comprehensibility ratings .....	164
4.6.1.3. Pronunciation correctness .....	165

4.6.2. Correlations between accentedness ratings and speakers' variables – joint analysis .....	166
4.6.3. Between variable correlations – joint analysis .....	169
4.7. Discussion .....	172

## **Chapter 5**

<b>Study II: VOT patterns in L3 acquisition</b> .....	183
5.1. Research design .....	183
5.2. Study aims and research questions .....	183
5.3. Procedure .....	184
5.4. Results analysis .....	185
5.4.1. Results for Group A .....	186
5.4.1.1. Mean VOT values for L1, L2 and L3 .....	186
5.4.1.2. Cross-language comparison of VOT means .....	190
5.4.1.3. Proficiency group effect .....	192
5.4.1.4. Cross-linguistic correlations between VOT values .....	195
5.4.1.5. Comparison to VOT reference values .....	196
5.4.1.6. Comparison to Control groups .....	198
5.4.1.7. VOT goodness of fit .....	199
5.4.1.8. Individual variation .....	201
5.4.1.9. Vocalic context effects .....	203
5.4.1.10. Analysis of variance .....	207
5.4.1.11. Multiple regression analysis .....	211
5.4.2. Results for Group B .....	213
5.4.2.1. Mean VOT values for L1, L2 and L3 .....	213
5.4.2.2. Cross-language comparison of VOT means .....	216
5.4.2.3. Proficiency group effect .....	219
5.4.2.4. Cross-linguistic correlations between VOT values .....	221
5.4.2.5. Comparison to VOT reference values .....	222
5.4.2.6. Comparison to Control groups .....	224
5.4.2.7. VOT goodness of fit .....	225
5.4.2.8. Individual variation .....	227
5.4.2.9. Vocalic context effects .....	229
5.4.2.10. Analysis of variance .....	232
5.4.2.11. Multiple regression analysis .....	237
5.4.3. Results for Group C .....	239
5.4.3.1. Mean VOT values for L1, L2 and L3 .....	239
5.4.3.2. Cross-language comparison of VOT means .....	243

5.4.3.3. Proficiency group effect .....	246
5.4.3.4. Cross-linguistic correlations between VOT values .....	248
5.4.3.5. Comparison to VOT reference values .....	250
5.4.3.6. Comparison to control groups .....	251
5.4.3.7. VOT goodness of fit .....	252
5.4.3.8. Individual variation .....	254
5.4.3.9. Vocalic context effects .....	255
5.4.3.10. Analysis of variance .....	258
5.4.3.11. Multiple regression analysis .....	263
5.4.4. Results for Group D .....	265
5.4.4.1. Mean VOT values for L1, L2 and L3 .....	266
5.4.4.2. Cross-language comparison of VOT means .....	269
5.4.4.3. Proficiency group effect .....	272
5.4.4.4. Cross-linguistic correlations between VOT values .....	272
5.4.4.5. Comparison to VOT reference values .....	274
5.4.4.6. Comparison to control groups .....	276
5.4.4.7. VOT goodness of fit .....	277
5.4.4.8. Individual variation .....	279
5.4.4.9. Vocalic context effects .....	281
5.4.4.10. Analysis of variance .....	283
5.4.4.11. Multiple regression analysis .....	288
5.5. VOT goodness of fit – joint analysis .....	290
5.6. Discussion .....	292
5.7. Conclusion .....	303
<b>Chapter 6</b>	
<b>Study III – Metaphonological awareness in L3</b> .....	305
6.1. Introduction to MPhA .....	305
6.1.1. Role of awareness in SLA/TLA .....	305
6.1.2. Multilingual perspective .....	308
6.2. Research design .....	309
6.2.1. Aims and research questions .....	309
6.2.2. Participants and procedures .....	310
6.2.3. Concept operationalization and coding .....	313
6.3. Results analysis .....	315
6.3.1. Immediate retrospective protocols in TAPs .....	315
6.3.1.1. Self-corrections and self-repair .....	315
6.3.1.2. Noticing of L3 pronunciation problems .....	318

6.3.1.3. Awareness complexity levels .....	319
6.3.2. Introspective verbal protocols .....	322
6.3.2.1. Reported cross-linguistic influence .....	322
6.3.2.2. Formulations of phonological rules .....	328
6.3.2.3. Metacognitive comments: Self-report .....	330
6.3.2.4. Metacognitive comments: Self-observations .....	333
6.3.3. MPhA composite score .....	336
6.4. Correlational analyses .....	339
6.4.1. Correleations between the MPhA components and composite score .....	339
6.4.2. Correlations between accentedness ratings and metaphonological awareness .....	340
6.4.3. Correlation between metaphonological awareness and participants' variables .....	342
6.5. Discussion .....	346
6.6. Conclusion .....	355
<b>Chapter 7</b>	
<b>Global analysis of cross-linguistic influence in L3 .....</b>	<b>357</b>
7.1. Across group comparison .....	357
7.1.1. Comparisons for accentedness ratings .....	358
7.1.2. L1 identification .....	359
7.1.3. Comparison of the L3 VOT goodness of fit to control .....	361
7.1.4. Comparison for MPhA composite score .....	363
7.1.5. VOT values for /p, t, k/ for particular languages .....	364
7.1.5.1. English VOT for /p, t, k/ .....	364
7.1.5.2. French VOT for /p, t, k/ .....	366
7.1.5.3. German VOT for /p, t, k/ .....	367
7.1.5.4. Polish VOT for /p, t, k/ .....	368
7.2. Across studies comparison .....	369
7.2.1. Spearman's rank correlation analysis .....	370
7.2.2. A mixed-effects model analysis .....	373
7.2.3. Summary and conclusions .....	378
7.3. Research hypotheses verification .....	378
7.3.1. Foreign accentedness composite score .....	380
7.3.2. L1 identification patterns .....	382
7.3.2.1. L1 identification as L1 .....	382
7.3.2.2. L1 identification as L2 .....	384

7.3.2.3. L1 identification as other languages .....	385
7.3.3. L3 VOT goodness of fit to the control values .....	385
7.3.3.1. L3 VOT goodness of fit to L3 controls .....	386
7.3.3.2. L2 VOT goodness of fit to L2 controls .....	388
7.3.4. VOT values for particular languages .....	389
7.3.4.1. VOT for English .....	390
7.3.4.2. VOT for French .....	391
7.3.4.3. VOT for German .....	392
7.3.4.4. VOT for Polish .....	392
7.3.5. Metaphonological awareness composite score .....	393
7.3.6. Metaphonological self-reports .....	395
7.3.7. Discussion .....	395
7.3.7.1. Study I – Summary of the findings .....	397
7.3.7.2. Study II – Summary of the findings .....	398
7.3.7.3. Study III – Summary of the findings .....	400
7.3.7.4. Discussion of L3 acquisition models .....	402
7.3.8. Pedagogical implications .....	407
7.3.9. Conclusions and future directions .....	409
<b>Reference .....</b>	<b>413</b>
<b>W poszukiwaniu nowej perspektywy: międzyjęzykowe wpływy w nabywaniu fonologii trzeciego języka (Streszczenie) ....</b>	<b>429</b>