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Plan B Paper

Roles of Languages and L3 Proficiency in L3 Speech: A Case Study of Three French L3 Learners

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Introduction

There has been much research done on the transfer of a person's native language to their second language. This research has emerged in part with the development as language processing models within second language acquisition (SLA). Fewer studies however, have examined the influence of prior and new linguistic knowledge when learning a third or subsequent language. These more recent studies have led the study of third language and multiple language acquisition to emerge as distinct fields with separate language processing models. Therefore, to better solidify and describe these distinct processes, there is a need to continue examining the roles and activation of the L1, L2 and the L3 itself on the oral production of the L3.

Transfer, as a form of cross-linguistic influence, suggests a learner's awareness and choice (perhaps subconscious) of source of influence, which is distinct from earlier behaviorist views of transfer as being a result of L1 habit. Selection of language source may be due to a number of factors causing a particular language to be more transferable than another. One factor includes perceived and actual similarities between languages.

The study in this paper reports on the oral production of three French L3 speakers. Evidence of cross-linguistic influence and activation of their English L1 and Spanish L2, as well as the intra-linguistic influence of French L3 itself are examined to better understand the roles of each language when faced with communication difficulties in French L3 oral production. The speakers in the study range in L3 speaking ability and therefore present a cross-sectional view of the relationship between roles of language(s) in L3 speech and L3 proficiency.

Review of the literature

In order to adequately discuss the roles of languages in cross-linguistic and intra-linguistic influence, it is necessary to first discuss a few critical terms and concepts used in this paper. Because there are conflicting views as to what is referred to by L2 and L3,

this review of the literature will begin by defining those terms as they are used in this paper.

The review next discusses the development of the term transfer from its behaviorist roots through second language acquisition studies determining the process as being cognitive in regards to how and why a speaker's language(s) affect one another. This has led to some scholars' preference for using the term influence which seems less rigid.

The review will then examine the notion of influence as being *intra-linguistic* where the target language actually influences itself or *cross-linguistic* where a speaker's two or more languages influence each other.

Finally to further help situate the current study, literature examining factors that affect cross-linguistic influence and activation of languages in target language oral production are then reviewed. The case study reported in this paper was carried out as a means for exploring roles of language(s) for cross-linguistic and intra-linguistic influence in L3 oral production with regards to L3 proficiency.

Defining L1, L2, & L3

As is standard in the field, L1 refers to a person's native language(s), L2 refers to a person's first foreign language, and L3, for the purpose of this paper, will refer to a third learned language. This is distinct from Williams and Hammarberg's and many other scholars' views which propose that L2s include any and all learned non-native language(s) besides the L1, and that the term L3 is reserved for the language currently being learned by a speaker (Hammarberg, 2001; Williams & Hammarberg, 1998). This distinction is important in distinguishing between second language acquisition models versus the acquisition of a third or subsequent languages. Referring to L3 as a currently learned language fails to account for a thirdly acquired language that is not currently being learned or studied but rather is just the order of acquisition in a speaker's repertoire of languages. L3, when used to refer to a particular language in one's repertoire, specifies the order and number of learned language(s). It is even more relevant as additional languages are learned and the influence of all prior and subsequently learned languages on the thirdly acquired language is in examination. In

this paper therefore, L1, L2, and L3 will refer to the order of the participants' language acquisition. This will help to better understand the relationship the participants' languages and how they affect each other, most notably the notions of transfer and cross-linguistic influence, which are reviewed next.

Transfer and L3 acquisition

The idea of language *transfer* which tends to refer to the influence of a source language on another (Odlin, 1989) is not new to the field of SLA. Its definition however, has undergone a number of transformations. Due to increased research suggesting an important distinction between L2 and L3 acquisition, SLA has broadened to include separate bilingual and multilingual language processing models leading to the newer, separate fields of third language acquisition (TLA) or multiple language acquisition. This development meant that the notion of L1 to L2 transfer also needed to acknowledge the distinction in transfer between monolinguals' L1 on L2 versus multilinguals' L1 and L2 affects on the L3 and each on other. This could also extend to affects on any other additionally learned language(s). A brief overview of this development is helpful in order to better situate the notion of transfer.

In his book about the study of SLA, Ellis (1994) explained that language transfer as rooted in the behaviorist theory of language learning, suggested that L1 transfer resulted from mere habit rather than a learner actively doing his/her best by referring to the knowledge he/she already has, which suggests awareness rather than habit (Singleton, 1987). The behaviorist approach was simplistic and considered faulty for a number of reasons but notably, due to its failure to address a language learner's cognitive processes. As more and more evidence illustrating transfer as a cognitive process (even if unconscious) emerged, the behaviorist theories, in regards to transfer, were increasingly disregarded (Ellis, 1994).

There has been much research done on the transfer of a person's native language to the L2, suggesting that second language learners rely extensively on their native language (Gass & Selinker, 2001). Krashen (1983; as cited in Odlin, 1989, p. 26) explained L1 transfer as merely being "padding, or the result of falling back on old knowledge, the L1 rule, when new knowledge...is lacking. Its cause may simply be

having to talk before 'ready.'" Similarly, Corder (1983; as cited in Sharwood Smith, 1983, p. 192) and other researchers viewed transfer as essentially, "borrowing when L2 resources prove insufficient for a communicative task in hand." These explanations of transfer however, tend to be quite unidirectional and limited in scope.

While transfer from native language is most certainly one of many valid processes for compensation when faced with L2 communication needs beyond one's capabilities, it undoubtedly is not the only one. These narrow definitions may have been the root of Gundel and Tarone's (1981; as cited in Sharwood Smith, 1983) earlier criticism of the term which they felt carried habit-formation connotations stemming from the behaviorist view on learning. In order to avoid behaviorist connotations Gundel and Tarone and other scholars have suggested that the term *influence* be used. Use of this term helps avoid implications of habit by suggesting that transfer may actually manifest itself in a number of ways besides negative error production (Ellis, 1994). Examples of this could include using communication strategies such as avoidance and *overuse* where a language feature is used too freely leading to misuse. The term *influence* also allows for languages to have an affect on each other in numerous ways rather than just be a rote unidirectional process of incorporating a previously learned language into a new one. Moreover, the term influence also extends itself well into situations when a speaker has access to two or more languages.

In an attempt to address knowledge of two or more languages and their effect on the acquisition of yet another, Odlin proposed the following definition, "*transfer* is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (1989, p. 27). This definition has been criticized by Odlin himself as being too vague in that influence has such a vast meaning (p. 27). Yet the term transfer seemed problematic for various reasons including those previously mentioned. Odlin and others have come to view transfer as part of influence and even more generally, cross-linguistic influence which better accounts for speakers of two or more languages.

Transfer as part of cross-linguistic influence

The term *cross-linguistic influence* had been previously suggested by Sharwood Smith (1981) and incorporates the notion of bidirectionality, since it allows “the influence of second or other languages as well as for the influence of non-native languages on the learner’s own L1” (Sharwood Smith, 1983; p. 193). Furthermore, it accounts for the possibility of additionally learned languages beyond the L2. In order to provide more precise terms, Sharwood Smith and Kellerman (1986; as cited in Murphy, 2003, p. 3) much like many others, define *transfer* as, “those processes that lead to incorporation of elements from one language to another.” They further define cross-linguistic influence as, “other language contact phenomena such as L2→L1 transfer, language loss, or avoidance” (p. 3). I find this particular classification to be helpful. While it is understood that cross-linguistic influence includes a number of various processes, henceforth, I will use the term cross-linguistic influence to refer to Sharwood Smith and Kellerman’s term transfer: when non-target-like items are incorporated whether consciously and unconsciously in a target language.

For the purpose of simplification, this paper uses the term cross-linguistic influence to refer to Sharwood Smith and Kellerman’s definition of transfer with the understanding that influence could also come from within the L3 in such forms as overgeneralization as described above. It should be noted that this definition more specifically refers to the use of non-target-like lexical items in the oral production of the target L3 as well as the incorporation of metalinguistic comments. The term *metalinguistic* is used loosely to refer to comments about language, about the communication itself and can include asides, self-edits, and requests for help (Williams & Hammarberg, 1998). Presence of such metalinguistic comments suggests activation of a language and therefore is a type of influence or may lead to possible influence of another language when faced with communication gaps or difficulties.

Factors affecting cross-linguistic influence

Typology and psychotypology

As with L1 being a source of transfer when learning an L2, L1 and/or L2 may be sources of influence on an L3 when a learner’s communication needs exceeds their

competence (Bouvy, 2000). A number of variables have been examined in an attempt to determine a multilingual's source and role of transfer as a form of cross-linguistic influence. It has been suggested that perceived and actual language distance (psychotypology and typology, respectively) among a speaker's languages play important roles in the source of influence, whether conscious or not (Bouvy, 2000; Dewaele, 1998; Odlin, 1989; Singleton, 1987; Williams & Hammarberg, 1998). This further relates to Kellerman's (1983; as cited in Murphy, 2003, p. 5) idea of *psychotypology* which suggests that language learners are more likely to be influenced by the language that they perceive as most similar to the target language.

For the purpose of this paper, it is important to note that there are greater perceived and actual typological similarities between Spanish and French, in contrast to those between English and French (Singleton, 1987). However, Singleton suggests that English, in terms of its lexis, can also be regarded as a Romance language. Singleton and Little (1991; as cited in Dewaele (1998, p. 473) further explain that English-speaking learners of French quickly realize that many English words can be very useful and beneficial to them in French. Therefore, while some languages may officially be more typologically similar to each other, learners may find their own measures of similarities or reasons for influence from one language over another. This would suggest that perhaps other variables including proficiency of languages, foreign language status, and frequency of language use may also determine source of cross-linguistic influence.

Proficiency of learned languages

While a speaker may have knowledge of a language that is typologically similar to the newer language, it may not imply that it will have the most influence nor be a greater source of cross-linguistic transfer. Singleton (1987) described a case where an L1 English speaker while speaking French tended to have more influences from previously learned English than from the more typologically similar Latin. This was primarily due to the fact that the subject had a much greater competence in English than Latin. It seems that proficiency was a more important factor in cross-linguistic influence than the perceived or actual linguistic similarities between French and Latin. Because

lexical transfer tends to require more automated and higher fluency, the language that they are more proficient in may provide a greater source of cross-linguistic transfer despite typological similarities (Ringbom, 1983). This suggests that at least regarding the lexis, the higher the proficiency in a language the more likely it will be used as a source of cross-linguistic influence than a person's other less proficient language(s).

Also to be considered, in determining cross-linguistic transfer is the proficiency in the target language itself. Many researchers including Hammarberg (2001) have come to the general consensus that L2→L3 transfer is the result of low L3 proficiency. This seems logical in that as target language proficiency goes up, a speaker is better able to talk around a communication difficulty rather than rely on cross-linguistic transfer directly. This suggests that the speaker is able to use the target language itself possibly leading to greater intra-linguistic influence as described previously.

Foreign language and last language learned status

In addition to many other variables, Williams and Hammarberg (1998) speculate that foreign language status of a language may contribute to it being the language of influence on the target L3. They come to this conclusion after examination of results of their own studies and others including a study by Stedje (1977; as cited in Williams & Hammarberg, 1998) that looked at L3 German learners who shared Swedish as a common previously learned language. While participants in the study all had two same languages in common, their order of acquisition was different.

Table 1

Language Description of Participants in Stedje's Study (1977; as cited in Williams & Hammarberg, 1998)

	Group 1	Group 2
L1	Language A – (Swedish) typologically similar to language C	Language B – (Finnish)
L2	Language D	Language A – (Swedish) typologically similar to language C
L3	Language C - (German)	Language C - (German)

Stedje found that L2 Swedish learners showed evidence of Swedish influence to a much greater extent than the L1 Swedish learners. Regardless of the typological similarities between languages A and C, results of the study proposed that at least as important in cross-linguistic influence, is the native versus foreign language status of the languages (Williams & Hammarberg, 1998, p. 303). According to the evidence, foreign language status appears to have more cross-linguistic influence on subsequent languages because of their more 'foreign status' and seemingly a better strategy when learning another 'foreign language' (p. 323). This is especially true the lower the proficiency of the speakers' target L3. As proficiency increases, speakers tend to be able to compensate for linguistic gaps with strategies using the L3 itself. These findings are especially important if in addition to having a 'foreign status,' the L2 is the typologically more similar language to the L3, as was the case with the participants examined in this paper.

A comparable study looking at French L2 and L3 speakers, where all the learners shared common languages but which were learned in different orders, was carried out by Dewaele (1998). While speaking French each of the learners had the same language resources to draw upon for influence. However, rather than all speakers drawing equally on a similar language, the study showed that most French speakers drew on their most previously learned language whether foreign or native. As the table below illustrates, for French L3 speakers this meant more influence from their English L2, and for French L2 speakers this meant more influence from their Dutch L1, thus suggesting that language learners may be likely to be influence by the most previously learned language.

Table 2
Language Description of Participants in Dewaele's Study (1998)

	Group 1	Group 2
L1	Language A – (Dutch)	Language A – (Dutch) ↓
L2	Language B – (English) ↓	Language C – (French) ↓
L3	Language C - (French) ↓	Language B - (English)

This further implies that while typology may play an important role, it may not be the only factor nor have the most salience in cross-linguistic influence. Acknowledgment of foreign or last language learned status as well as typology serving as variables for cross-linguistic influence is evidence that a number of factors must be considered as sources of cross-linguistic influence and that more than one might be in effect at the same time.

Hypothesizing source of influence

A multilingual's languages can have different levels of activation which may influence the source of language in cross-linguistic influence as suggested by Green's (1986; as cited in Dewaele, 1998; see also Williams & Hammarberg, 1998) activation model. Activation levels include:

Selected (controls the speech output), *activated* (plays a role in ongoing processing, runs parallel to the selected, but is not articulated), or *dormant* (not activated during ongoing processing). (in Williams & Hammarberg, 1998: p. 299)

Levels of activation and source of cross-linguistic influence, as implied by Williams and Hammarberg, may be a combination of a number of factors. Cenoz (2001) also states:

...the conditions in which *cross-linguistic influence* takes place are determined by several factors that can potentially predict the relative weight of *cross-linguistic influence* in the speakers' production and the source of language and the source of the elements that are transferred (p. 8).

The factors that Williams and Hammarberg (1998) consider as sources for cross-linguistic influence include previously discussed factors such as typology, proficiency and foreign language status as well another factor that they call *recency*, which considers a speaker's current use of each of their languages. They suggest that the

more of these features a language has the more likely it is to be the source of influence on the L3 due to a greater level of activation as suggested by Green. Williams and Hammarberg suggest the following chart for hypothesizing the source of cross-linguistic influence (p. 322).

Table 3
Williams and Hammarberg Schema for Determining Default Supplier Source in L3 (and beyond)

List of various languages in a person's repertoire Each feature is marked with a plus or minus	
Proficiency	<i>Native level (+), near native (+), less than others (-)</i>
Typology	<i>Relatively close to target language (+), less close to target language (-)</i>
Recency	<i>Still in regular use (+), still in occasional use (+), not in current use (-)</i>
L2 (foreign language) Status	<i>Native language (-), learned/foreign language (+)</i>
<i>The more plusses a certain language in a person's repertoire receives the more activated it is and thus the more likely it is to be used as a lexical supplier in the target language</i>	

Green's model seems to suggest that once a language is determined as most activated, then it is hypothesized to be the primary source of influence in the target L3. Williams and Hammarberg (1998) viewed this however, as too simple. Their study considered influence of both L1 and L2 in L3 production (Williams & Hammarberg, 1998). Their longitudinal case study examined the L3 speech of an L1 English, L2 German and L3 Swedish speaker. They found that both L1 and L2 are activated during L3 and therefore equally possible as sources of influence. They suggest that a multilingual's languages could be activated in parallel, rather than separately and serve different roles or purposes.

While their schema helped to determine the source of cross-linguistic influence in terms of non-target-like lexical items, it did not explain the appearance of other

languages in the L3 communication. Williams and Hammarberg (1998) sought to determine the different roles of each language in cross-linguistic influence. By looking at non-target-like speech, specifically *non-adapted switches*, expressions from L1 and L2 that are not phonologically or morphologically adapted into the L3, they determined two main roles played by the L1 and L2. The first is the *supplier* role which is the language that serves as the main source for cross-linguistic influence in forming non-target-like lexical items. Essentially, it is the language that supplies lexical items when there is a gap in the L3. The second role they determined is the *instrumental* role which they define as the language that is used as a tool to facilitate communication. The instrumental role manifests itself in the form of metalinguistic comments, asides, requests for help and so forth when the normal ongoing communication is interrupted (Williams & Hammarberg, 1998, p. 304). As mentioned before, this may not follow the most traditional definition of metalinguistic talk. It is however, the term used by Williams and Hammarberg (1998) to describe comments made on the communication itself.

Examination of such metalinguistic speech, as defined above is important because it provides insight as to which language is most influential as multilinguals face communication difficulties in the L3. While metalinguistic comments are distinct from lexical influence, they are nonetheless evidence of activation of a language suggesting it could be a source of influence. Distinguishing when and why and even in what forms non-target-like items appear in L3 speech can help to better understand of the roles of a trilingual's languages in L3 oral production. Both non-target-like lexical items and metalinguistic talk are evidence of target language being influenced by the L1, L2 or within the L3 when there are communication difficulties.

Hammarberg (2001) explains that the supplier role could be further distinguished as *internal supplier* meaning the L3 itself is used as a source of influence in L3 production and *external supplier* (i.e., cross-linguistic) when a language other than the L3 is the source of influence. However, they focused their research on L1 versus L2 cross-linguistic influence for the purpose of their study. While they distinguished roles for the L1 and L2 occurrences in the target L3 production, they do indicate that as their participant's proficiency in L3 Swedish increased, so did influence from the L3 itself

increase. Dependence on the L3 led to a decrease in influence from L1 English and L2 German in both the supplier and instrumental roles.

Much like Williams and Hammarberg (1998), I wanted to examine the roles of L1 versus L2 in L3 oral production. However, similar to Ecke (2001) in a study on cross-linguistic influence considering lexical retrieval in an L3, I also wanted to address the role of the L3 within the L3 in which is often considered intra-linguistic influence. Intra-linguistic influence tends to be regarded as developmental and may include such processes as *over-use* and *overgeneralization*, defined as: "when the learner creates a deviant structure on the basis of other structures in the target language" (Ellis, 1994, p. 59).

The case study reported on in this paper looked for evidence of the L1 (English) and the L2 (Spanish), as well as for the intra-linguistic influence of the L3 (French) in L3 oral production. Components of various studies were combined in the design of this study which examined non-target-like lexical items as well as metalinguistic talk in L3 oral production for evidence of cross-linguistic influence and intra-linguistic influence in regards to L3 proficiency. This study therefore, seeks to address the following questions:

1. a. What are the relative roles of the L1, the L2, and the L3 itself in a trilingual's non-target-like lexical production in the L3?
- b. What is the role of L3 proficiency level on the production of non-target-like lexical forms?
2. a. How might a trilingual's metalinguistic comments during oral production in the L3 be characterized?
- b. What is the role of L3 proficiency level on the production of on metalinguistic comments?

Method

Participants

This study looked at three American-English L1 speakers, Chloë, Nicolas, and Olivia,¹ who were taking graduate Spanish classes and were pursuing or had received at least Master's degrees in Spanish at the University of Minnesota. The speakers shared a highly competent level of L2 Spanish in addition to their common English L1. As part of their academic involvement each of the participants was teaching Spanish, taking courses in Spanish, and conversing quite regularly in Spanish with other faculty and colleagues throughout much of the day. They used Spanish and English frequently in their daily lives. Further, this group also had a common L3 of French. They all learned French to various degrees. At the time however, they used French L3 only minimally.

Because of the case study nature of this research project, an effort will be made to give a full description of each participant, and then we will look for common themes and possible generalizations that emerge through the analysis of the data.

Chloë

Chloë was a 26-year-old graduate student just beginning her Ph.D. work in Hispanic Literature. At the time of the study she was teaching beginning-level Spanish to undergraduate students. In addition, she was taking her own graduate-level Spanish courses and used her Spanish frequently each day both in and out of class while speaking with students, faculty, and colleagues. When asked about her strongest skills in Spanish, she felt that reading was easiest and that listening, writing, and speaking were slightly more difficult. While she considered herself to be bilingual she stated that she was ultimately most comfortable speaking English. However, she did explain that certain concepts were best left untranslated – that it was easiest to keep some topics in the language they were first presented in, such as reading and discussing an article.

She began to learn Spanish as her first foreign language when she was 14 years old as a high school freshman. She continued to study Spanish throughout high school and majored in it in college. While there are some gaps in her formal language learning

¹ Names have been changed to protect the participants' anonymity

due to work and travel, to date she had formally studied the language a total of about ten years. In addition to formally studying the language, she spent about 3 months living in Spain with a group of international students.

Meanwhile at 18, as a college freshman, Chloë began to learn French as her L3. She loved studying languages and this was her main motivation for continuing to learn languages and perfect the ones she knew. She added French as a major, continued to study it for four years and traveled around France for while. From college graduation to the present however, she reported only seldom using French. At the time of the study, she felt that she could read French well but that listening, speaking and writing were more difficult.

In addition to Spanish and French, she formally studied Portuguese for a summer as a graduate student at age 24. While these are the only languages she had studied, she had exposure to and had some knowledge of Italian and Catalan.

Nicolas

Nicolas was a 23-year-old graduate student in his first year of the Hispanic Linguistics MA program. He also taught beginning-level Spanish to undergraduate students. In addition, he was taking his own graduate level Spanish courses and also used his Spanish frequently each day both in class and out while speaking with students, faculty, and colleagues.

Nicolas described that his reading, writing and listening skills in Spanish were of equal strength while his speaking was not as strong, especially in regards to pronunciation and accent. When asked whether he considered himself (a) bilingual (b) multilingual (c) unsure (d) monolingual with competence in other language(s) or (e) bilingual with competence in other languages (see Appendix B), Nicolas responded that he was unsure. This is interesting because he reported that he talked around vocabulary by “using words that perhaps a native would not use, but still make sense.” Yet he also stated that he was “comfortable with almost all discussions” in Spanish.

Nicolas first started learning Spanish when he was 14 years old, while in high school. As with Chloë, Spanish was also his L2. He had been formally studying

Spanish ever since, totaling about eight to nine years. In addition to formal classroom study, he lived and studied in Spain for over five months.

Much like Chloë, Nicolas was very interested in languages and while in college at 19 years old, he too began to study French as his L3. He however, only formally studied French for one and a half years and only briefly traveled in France. He mentioned that at the time of the study he only used French only very occasionally and that he read better than he wrote, listened better than he spoke. He also expressed that his listening and writing skills were similar at a similar proficiency level. Although he reported to like attempting to speak French or Spanish with people who spoke those languages natively, he mentioned that with French it often resulted in only a few phrases.

Olivia

Olivia was a 43-year-old Spanish instructor in the Spanish department. Unlike Chloë and Nicolas who were graduate instructors and only taught one section at a time, Olivia taught several sections of beginning Spanish each semester. While she was not actively pursuing her Ph.D. she had her MA in Spanish and a previous MA in French. In addition to continuing to take Spanish graduate courses, she used her Spanish frequently each day both in class and out while speaking with students, faculty, and colleagues and friends.

Olivia began learning Spanish, her L2, when she was a 14-year-old high school student. She had continued to study and use Spanish at various points throughout her life. She formally studied Spanish for one to two years in high school, one quarter as an undergraduate, and two years as an MA student. In the meanwhile however, she lived and worked in Mexico for two years. Olivia said she felt stronger in Spanish in reading, speaking and listening than in writing.

In high school, Olivia began to learn French as her third language (L3). She formally studied French for three years in high school, two years while living in France, and two years as an MA student in the US. In addition to her formal studies, she lived and worked in France for a total of four years and nine months. Upon her return to the US, she continued to interact daily in French in personal and professional settings for

the following 10-12 years. At the time of the study, she seldom used French other than reading occasionally, unless she was taking a French class. She did however, feel that her proficiency in reading, writing, listening, and speaking were equal and further stated:

- (1) I'm much more comfortable talking about literary as well as other academic subjects in French because I studied at a University in France. In Spanish, I find I interact best in the topics I am currently teaching (i.e., units on the environment, finance, societal woes, etc.)

Despite these circumstances she considered herself a multilingual with near-native proficiency in both French and Spanish, and minimal knowledge/proficiency in German and Arabic in addition to her native English.

While there were some differences among each of the participants' language learning backgrounds the most important was their difference in proficiency level of their French (L3). For each of them, French was the L3 that they learned while learning Spanish. Further, regardless of their proficiency in French, for each of them it was still a language that at the time of the study was seldom used in their daily lives, whereas Spanish and English were very prominent.

Instrumentation

The instruments used in this study were similar to two used by Singleton (1987) in his case study analyzing the French L3 oral production of a native English speaker, who also had knowledge of other languages. Similar instruments included audio-recorded speech that was elicited through narration or description tasks as well as a questionnaire that aimed at examining the participants' language background and use (see Appendices A & B).

The participants in this study were presented with five written speech elicitations where they were asked to speak French (L3) as fluently as possible about the given topic. The idea of fluent and continuous speech was encouraged and participants were told not to worry about making mistakes (see Appendix A). This was in order to gather as much natural speech versus planned and monitored speech samples as possible. It

was anticipated that the speech samples would provide insight as to which language(s) if any, tended to be activated and/or the source of non-target-like lexical items and metalinguistic comments, asides, self-edits and repairs and so on which are evidence of language activation when there are L3 communication difficulties. This therefore, offered the possibility for analysis of intended and unintended (subconscious) cross-linguistic influence and intra-linguistic influence.

The purpose of having the five specific tasks was twofold: (1) to provide a variety of discussion topics and (2) to ensure a standard task for each of the participants in order to avoid interlocutor interference. The first task displayed a picnic scene and participants were asked to imagine themselves in the scene (see Appendix A). They were to speak French and describe in two minutes what was happening. The main purpose was to provide a source for possible lexical transfer that was not tied in any intentional way to a particular language.

The second task was also somewhat generic, again to avoid attachment to a particular language. The participants were asked to describe in French for two minutes their favorite thing(s) about the Twin Cities, the city in which the participants lived at the time of the study (see Appendix A). While the topic was the Twin Cities, which may be something the participants might have discussed most often in English, I was decided that the vocabulary required to do the task was relatively basic and not favorable to a certain language.

The third task was to discuss a favorite childhood or family memory in French for two minutes (see Appendix A). While memories may sometimes be tied to the language in which they happened, it was felt the task was still fairly general. There was no need to either translate a joke or speech or share any memory that may be particularly emotionally tied.

The fourth task asked the participants to describe in French for two minutes their academic interests (see Appendix A). Because they were all involved in graduate studies in Spanish, it might have been a topic that they most often discussed in Spanish and therefore a possible source for more Spanish versus English influence. However, I felt the participants were probably still used to discussing their academic interests in English as well with non-Spanish speaking people.

Finally, the participants were given another fairly neutral discussion topic. They were asked describe their daily routine in French in two minutes (see Appendix A).

After the each of the elicitation tasks were finished the participants were asked to complete an online questionnaire (see Appendix B). The purpose of the online questionnaire was to gather information about the participants' language backgrounds and to gain a better understanding of their beliefs and perceptions regarding basic information about their languages and their use. It was intended to have the participants reflect on what they believed to be their source of influence on their various languages and why. Moreover, it was for them to self-examine whether cross-linguistic or intra-linguistic transfer took place in their own various languages.

Data collection procedures

The study was administered in the Language Center's digital lab at the University of Minnesota. Through this process, the speech elicitation portion of the study was made into a PowerPoint presentation and was projected onto the screen of the participants' individual computers. Each of the speech elicitation tasks appeared on an individual slide with instructions on each preceding slide (see Appendix A). Advancement of PowerPoint slides was done by the test administrator to enforce time limits. The participants were given 15 seconds to read the instructions on each slide. They were then given a time limit of two minutes to perform the particular speech elicitation task. While

The participants used headphones with an attached microphone to digitally record their spoken language samples as they progressed through the PowerPoint slide show presentation. The audio files were then saved and burned onto a CD. The test took about 20 minutes to administer. After the speech elicitation portion was completed, the administrator asked the participants to do a follow-up online questionnaire.

The questionnaire was administered on-line in order to facilitate the data collection and allow the very busy participants the flexibility of doing the questionnaire at their leisure sometime soon after the actual speech elicitation tasks. Moreover, this allowed participants to type their answers versus a pen and paper version. Because people tend to be more proficient in typing and used to expressing their ideas via a

computer, it was decided that answers were likely to be more complete and involved than on paper with pen or pencil. Once the questionnaire was filled out, participants could just submit their answers which would immediately be emailed to the administrator's email account with a copy also sent to the participants' accounts for their review.

Data analysis procedures

Prior to looking at actual speech samples, the language background of each participant was examined. With the information provided in the participant's questionnaire responses, a schema like that used by Williams and Hammarberg (1998) was filled out for each participant in order to hypothesize the probable source of non-target-like lexical influence as participants spoke French (L3). While some of the participants had knowledge of other languages, only those languages that they self-reported and considered as 'knowing' were included in the schema.

In order to best answer the research questions and examine the validity of the above schema's hypothesis, the 12-15 minute speech samples from each participant, collected through the elicitation tasks previously described, were transcribed and coded. A similar coding to that used in the Williams and Hammarberg study was adapted and two main coding categories were developed: (I) cross and intra-linguistic lexical influence and (II) metalinguistic influence. The first category would provide evidence for the supplier role while the second would provide influence for the instrumental role as distinguished by Williams and Hammarberg.

Unlike Williams and Hammarberg who looked at only cross-linguistic influence of L1 and L2 on the L3, the study reported in this paper considered the L3 itself (intra-linguistic influence) in characterizing the supplier role. Cross-linguistic and intra-linguistic lexical influence was analyzed by counting non-target-like (L3) lexical items produced in oral production of the French L3. Williams and Hammarberg (1998) looked only at non-adapted switches which meant they counted only those L1 and L2 lexical items that were directly inserted into L3 speech without any modification. This study however, counted both adapted and non-adapted lexical items to determine cross-

linguistic influence. The following sub-categories were included in the category (I) cross and intra-linguistic lexical influence (transcription conventions are given in Appendix C):

(1) NonAdapt: Non-adapted cross-linguistic influence

Non-Adapted referred to L1 and/or L2 lexical items that were directly transferred into the L3 with no phonological/morphological adaptations.

- (a) Eng²: *line 41*: et comme étudiante, %, %, %, de
<undergraduate>, je / j'étudiais le français
- GLOSS: and as an <undergraduate> student, I / studied French
- (b) Sp³: *line 67*: Ah chocolat <y vanillia>
- GLOSS: ah chocolate <and vanilla>

(2) Adapt: Adapted cross-linguistic influence

Adapted referred to L1 and/or L2 sourced lexical items that are transferred into the L3 but have been adapted into French. L1 or L2 word is pronounced in French. L1 or L2 root word is pronounced in French and adapted to fit French grammar rules.

- (c) Eng: *line 197*: ce que j'ai fait c'est de developper, %, un
<syllabus>
- GLOSS: what I did was to develop, %, a <syllabus>
- (d) Sp: *line 58*: j'enseigne, <depuis> je mange
- GLOSS: I teach, <then> I eat

² English

³ Spanish

["*Depuis*" is a French word but in this case it certainly transferred from the Spanish word "*después*" which means "after," "next," "then." The correct French word should have been "*ensuite*" or "*après*"]

(e) (?)⁴: *line 80* : je n'ai pas <studié> le français

GLOSS : I have not <studied> French

[The target word should have been *étudié* but it is hard to tell is the mistake is transferred from English *study* or Spanish *estudiar*]

(3) Intra: Intra-linguistic lexical influence

This refers to full lexical items (i.e. no partial words) that are overgeneralized in use or misused. They are words or utterances that were not used in the appropriate (native-like) context.

(f) Fr⁵: *line 45* j'aime <très bien>, %, %, enseigner

GLOSS : I like teaching <a lot>

[*très bien* sounds odd in this situation although the meaning is understood the better word choice would have been *beaucoup*.]

The second category was a simplified version of Williams and Hammarberg's meta category. Evidence of this sort of cross and intra-linguistic transfer would suggest the language is used as an instrumental role. Examples from this study's language samples illustrating this category to include:

⁴ Can't tell

⁵ French

(4) Meta: Metalinguistic comments

This category also included: asides, requests for help, self-editing, repairs, and so forth, where language was used as a tool for communication.

(h) Eng: *line 88* % du = = <my mind is blank>

(i) Sp: *line 73* il y a deux = <no sé>, %

GLOSS : there are two = = <I don't know> %

(j) Fr: *line 6* Je me suis allée à l'île, % % %, <je ne me souviens pas>

GLOSS : I went to the island % % %, <I don't remember>

The categories used for coding the data in this paper can be summarized in the following table:

Table 4
Coding Categories

(I) Cross and intra-linguistic influence	(1) NonAdapt	(a) English L1 (b) Spanish L2 (c) Can't Tell (?)
	(2) Adapt	(d) English L1 (f) Spanish L2
	(3) Intra	(g) French L3
(II) Metalinguistic comments	(4) Meta	(h) English L1 (i) Spanish L2 (j) French L3
<p><u>NonAdapt: Non-adapted cross-linguistic influence</u> Non-Adapted referred to L1 and/or L2 lexical items that were directly transferred into the L3 with <u>no</u> phonological/morphological adaptations.</p> <p><u>Adapt: Adapted cross-linguistic influence</u> Adapted referred to L1 and/or L2 sourced lexical items that are transferred into the L3 but have been adapted into French. L1 or L2 word is pronounced in French. L1 or L2 root word is pronounced in French and adapted to fit French grammar rules.</p> <p><u>Intra: Intra-linguistic influence</u> This refers to full lexical items (i.e. no partial words) that are over generalized in use or misused. They are words or phrases that were not used in the appropriate (native-like) context.</p> <p><u>Meta: Metalinguistic comments</u> This category also included, asides, requests for help, self-editing and repairs and so forth, where language was used as a tool for communication.</p>		

The next step in the data analysis involved comparing and contrasting the participants' proficiency in French according to the information gathered on the questionnaire in order to rank the participants according to proficiency level. The three participants in this study were initially selected because they had similarities in their language backgrounds. Their main difference was their proficiency in French L3 which would serve as a cross-sectional view for L3 proficiency as a factor in characterizing language roles trilingual's languages in L3 oral production.

The number of non-target like items orally produced were counted for each participant and categorized by language in order to characterize the role of languages (supplier vs. instrumental) in cross and intra-linguistic influence among the participants. This also allowed for a cross-sectional analysis with regards to proficiency of L3 in cross and intra-linguistic influence.

Results

The findings will be divided into three sections. First, I will look at the roles of the languages in a trilingual's L3 oral lexical production. Second, I will consider the role of metalinguistic comments, and finally I will take an in-depth look at the individual differences that emerged when comparing the language behavior of the three trilingual subjects in this study.

The Roles of the languages in a trilingual's L3 oral lexical production

The first results presented will give an overview of the participants' collective cross-linguistic and intra-linguistic influence in response to the first part of research question 1 which asked:

- 1a: What are the relative roles of the L1, the L2, and the L3 itself in a trilingual's non-target-like lexical production in the L3?

According to Williams and Hammarberg's schema, it was hypothesized that Spanish would be the source of cross-linguistic influence (see Table 5) in French L3 oral production. The schema emphasized factors that they suggested as being decisive (typology, recency, foreign status, & proficiency) in determining which language would be the cross-linguistic supplier in L3 oral lexical production. The decisive factors selected reflect previous research findings as discussed in the literature regarding determining features affecting cross-linguistic influence including lexical transfer. Because the participants in this study had similar language background situations in regards to each of the four variables for both English (L1) and Spanish (L2), their

information could be summarized and described in a single cross-linguistic supplier role schema as follows:

Table 5
Williams & Hammarberg's Schema (1998) for Determining Cross-Linguistic Supplier Language in French L3 Oral Production for Chloë, Nicolas and Olivia

Factors	L1 (English)	L2 (Spanish)
Proficiency	+ (native)	+ (near-native)
Typology	- (less close than L2)	+ (close to L3)
Recency	+ (still in regular use)	+ (still in regular use)
Foreign language status	- (native)	+ (non-native)
	2 plusses 2 minuses	4 plusses

Since Spanish had the most plusses, the hypothesis, developed through the schema, suggests that Spanish L2 would generally be the supplier language in cross-linguistic influence for the participants in this study. The data collected in this study upheld this hypothesis that in fact Spanish L2 was the main cross-linguistic supplier. As Table 6 below illustrates, the number of cross-linguistic items influenced from Spanish, about 70% (57/82), far out-numbered those from English 15% (12/82) in the participants' collective data. Non-target-like lexical influences from Spanish accounted for about 70% (57/82) of the total instances of **cross-linguistic** influence among all three participants thus suggesting that the above schema was valid in determining the cross-linguistic supplier language in a multilingual's L3 production.

Table 6
Total Adapted & Non-Adapted Cross-Linguistic Linguistic Influence in Combined French L3 Oral Production Of Nicolas, Chloë & Olivia

	English L1	Spanish L2	Can't tell (?)	TOTAL
NonAdapt	6	19	-	25 (30%)
Adapt	6	38	13	57 (70%)
TOTAL	12 (15%)	57 (69%)	13 (16%)	82 (100%)

The significance of cross-linguistic influence from Spanish changed however, when intra-linguistic influence from the L3 itself was taken into account. This suggests that the L3 itself played an important role as illustrated in Table 7 below. When the non-target-like L3 intra-linguistic influenced lexical items were included in this analysis, the total number of non-target-like lexical items went from 82 to 101. While Spanish was still the principal lexical supplier language, the percentage decreased from about 70% (57/82) to about 56% (57/101) upon consideration of L3 intra-linguistic non-target items.

Table 7
Total Adapted & Non-Adapted Cross-Linguistic and Intra-Linguistic Influence in Combined French L3 Oral Production of Nicolas, Chloë & Olivia

	English L1	Spanish L2	Can't tell (?)	French L3	TOTAL
NonAdapt	6	19	-	-	25 (25%)
Adapt	6	38	13	-	57 (56%)
Intra	-	-	-	19	19 (19%)
TOTAL	12 (12%)	57 (56%)	13 (13%)	19 (19%)	101 (100%)

The Adapt category counted actual lexical items that were originally influenced from another language (L1 or L2) but have been adapted into French. This adaptation therefore, suggests a form of bidirectional influence from the L3 French, since the root source of the word was from another language. The Adapt category also counts those items (*Can't Tell (?)*) whose source of influence could not be determined but nonetheless were made French-like. The Adapt and Intra items combined, which involve some form of French L3 influence, made up about 75% (76/101) of the non-target-like L3 lexical items counted (see Table 11).

In summary, by examining intra-linguistic influence in oral L3 production, roles of L1, L2 and L3 can more precisely be defined. Non-target-like lexical items influenced from English L1 were quite infrequent, accounting for only about 12% (see Table 7) of the total cross and intra-linguistic influences. This suggested that English L1 did not appear to have a important role as a supplier. As hypothesized, Spanish L2 had the

main role of supplier language across both cross and intra-linguistic lexical influence. However, upon further examination, it seems Spanish as supplier role may be affected by proficiency of the French L3. Finally, regardless of proficiency, French L3 tended to show evidence of activation by playing the role of *guide* even when items were influenced from other languages. The role of *guide* refers to the influence of L3 in modifying non-target-like items in order to incorporate them phonologically or morphologically into the L3 lexicon.

Looking at the participants individually may provide insights as to how L3 proficiency affects the relative roles of the L2 and L3, and thus responds to research question:

- 1b: What is the role of L3 proficiency level on the production of non-target-like lexical forms?

As described previously and summarized in Table 8 below, Nicolas was the least proficient French L3 speaker, next was Chloë, and finally Olivia was the most proficient.

Table 8
Ranking Participants' Proficiency in French

Factors Determining Proficiency in French L3	Chloë	Nicolas	Olivia
Length of formal study	4 yrs college (B.A.)	1.5 yrs college	3 years in high school, 2 years in France, 2 years as an MA student in the US
Time spent in French speaking country	minimal	couple weeks	4 years 9 months
Self-determined proficiency	intermediate	intermediate	near native
Current use of French	seldom	seldom	Seldom
Rated 1 = most proficient 3 = least proficient	2	3	1

Let us first examine Nicolas who reported to be the least proficient in French L3. His total cross-linguistic and intra-linguistic lexical influence utterances made up about 44% (44/101) of the combined total (see Table 9).

Table 9
Distribution of Total Adapted & Non-Adapted Cross-Linguistic and Intra-Linguistic Influence in French L3 Oral Production (also broken down by language)

Language	Nicolas	Chloë	Olivia	Total
English L1	6	2	4	12
Spanish L2	30	17	10	57
Can't tell (?)	2	6	5	13
French L3	6	3	10	19
TOTAL	44 (44%)	28 (27%)	29 (29%)	101 (100%)

This shows that he produced the most non-target-like lexical deviances which was most likely due to his least proficient L3 ability. The distribution within his own speech, as shown in Table 10, is consistent with the general findings. Spanish played the principal supplier role influencing about 68% (30/44) of his total non-target-like L3 lexical deviances (see Table 10). In addition, much like the combined totals described above, the Adapt and INTRA categories together accounted for about 75% (33/44) of his non-target-like deviances (see Table 11). This suggests that regardless of the proficiency, the role of L3 remained crucial as a guide for incorporating cross-linguistic lexical items. This further verifies that in a multilingual, more than one language is likely to be activated at once for different roles.

Table 10
Nicolas: Total Adapted & Non-Adapted Cross-Linguistic and Intra-Linguistic Influence in French L3 Oral Production

	English L1	Spanish L2	Can't tell (?)	French L3	TOTAL
NonAdapt	2	9	-	-	11 (25%)
Adapt	4	21	2	-	27 (61%)
Intra	-	-	-	6	6 (14%)
TOTAL	6 (14%)	30 (68%)	2 (4%)	6 (14%)	44 (100%)

Chloë and Olivia were reportedly more proficient in French than Nicolas (see Table 8), but between them they had noticeably different levels of proficiency. However, their total cross-linguistic and intra-linguistic influence items were rather close, 27% (28/101) and 28% (29/101) respectively (see Table 9). Similar to Nicolas' situation, their combined Adapt and Intra categories were both close to 75% (see Tables 11) also reinforcing the guide role played by the French L3 in non-target-like lexical utterances.

Table 11
Percentage of Total Influence Items That Were Adapt or Intra in French L3 Oral Production*

	Nicolas	Chloë	Olivia	Total
Total adapted & non-adapted cross-linguistic and intra-linguistic influence items	44	28	29	101
Total Adapted & Intra items	33	21	22	76
Percentage	(33/44) 75%	(21/28) 75%	(22/29) 76%	(76/101) 75%
*Items for counted as influenced by French in determining <i>guide</i> role				

What differed between Chloë and Olivia however, was how the cross and intra-linguistic influence was distributed. Again in Chloë's case Williams and Hammarberg's (1998) schema correctly hypothesized the supplier role in cross-linguistic influence. Further, Spanish accounted for about 60% (17/28) (see Table 12) of the non-target-like

items counted, illustrating the important cross-linguistic supplier role of Spanish (L2) in French L3 oral production.

Table 12
Influence in French L3 Oral Production

	English L1	Spanish L2	Can't tell (?)	French L3	TOTAL
NonAdapt	1	6	-	-	7 (25%)
Adapt	1	11	6	-	18 (64%)
Intra	-	-	-	3	3 (11%)
TOTAL	2 (7%)	17 (61%)	6 (21%)	3 (11%)	28 (100%)

Olivia's case however, is somewhat different. While the Williams and Hammarberg (1998) schema did correctly hypothesize Spanish L2 as the cross-linguistic supplier role, French L3 itself was just as important in influencing non-target-like L3 lexical utterances (see Table 13), which demonstrates the need to further explore its role as an intra-linguistic influence. Spanish L2 and French L3 were equally influential with each at about 35% (10/29) of the total cross and intra-linguistic influence.

Table 13
Olivia: Total Adapted & Non-Adapted Cross-Linguistic and Intra-Linguistic Influence in French L3 Oral Production

	English L1	Spanish L2	Can't Tell (?)	French L3	TOTAL
NonAdapt	3	4	-	-	7 (24%)
Adapt	1	6	5	-	12 (41%)
Intra	-	-	-	10	10 (35%)
TOTAL	4 (13%)	10 (35%)	5 (17%)	10 (35%)	29 (100%)

From the data collected in this study, it appears that proficiency does seem to affect the **frequency** but not the **source** of the cross-linguistic lexical supplier. As demonstrated in Table 9, Nicolas, the least proficient French L3 speaker accounted

more than 40% (44/101) of the total adapted and non-adapted cross-linguistic and intra-linguistic items counted. Of these nearly 70% (30/44) were influenced from Spanish versus 14% (6/44) from English. Chloë, the mid-proficient French L3 speaker contributed about 27% (28/101) of the adapted and non-adapted cross-linguistic and intra-linguistic influence items counted, of which about 60% (17/28) were influenced from Spanish and 7% (2/28) were from English. Finally, Olivia, the most proficient French L3 speaker, accounted for more of the total adapted and non-adapted cross-linguistic and intra-linguistic influence items counted 29% (29/101), than Chloë, who was less proficient in French L3. However, of those about 35% (10/29) were from Spanish versus 14% (4/29) from English. What is important to notice is that Olivia, as most proficient in the French L3, had 35% (10/29) of her total influence as intra-linguistic, thus from within French L3. This is considerably different from the other two participants.

In summary, regarding research question 1b, the findings in this study suggest that L3 proficiency does not affect source of cross-linguistic influence or the supplier role but does affect its frequency. Further, as L3 proficiency goes up, a greater percentage of non-target-like items tend to sourced intra-linguistically, in this case from within French L3. As L3 proficiency goes up, the more a speaker stays within the target language even if erroneously. Interestingly, proficiency however as demonstrated in Table 11, does not affect the guide role or the ability to adapt or modify items to be incorporated into the L3.

The role of metalinguistic comments in a trilingual's L3 production

The second part of the study looked at metalinguistic comments. Part a of the second research question asked:

2a: How might a trilingual's metalinguistic comments during oral production in the L3 be characterized?

In the current study, it was found that the English L1 was rarely used by any of the participants for metalinguistic comments. In fact, of all the Meta items, English was

the least used and it occurred only once. Though Spanish was the cross-linguistic supplier, its instrumental role, that is, language used to talk about the communication, was much less important at only 15% (4/26) of the participants' total combined metalinguistic comments. As Table 14 shows, there were a number of metalinguistic comments in the target L3 language itself, which accounted for about 81% (21/26) of the participants' combined total Meta comments.

Table 14
Total Meta Comments Distributed by Language in Combined French L3 Oral Production of Nicolas, Chloë & Olivia

	English L1	Spanish L2	Can't Tell (?)	French L3	TOTAL
Meta	1 (4%)	4 (15%)	-	21 (81%)	26 (100%)

In summary, English L1 and Spanish L2 had fairly minor instrumental roles across the participants in this study. Collectively, the French L3 had a very important instrumental role.

Finally, individual differences will be examined in order to see if L3 proficiency shows any sort of patterns. This is in direct response to research question:

2b: What is the role of L3 proficiency level on the production of metalinguistic comments?

As Table 15 illustrates, despite Olivia's greater proficiency in the French L3 between her and Chloë, Olivia had three times the number of French L3 Meta comments as well as two Spanish L2 Meta comments whereas Chloë only had two French L3 Meta comments total.

Table 15
Distribution by Participant of Total Meta Comments in French L3 Oral Production

	Nicolas	Chloë	Olivia
English L1	1	0	0
Spanish L2	2	0	2
French L3	13	2	6
Total 26 (100%)	16 (61%)	2 (8%)	8 (31%)

Further, despite the disparity in French L3 proficiency between Nicolas and Olivia, they only differed by one in total English L1 and Spanish L2 cross-linguistic Meta comments (see Tables 16 & 17). Interestingly, Chloë, the mid-proficient French L3 speaker produced no cross-linguistic Meta comments (see Table 18). Though these numbers are quite low, this could still suggest that L3 proficiency is possibly not related to the source of Meta comments.

Table 16
Olivia: Meta Comments in French L3 Oral Production

	English L1	Spanish L2	French L3	TOTAL
Meta	0	2 (25%)	6 (75%)	8 (100%)

Table 17
Nicolas: Meta Comments in French L3 Oral Production

	English L1	Spanish L2	French L3	TOTAL
Meta	1 (6%)	2 (13%)	13 (80%)	16 (100%)

Table 18
Chloë: Meta Comments in French L3 Oral Production

	English L1	Spanish L2	French L3	TOTAL
Meta	0	0	2 (100%)	2 (100%)

Olivia had two Meta comments, all Spanish L2 (see Table 16), while Nicolas had three, one English L1 and two Spanish L2 (see Table 17). The actual number of Meta comments in *any* language may correspond to proficiency since, as Table 15 above shows, Nicolas made 61% (16/26) of the total Meta utterances versus Olivia's 31% (8/26). The results for Chloë, the mid-proficient French L3 speaker, however, were inconsistent with this hypothesis. Table 15 shows that her Meta comments only accounted for 8% (2/26) of the total suggesting number of total Meta comments might also be speaker specific versus related to L3 proficiency.

In answer to research question 2b, the data provided by this study seems to suggest that L3 proficiency may not play a consistent role in determining either **source** or **frequency** of Meta comments.

Further interpretation of individual differences

While it may seem obvious that French L3 would be an intra-linguistic **source** of influence on the French L3 oral production itself, its particular examination helps to solidify more recent multilingual language processing models suggesting that many languages may be activated at once.

One form of evidence revealed itself in the results where the Adapt and Intra items were combined because both categories involve some form of French L3 influence. As Table 11 shows, this category made up about 75% (76/101) of the non-target-like L3 lexical items counted. This is noteworthy because while deviant from the target-like lexical items, French still played an important role in the actual production of the lexical items. It could be implied that that there are two processes taking place at the same time. Despite the proposal that one language may be the supplier role as suggested by Williams and Hammarberg (1998), the target language is still able to guide its use grammatically, phonetically, and so forth in oral production. L3 is ostensibly very much activated as it is the target language. Its use however, to adapt forms shows that it is still activated and influential (whether conscious or not) even when faced with communication barriers and apparent influence from another source as well. It does not appear to be a full switch into another activated language, which follows Williams and Hammarberg's theory which suggests that a multilingual's languages may

be activated in parallel (1998). It is not just a matter of resorting to another language but also knowing how to adapt it to the L3.

Support for having parallel activated languages is especially evident since only about a third (17/57) of L2 Spanish influenced lexical deviances were non-adapted versus two thirds (38/57) that were modified and adapted to be more appropriate for French (see Table 6). This emphasizes that one language is not more activated than another but that languages influence each other for various purposes. In this study regardless of the proficiency, the role of L3 remained crucial as a *guide* for incorporating cross-linguistic lexical items. This further verifies that in a multilingual, more than one language is likely to be activated at once for different roles.

Also regarding L3 proficiency, it is interesting to more carefully consider Olivia's results. Unlike Nicolas and Chloe where Spanish L3 was largely the overall general supplier, Olivia's Spanish L2 and French L3 supplier frequency were equal (see Table 13). These results reinforce other research that suggests that as the target language proficiency goes up, cross-linguistic influence goes down. This assumption does not however, account for the intra-linguistic influences that may be occurring instead which is one of the purposes for this study. Olivia's situation may imply that as L3 proficiency goes up, a speaker is better able to draw on the resources they have within the target language, in order to compensate for lexical gaps. Olivia was better able to find and use an approximated French word instead of directly being influenced by other languages as a lexical resource. This is much like a native speaker of any language who is obligated to stay within the language even when a word may not come to mind directly.

Olivia, for example, used the word <*photographie*> (line 122) to refer to the drawing from task elicitation one. In French however, "*photographie*" is used for actual photograph pictures and the target word should have been "*image*" or "*dessin*" which more directly means "picture" or "drawing." She even commented on using the wrong word, gave the translation of the word she was looking for in Spanish, and then still used the non-target-like word for lack of finding the correct one.

line 122: ce que j'aime dans cette %, <photographie>, bon c'est pas une <photographie>, c'est plutôt un <dibujo>.

line 125 : ...je me promènerai un peu au fond de la photo

GLOSS: what I like in this %, <photograph (fr)>, well it's not a <photograph>, it's more a <drawing (sp)>
...I would take a walk in the background of the <photo>

This demonstrates her ability and her efforts to stay within the French L3. Because, she did have other languages to draw on she was able to refer to what she meant in another language. However, the word did not get incorporated into the discourse; rather she used the approximated French word, much like a native would probably do when a word does not come to mind.

The sort of comment made by Olivia in *line 122* where she says, <*c'est plutôt un...*> which means "it's more a..." is a perfect example the type of metalinguistic comment that made the up the second main category (II) metalinguistic comments. Evidence of metalinguistic comments leads to Williams and Hammarberg's role of instrumental which refers to the language being used as a tool to ease communication. Because such comments are a break in the normal discourse and were said in a variety of languages, they were examined as evidence of activation of languages that are the result of or reason for cross-linguistic or intra-linguistic influence.

Collectively, the French L3 has a very important instrumental role suggesting that despite cross-linguistic influence, French remained consistently very activated throughout the oral production, notably even throughout communication difficulties. Several studies have suggested that as L3 proficiency increases influence from switches to other languages decreases. It may be that each of the participant's French L3 proficiency was high enough that they could make such Meta comments in French. It could also be that because the participants were being asked to speak French; they were being careful. Further, the language used for comments on the communication itself (which was what was counted in this *Meta* category) such as "*je ne sais pas*," "*j'ai*

oublié,” “*comment dit-ons*,” and “*je suis désolé*” which respectively translate into “I don’t know,” “I forgot,” “How do you say,” and “I’m sorry” are simple phrases that are usually learned quite early on when learning a new language.

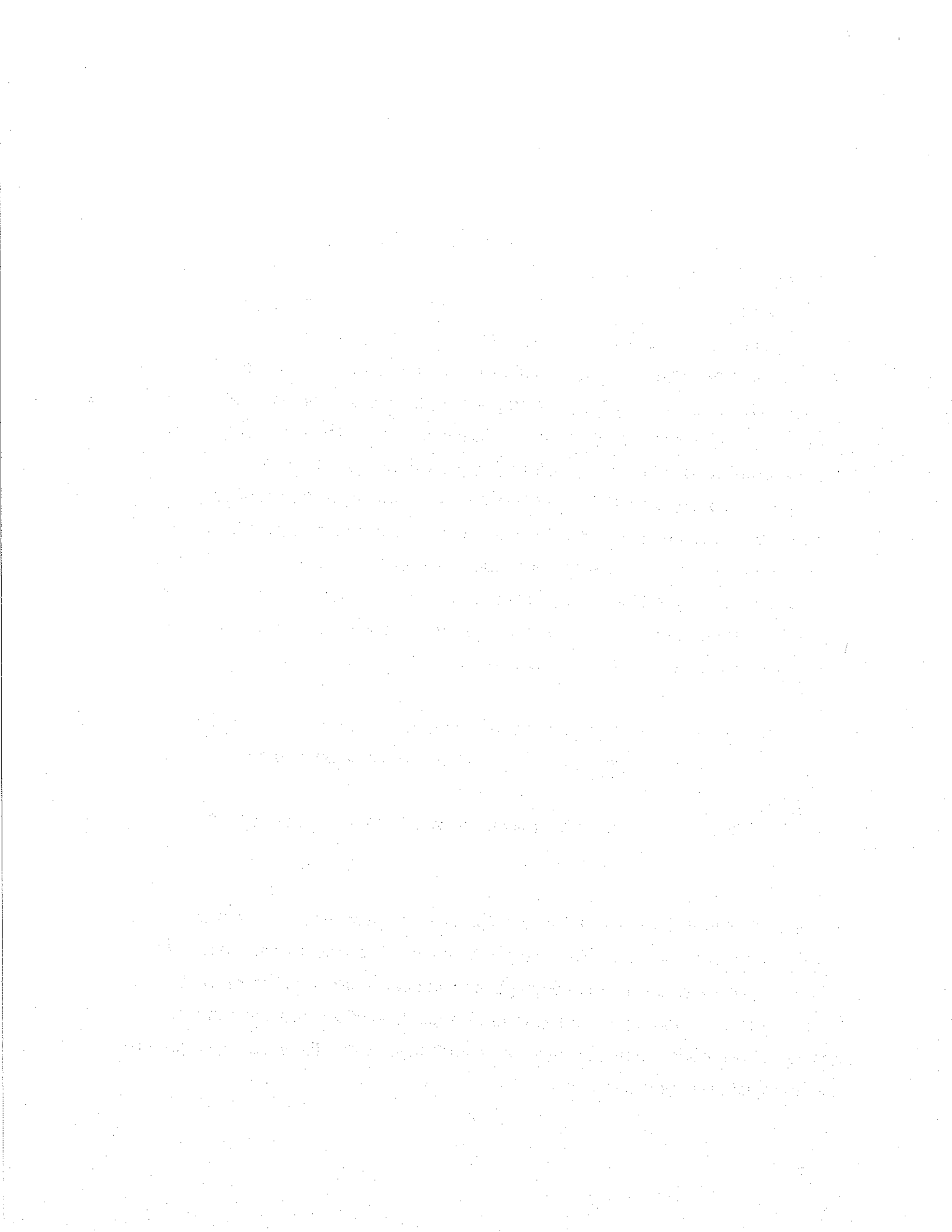
Therefore, determining the instrumental role of target L3 versus the L1 or L2 may not be as a result of proficiency, but rather as also suggested by Williams and Hammarberg (1998) may be very dependent on the individual. Williams and Hammarberg had developed the schema to help hypothesize which language would be the supplier language; however, they suggested that the instrumental role was determined “in each particular case...subject to variation depending on the situation of the individual” (p. 322). This therefore suggests that alone the instrumental role, determined in their study as well as this current study, by evidence of Meta comments may not generally be very reliable evidence of true language activation.

Such inconsistencies this could possibly be explained as dependent on the individual by considering the use of Meta comments as one of many communication strategies when faced with hesitations or communication difficulties. When Chloë’s French L3 was analyzed there was a lot of hesitation that was indicated by numerous pause fillers such as “um,” “hmm,” and “*heu*” as the following excerpt illustrates (pause fillers are represented with % see Appendix C):

line 35: beaucoup de fois, nous jouait, % nous, %, %, nous
 sommes allés, non, %, % comme enfants nous...

GLOSS : often, we played, %, we, %, %, we went, no, %, %, as
 kids we...

This is distinct from Olivia’s and even Nicolas’ speech which tended to be more fluent with fewer pauses and pause fillers despite their own variances in proficiency. While Chloë showed hesitation more through pauses and pause fillers, the other two tended to be more vocal through words commenting on about hesitations or uncertainty. In addition Chloë tended to repeat herself a lot and stayed within the vocabulary, phrases and grammatical tenses she knew:



lines 9-11: je peux m'acheter un peu de glace ou des pommes frites, les pommes frites. J'aime bien les pommes frites. Je pense que je vais, %, acheter les pommes frites et une glace

GLOSS : I can buy myself some ice cream or some French fries, the French fries. I French fries a lot. I think that I will, %, buy the French fries and an ice cream

On the other hand, Nicolas tended to go with an idea and then figure out how to say it. If he realized that he couldn't say what he wanted he would comment it, face cross-linguistic and intra-linguistic influence or skip the idea and move on to something else:

line 84-85 : Quand j'étais un = Comment dit-on? Quand j'étais = <moins>, j'ai oublié, <lo siento pues>. / J'ai joué au baseball beaucoup <pues>

GLOSS: when I was a = <how do we say>? When I was = <less>, I forgot, <I'm sorry, well>. / I played baseball a lot <well>

These incongruities may imply that determining the instrumental roles of a multilingual's languages is complicated and not nearly as predictable as the supplier role nor the above suggested guide role of the L3 itself. Examining language source of Meta comments certainly provides evidence of and reflects activation of a language and that activation of a multilingual's languages are in parallel as suggested by Williams and Hammarberg (1998). As described above the instrumental role may not be as related to language proficiency but rather may vary greatly among the situation and the individual and may be only one strategy for dealing with L3 communication gaps and/or hesitations.

Discussion

Summary

This study looked at three French L3 speakers in order to examine the roles of their L1, L2 and L3 on the oral production of non-target-like lexical items. Secondly, the study looked at how the use of metalinguistic talk in French L3 oral production might be characterized. Due to the participant's range in French abilities, the study also looked at the influence of French L3 proficiency with regards to language roles and metalinguistic comments.

In regards to the relative roles of the L1, the L2, and the L3 itself in a trilingual's non-target-like lexical production in the L3, the findings in this study showed that English L1 did not appear to have an important role in non-target-like lexical production. As hypothesized, Spanish L2 had the main role of supplier language across both cross-linguistic and intra-linguistic lexical influence. However, in terms of frequency the Spanish L2 as supplier role appeared to be inversely related to proficiency in French L3. As French L3 proficiency increased so did the speakers' intra-linguistic non-target-like lexical items. The role of French L3 itself tended to be that of a guide for phonologically or morphologically incorporating non-target-like L1 or L2 items into the L3 lexicon. Ability to adapt L1 or L2 lexical items, in this study, tended to be independent from French L3 proficiency.

Also, appearing independent from French L3 proficiency was the language source and frequency of metalinguistic comments. In this study French L3 was largely the source of metalinguistic comments thus making it the main language for the instrumental role. Results in relation to French L3 proficiency however, were inconsistent. This suggests that proficiency and metalinguistic comments may be independent from one another.

Interpretation

Perhaps two of the most crucial findings in this study are that languages do simultaneously influence each other as demonstrated by cross-linguistic and intra-

linguistic lexical influence in French L3 oral production and the inconsistencies of source and frequency of metalinguistic comments in regards to French L3 proficiency.

The first finding provides additional evidence to the field of TLA that two or more languages may simultaneously be activated in a multilingual's behavior at any given time regardless of L3 proficiency. Secondly, inconsistencies in metalinguistic comments suggest that such evidence of influence or activated status of a language may not be reliable. The use and role of meta comments may simply be a communication strategy that is dependent on the individual and/or the contextual situation rather be fairly demonstrative of language activation across speakers.

Limitations

- The limited amount of total language samples collected for each participant risks not being representative of the participants' actual L3 speech.
- The data collection procedures may not have elicited natural language. While it reduced the interlocutor effects, it may have felt more like a classroom activity where remaining in the target language was the goal as opposed to what actually happens in less monitored natural interactions.
- The amount of time the participants were given to think about and then respond to prompts was not based on any research and varying the time might have affected the responses.
- In this study, the typo and psychotypologically similarities between Spanish L2 and French L3 were only one of many other variables contributing to Spanish L2's expected or even logical influence on French L3 including: Spanish L2's foreign and last learned language status, its frequent use, and its high proficiency. Research findings may have more salience had not all of these variables been present.
- Distinguishing source of influence between the languages, especially such similar languages as French and Spanish and even English in order to determine cross-linguistic and intra-linguistic influence is not always straightforward. Further discussion with the participants asking them for their thoughts about their own L3 production might have helped.
- There was no official measure of L3 proficiency besides self-report.

- Varying the amount plan-time given to the participants during the speech elicitation tasks might have altered their production.
- The participants were all language teachers and were used to having to remain in a language despite possible communication gaps which may have characterized the way they used their L3 in this context.
- This research is only considers actual language production and not the cognitive processes.

Suggestions for further research

Because this study had so many limitations there is much room for further research. Ideally this study could be replicated with more trilingual participants with more typologically different languages. Further, data elicitation and collection contexts could be more varied to include not only lab recordings but also more natural interactions. Finally, to better account for proficiency the study could be more longitudinal in order to better examine the role of L3 proficiency.

Pedagogical Implications

Having a better understanding of the processes that take place in TLA or MLA has pedagogical implications when teaching language in the classroom. While in the US most people are usually just learning a second language, this is not the case in other places around the world or even with the increase of bilingual immigrant children in the US. As these people begin their foreign language classes in school, students are not learning a second language but maybe a third or more. As this paper suggests, the processes of TLA or MLA are different from SLA and therefore need to be considered when teaching language to students who fall into this situation.

This paper suggests that unlike teaching a second language which allows instructors to assume that the main language of influence on the L2 is the L1, when more languages are present, the L1 is not always the main source of influence. As discussed previously in this paper, other factors including, typological and psychotypological similarity, recency, proficiency, and “foreign language” status of languages may be equally important reasons for source of influence. Knowing more

about the situation of each of these factors may prevent assumptions about the origins of student errors and successes and may help better address problems. For example, as this paper reports, the higher the proficiency in the target language the less likely there is to be influence from other languages. This could affect how an instructor goes about teaching a course and analyzing errors. If the proficiency in the target language is high the types of errors tend to be sourced intra-linguistically. In contrast, if the proficiency of the target language is low then there is more cross-linguistic influence. In order to help analyze and address errors, an instructor could conduct a short survey to examine the students' language backgrounds in order to have a better understanding each student's situation.

Depending on the homogeneity of the class, instructors may be able to expect certain tendencies from the students and be able to emphasize more specific issues that arise in TLA or MLA language teaching situations. However, even in a diverse classroom, being aware of the idea of parallel activation of languages as discussed in this paper can help with better understanding some of the cognitive processes that may be taking place with the students.

Conclusions

Despite the limitations, this study does help to solidify previous claims suggesting that a multilingual most certainly has a number of languages activated at any given time. Moreover, languages may be activated for various reasons and may have distinct roles (supplier, guide, and instrumental) influence when there are communication gaps in the target language. Further, these types and frequency of roles (supplier, guide, and instrumental) may vary with the proficiency in the target language.

Discrepancies in the metalinguistic comments results may again suggest parallel activity of multiple languages. More importantly they suggest that frequency and source may be unrelated to target language proficiency. Nonetheless, it is important to consider that communication strategies, as well as individual and contextual differences, may also be important in determining *role*, *frequency* and *source* of cross-linguistic and intra-linguistic influence in L3 oral production.

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APPENDIX A

Elicitation Task PowerPoint Slides

Third Language Acquisition:

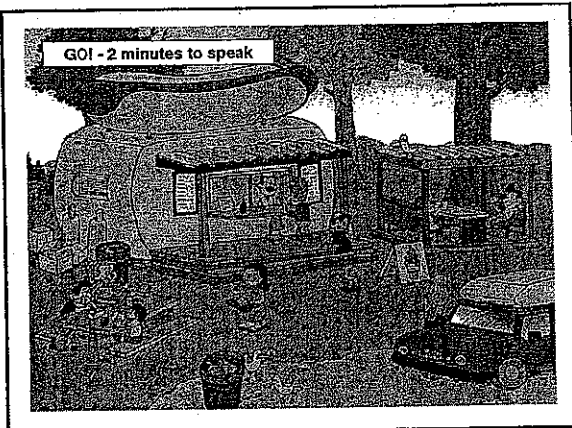
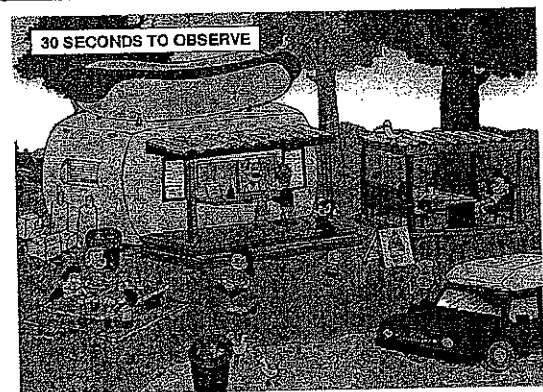
A case study
of
French L3 learners

Directions

- You are going to be given a variety of speech elicitation tasks
- Please do each task in *French*. The goal is to speak as fluently as possible. Do not worry about mistakes. You may compensate for lack of vocabulary or other hesitations through any means you see fit.
- You will first be shown the task and then told to start speaking. Start speaking when asked and continue until asked to stop.
- Please make tallies in the appropriate column on your sheet when you find yourself thinking in any language other than French.

As you look at the following picture, imagine that yesterday you were sitting at a nearby park bench and were watching and taking part in all that was taking place. You can be as creative as you like and involve yourself as much as you like.

You will have 2.5 minutes to do the task.
30 seconds to look at the picture and 2 minutes to speak. Remember to speak as fluently as possible in French.



STOP

In 2 minutes please describe
some of your favorite things
about the Twin Cities

Remember to speak as fluently as
possible in French

START

STOP

In 2 minutes discuss a favorite
childhood or family memory.

Remember to speak as fluently as
possible in French

START

STOP

In 2 minutes briefly describe
your academic interests

Remember to speak as fluently as
possible in French

START

In 2 minutes describe your
daily routine

Remember to speak as fluently as
possible in French

START

STOP

**THANK YOU
GARCIAS
MERCİ**

APPENDIX B

Online Questionnaire and Participant Responses

- B.1: Original online questionnaire
- B.2: Nicolas' responses
- B.3: Chloë's responses
- B.4: Olivia's responses

Exploring L3 Acquisition

LeaAnne Berger

If you have any questions or concerns about this quiz, please contact the creator of the quiz.

Answer the questions below and then click "submit" to send your answers.

1. What languages do you know?

Your answer: _____

2. What language would you consider to be (a) your dominant language and (b) your native language?

Your answer: _____

3. Do you consider your proficiency in English to be:

Your answer:

- beginner (minimal communication - basic phrases and understanding)
- intermediate
- advanced
- near native like (able to communicate efficiently with few errors)
- native-like (considered by others to be native sounding)

4. Do you consider your proficiency in Spanish to be:

Your answer:

- beginner (minimal communication - basic phrases and understanding)
- intermediate
- advanced
- near native like (able to communicate efficiently with few errors)
- native-like (you blend in with native speakers)

5. Do you consider your proficiency in French to be:

Your answer:

- beginner (minimal communication - basic phrases and understanding)

- intermediate
- advanced
- near native like (able to communicate efficiently with few errors)
- native-like (you blend in with native speakers)

6. If you know any other languages, please list them and rate your proficiency in each according to the previous scale (1-5).

Your answer: _____

7. How old were you when you started to learn English?

Your answer: _____

8. How old were you when you started to learn Spanish?

Your answer: _____

9. How old were you when you started to learn French?

Your answer: _____

10. If you learned any other languages please list them and indicate at which age you began learning each one.

Your answer: _____

11. How did you learn/acquire English? (at school, home, lived in the country etc..)

Your answer: _____

12. How did you learn/acquire Spanish? (at school, home, lived in the country etc..)

Your answer: _____

13. How did you learn/acquire French? (at school, home, lived in the country etc..)

Your answer:

14. How did you learn/acquire any of your other languages, if applicable? (at school, home, lived in the country ect..)

Your answer:

15. Did you formally study English? If so, how long?

Your answer:

16. Did you formally study Spanish? If so, how long?

Your answer:

17. Did you formally study French? If so, how long?

Your answer:

18. Did you formally study any other language? If so, how long?

Your answer:

19. Have you ever lived in any of the countries where the languages you know are spoken? If so how long?

Your answer:

20. Are you equally strong in reading, writing, speaking and listening in English? If not, please describe.

Your answer:

21. Are you equally strong in reading, writing, speaking and listening in Spanish? If not, please describe.

Your answer:

22. Are you equally strong in reading, writing, speaking and listening in French? If not, please describe.

Your answer:

23. Are you equally strong in reading, writing, speaking and listening in your other languages? If not, please describe.

Your answer:

24. Do you feel you are generally stronger in one (some) of your languages than others? Please number them in order of proficiency (1 = most proficient). If two languages are equal, assign them the same number.

Your answer:

25. How much contact/interaction do you have with Spanish?

Your answer:

daily - several hours

daily - 0-2 hours

26. How much contact/interaction do you have with French?

weekly

monthly

only on certain occasions

Your answer:

daily - several hours

daily - 0-2 hours

weekly

monthly

only on certain occasions

27. How much contact/interaction do you have with your other languages?

Your answer:

28. Did (do) you have any particular motivation for learning each of your languages?

Your answer:

29. Are you equally strong talking about various topics in each of your languages or are there certain topics you feel more comfortable discussing in one language versus another? Please give an example(s).

Your answer:

30. Do you have particular times/situations when you prefer to use one language over another?

Your answer:

31. What other languages have you had contact with, exposure to or knowledge about besides the ones you have mentioned above?

Your answer:

32. Do you consider yourself to be:

Your answer:

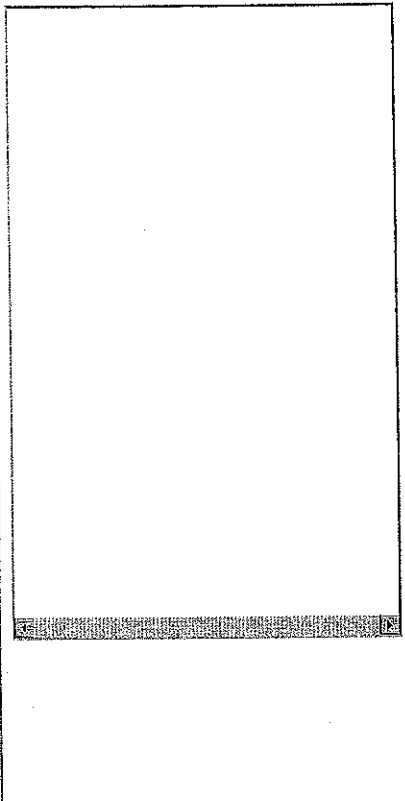
- bilingual
- multilingual
- unsure
- monolingual with competence in other language(s)
- bilingual with competence in other language(s)

33. Do you ever mix your languages either intentionally or by mistake? Please describe.

Your answer:

34. Have you ever noticed what language you tend to draw on when you have gaps in one of your languages? (For example when speaking German words you don't know tend to come to you in Swedish vs. English?) Please explain.

Your answer:



35. You sometimes feel or would feel frustrated if you mix your languages together?

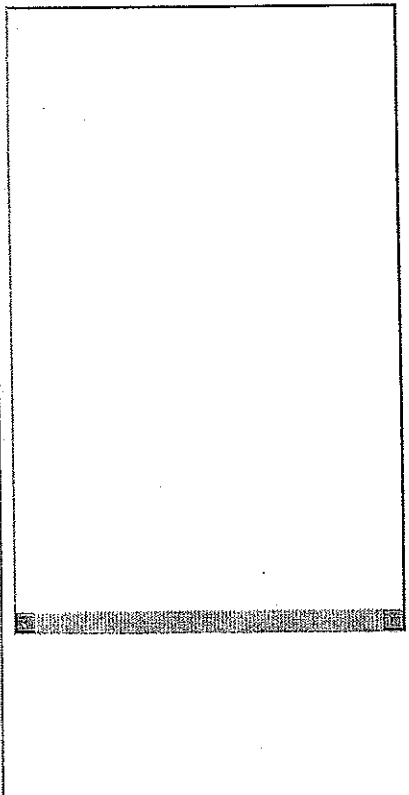
Your answer:
 True False

36. Do you think knowing more than one language has:

Your answer:
 helped you in learning additional languages
 hindered you in learning additional languages
 both 1&2

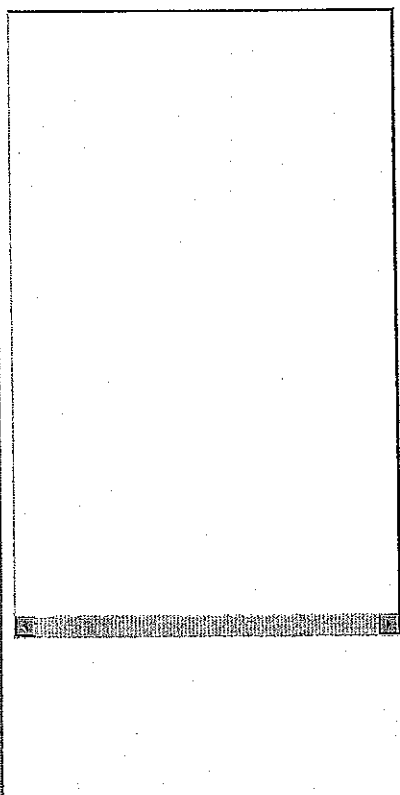
37. Please describe how you feel your various languages have helped or hindered your knowledge/learning of your other languages.

Your answer:



38. Do you have any other comments or information you would like to add?

Your answer:



39. As you were doing the French speaking tasks in the lab did you have any interference from your other languages?

Your answer:
 no
 yes, Spanish
 yes, English

yes, 2 & 3

40. Did you find all the tasks equally difficult?

Your answer:

yes

no, discussing my academic interest was hardest

no, discussing the picture was hardest

no, talking about the Twin Cities and/or my daily routine were hardest

41. Which language that you know do you perceive to be most similar to French?

Your answer:

English

Spanish

Other

42. Which language that you know helps you most when using and/or learning French?

Your answer:

English

Spanish

Other

43.

Your answer:

44.

Your answer:

45.

Your answer:

46.

Your answer:

47.

Your answer:

48.

Your answer:

49.

Your answer:

50.

Your answer:

Name:

Full email address:

Class:

NOTE TO THE STUDENT: If the answers are sent successfully, you will see another page come up in the web browser. If you don't see this page, it is possible that an error occurred during transfer and you should either resubmit your answers or notify your instructor.

STUDENT NAME

From: <demerit@umn.edu>
To: <beig1207@umn.edu>
CC: <demerit@umn.edu>
Subject: Answers: Exploring L3 Acquisition (plan b) Braddon A Demerison
Date: 22Mar04 5:44pm



[This message is from outside the U. If it's junk, this link will forward it to our Junk filters to study.]

1. What languages do you know?
*Answer: Braddon Demerison
2. What language would you consider to be (a) your dominant language and (b) your native language?
*Answer: English
3. Do you consider your proficiency in English to be:
*Answer: native-like (considered by others to be native sounding)
4. Do you consider your proficiency in Spanish to be:
*Answer: advanced
5. Do you consider your proficiency in French to be:
*Answer: intermediate
6. If you know any other languages, please list them and rate your proficiency in each according to the previous scale (1-5).
*Answer: NA
7. How old were you when you started to learn English?
*Answer: 1
8. How old were you when you started to learn Spanish?
*Answer: 14
9. How old were you when you started to learn French?
*Answer: 19
10. If you learned any other languages please list them and indicate at which age you began learning each one.
*Answer:
11. How did you learn/acquire English? (at school, home, lived in the country etc...)
*Answer: home, school
12. How did you learn/acquire Spanish? (at school, home, lived in the country etc...)
*Answer: school, lived in the country
13. How did you learn/acquire French? (at school, home, lived in the country etc...)
*Answer: school
14. How did you learn/acquire any of your other languages, if applicable? (at school, home, lived in the country etc...)
*Answer:
15. Did you formally study English? If so, how long?
*Answer: NA

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16. Did you formally study Spanish? If so, how long?
*Answer: Yes, 8-9 years
17. Did you formally study French? If so, how long?
*Answer: Yes, 1.5 years
18. Did you formally study any other language? If so, how long?
*Answer:
19. Have you ever lived in any of the countries where the languages you know are spoken? If so how long?
*Answer: yes, I have lived in the United States for roughly 22 years, while I lived in Spain for 5 and a half months. I have only visited France for 2 brief periods of less than a week.
20. Are you equally strong in reading, writing, speaking and listening in English? If not, please describe.
*Answer: yes, basically
21. Are you equally strong in reading, writing, speaking and listening in Spanish? If not, please describe.
*Answer: No, my reading, writing, and listening are probably better, not native like with pronunciation
22. Are you equally strong in reading, writing, speaking and listening in French? If not, please describe.
*Answer: No, I read better than I write, and I listen better than I speak. My listening and writing are probably around the same level.
23. Are you equally strong in reading, writing, speaking and listening in your other languages? If not, please describe.
*Answer: No
24. Do you feel you are generally stronger in one (some) of your languages than others? Please number them in order of proficiency (1 = most proficient). If two languages are equal, assign them the same number.
*Answer: 1-English 2-Spanish 3-French
25. How much contact/interaction do you have with Spanish?
*Answer: daily - several hours
26. How much contact/interaction do you have with French?
*Answer: only on certain occasions
27. How much contact/interaction do you have with your other languages?
*Answer: French is used randomly or in certain circumstances, but not as a discourse medium. I even encounter it occasionally in my research, though I usually only used very common phrases and I find myself pausing frequently to think of vocabulary, if I haven't used it in a while.
28. Did (do) you have any particular motivation for learning each of your languages?
*Answer: Well, I was very interested in them. It helped, because though I was always good at tests, I could easily forget what I learned. I think that I retain a little bit more French because of my interest.
29. Are you equally strong talking about various topics in each of your languages or are there certain topics you feel more comfortable discussing in one language versus another? Please give an example(s).
*Answer: In French, I think I have always had and easier time discussing my academic interests and my daily routine. I think it is because they are not complex ideas and we studied them in class. More complex things I used to have a much better feel for, but now I find it easier to listen than to actually put for my own speech.
In Spanish I feel comfortable with almost all discussions, though sometimes I

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4/26/2004

talk around vocabulary, using words that perhaps a native would not use, but still make sense.

30. Do you have particular times/situations when you prefer to use one language over another?

*Answer: I prefer to attempt to practice my Spanish and French whenever possible, so when I encounter native speakers, I generally try to use what little I know. Though, I find I only say a few phrases in French. Occasionally, (very seldom) a word or phrase is accidentally used from French in either my English or Spanish.

31. What other languages have you had contact with, exposure to or knowledge about besides the ones you have mentioned above?

*Answer:

32. Do you consider yourself to be:
*Answer: unsure

33. Do you ever mix your languages either intentionally or by mistake? Please describe.
*Answer: Yes, frequently I intentionally mix my languages, but usually in different contexts. I often attempt to use Spanish for English, I frequently think of Spanish for French. And very rarely I think of French in place of Spanish, like saying beaucoup instead of mucho.

34. Have you ever noticed what language you tend to draw on when you have gaps in one of your languages? (For example when speaking German words you don't know tend to come to you in Swedish vs. English?) Please explain.
*Answer: When I have gaps in French I tend to draw on Spanish. When I speak Spanish I may draw on French or English. In English, I tend to draw on Spanish.

35. You sometimes feel frustrated when you mix your languages together?
*Answer: False

36. Do you think knowing more than one language has:
*Answer: helped you in learning additional languages

37. Please describe how you feel your various languages have helped or hindered your knowledge/learning of your other languages.
*Answer: I feel that studying Spanish helped me greatly to learn French. It was much easier to understand the grammar concepts as well as differences in pronunciation, though it may hinder my pronunciation. I feel that my pronunciation may be more English sounding and less Spanish sounding, but not necessarily better than if I hadn't studied Spanish.

38. Do you have any other comments or information you would like to add?
*Answer:

39. As you were doing the French speaking tasks in the lab did you have any interference from your other languages?
*Answer: Yes, 2 & 3

40. Did you find all the tasks equally difficult?
*Answer: no, discussing the picture was hardest

41. Which language that you know do you perceive to be most similar to French?
*Answer: Spanish

42. Which language that you know helps you most when using and/or learning French?
*Answer: Spanish

43.
*Answer:

44.
*Answer:

45.
*Answer:

46.
*Answer:

47.
*Answer:

48.
*Answer:

49.
*Answer:

50.
*Answer:

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From: [redacted]@umn.edu
To: <beig1207@umn.edu>
CC: <[redacted]@umn.edu>
Subject: Answers: Exploring L3 Acquisition (L3) Kelly Conroy
Date: 22Mar04 6:18pm

1. What languages do you know?
*Answer: English, Spanish, French
2. What language would you consider to be (a) your dominant language and (b) your native language?
*Answer: English and English
3. Do you consider your proficiency in English to be:
*Answer: native-like (considered by others to be native sounding)
4. Do you consider your proficiency in Spanish to be:
*Answer: advanced
5. Do you consider your proficiency in French to be:
*Answer: intermediate
6. If you know any other languages, please list them and rate your proficiency in each according to the previous scale (1-5).
*Answer:
7. How old were you when you started to learn English?
*Answer: Dady
8. How old were you when you started to learn Spanish?
*Answer: 14
9. How old were you when you started to learn French?
*Answer: 18
10. If you learned any other languages please list them and indicate at which age you began learning each one.
*Answer: Portuguese, 24
11. How did you learn/acquire English? (at school, home, lived in the country etc...)
*Answer: grew up in U.S. with English speaking parents
12. How did you learn/acquire Spanish? (at school, home, lived in the country etc...)
*Answer: high school
13. How did you learn/acquire French? (at school, home, lived in the country etc...)
*Answer: collage
14. How did you learn/acquire any of your other languages, if applicable? (at school, home, lived in the country ect...)
*Answer: portuguese- collage
15. Did you formally study English? If so, how long?
*Answer: n/a

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4/26/2004

16. Did you formally study Spanish? If so, how long?
*Answer: 10 years
17. Did you formally study French? If so, how long?
*Answer: 4 years
18. Did you formally study any other language? If so, how long?
*Answer: portuguese- one summer
19. Have you ever lived in any of the countries where the languages you know are spoken? If so how long?
*Answer: 3 months in Spain
20. Are you equally strong in reading, writing, speaking and listening in English? If not, please describe.
*Answer: Yes
21. Are you equally strong in reading, writing, speaking and listening in Spanish? If not, please describe.
*Answer: reading is easiest, listening, writing and speaking are slightly more difficult
22. Are you equally strong in reading, writing, speaking and listening in French? If not, please describe.
*Answer: I can read well, listening, speaking, and writing are more difficult
23. Are you equally strong in reading, writing, speaking and listening in your other languages? If not, please describe.
*Answer: I can read Portuguese well, understand some of it spoken, but have hard time speaking and writing it.
24. Do you feel you are generally stronger in one (some) of your languages than others? Please number them in order of proficiency (1 = most proficient). If two languages are equal, assign them the same number.
*Answer: 1. Spanish
2. French
3. Portuguese
25. How much contact/interaction do you have with Spanish?
*Answer: daily - several hours
26. How much contact/interaction do you have with French?
*Answer: monthly
27. How much contact/interaction do you have with your other languages?
*Answer: Portuguese is spoken to me occasionally.
28. Did (do) you have any particular motivation for learning each of your languages?
*Answer: I love studying languages.
29. Are you equally strong talking about various topics in each of your languages or are there certain topics you feel more comfortable discussing in one language versus another? Please give an example(s).
*Answer: While I'm most comfortable speaking English, some concepts learned in Spanish are easiest left untranslated. It is difficult to present in English an article that I initially read in Spanish (and vice versa).
30. Do you have particular times/situations when you prefer to use one language over another?
*Answer: If I am in public, I sometimes use one of the languages to communicate more private things to friends.
31. What other languages have you had contact with, exposure to or knowledge about besides the ones you have mentioned above?

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4/26/2004

*Answer: Catalan, Italian

32. Do you consider yourself to be:
*Answer: Bilingual with competence in other language(s)

33. Do you ever mix your languages either intentionally or by mistake? Please describe.
*Answer: My Spanish often comes through when I am searching for a French word and my French comes through when I struggle with Portuguese. I've also been told I pronounce Catalan words as though they were French.

34. Have you ever noticed what language you tend to draw on when you have gaps in one of your languages? (For example when speaking German words you don't know tend to come to you in Swedish vs. English?) Please explain.
*Answer: Absolutely. My Spanish fills in French gaps and my French fills in Portuguese gaps.

35. You sometimes feel or would feel frustrated if you mix your languages together?
*Answer: True

36. Do you think knowing more than one language has:
*Answer: helped you in learning additional languages

37. Please describe how you feel your various languages have helped or hindered your knowledge/learning of your other languages.
*Answer: I have studied only romance languages so learning one has helped immensely in studying others. While I draw on other languages when a word is missing to me in another, I tend to view this mostly a plus. I feel that knowing some romance languages has made it possible for me to at least read at a basic level other romance languages that I've had no training in whatsoever. To me, the benefits of continuing to learn additional languages, especially but not limited to related ones, has helped me tremendously in all the languages that I know.

38. Do you have any other comments or information you would like to add?
*Answer:

39. As you were doing the French speaking tasks in the lab did you have any interference from your other languages?
*Answer: yes, 2 & 3

40. Did you find all the tasks equally difficult?
*Answer: no, discussing the picture was hardest

41. Which language that you know do you perceive to be most similar to French?
*Answer: Spanish

42. Which language that you know helps you most when using and/or learning French?
*Answer: Spanish

43. *Answer:

44. *Answer:

45. *Answer:

46. *Answer:

47. *Answer:

48. *Answer:

49. *Answer:

50. *Answer:

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From: <bergl207@umn.edu>
To: <bergl207@umn.edu>
CC: <bergl207@umn.edu>
Subject: Answers: Exploring L3 Acquisition () Ellen Worrmwood
Date: 30Mar04 7:04pm

1. What languages do you know?
*Answer: English, French, Spanish
2. What language would you consider to be (a) your dominant language and (b) your native language?
*Answer: English, English
3. Do you consider your proficiency in English to be:
*Answer: native-like (considered by others to be native sounding)
4. Do you consider your proficiency in Spanish to be:
*Answer: near native like (able to communicate efficiently with few errors)
5. Do you consider your proficiency in French to be:
*Answer: near native like (able to communicate efficiently with few errors)
6. If you know any other languages, please list them and rate your proficiency in each according to the previous scale (1-5).
*Answer:
7. How old were you when you started to learn English?
*Answer: 1 or 2 years old (?)
8. How old were you when you started to learn Spanish?
*Answer: 14
9. How old were you when you started to learn French?
*Answer: 18
10. If you learned any other languages please list them and indicate at which age you began learning each one.
*Answer:
11. How did you learn/acquire English? (at school, home, lived in the country etc...)
*Answer: At home
12. How did you learn/acquire Spanish? (at school, home, lived in the country etc...)
*Answer: Lived in the country, at school in the US
13. How did you learn/acquire French? (at school, home, lived in the country etc...)
*Answer: Lived in France, classes in US, classes in France
14. How did you learn/acquire any of your other languages, if applicable? (at school, home, lived in the country ect...)
*Answer:
15. Did you formally study English? If so, how long?
*Answer: K-16

16. Did you formally study Spanish? If so, how long?
*Answer: 1-2 years in high school, 1 quarter as an undergraduate, 2 years as an MA student
17. Did you formally study French? If so, how long?
*Answer: 3 years in high school, 2 years in France, 2 years as an MA student in the US
18. Did you formally study any other language? If so, how long?
*Answer: No
19. Have you ever lived in any of the countries where the languages you know are spoken? If so how long?
*Answer: Mexico: lived and worked for a total of 2 years.
France: Lived and worked for a total of 4 years 9 months.
20. Are you equally strong in reading, writing, speaking and listening in English? If not, please describe.
*Answer: Yes
21. Are you equally strong in reading, writing, speaking and listening in Spanish? If not, please describe.
*Answer: I am stronger in reading, speaking and listening than I am in writing.
22. Are you equally strong in reading, writing, speaking and listening in French? If not, please describe.
*Answer: Yes
23. Are you equally strong in reading, writing, speaking and listening in your other languages? If not, please describe.
*Answer: N/A
24. Do you feel you are generally stronger in one (some) of your languages than others? Please number them in order of proficiency (1 = most proficient). If two languages are equal, assign them the same number.
*Answer: English = 1
French = 2
Spanish = 3
25. How much contact/interaction do you have with Spanish?
*Answer: daily - several hours
26. How much contact/interaction do you have with French?
*Answer: monthly
27. How much contact/interaction do you have with your other languages?
*Answer: Spanish: Because I teach Spanish and have Spanish-speaking friends, I interact 6-7 days a week for several hours a day in Spanish.
French: For 10-12 years after returning to the United States I interacted almost daily in French because of my job and personal relationships. Presently, I rarely interact in French. Depending on whether or not I am taking a class in French, I do sometimes read in French (from 0 times per month to several times per week).
28. Did (do) you have any particular motivation for learning each of your languages?
*Answer: I wanted to travel, and those were the languages spoken in the places I wanted to travel to.
29. Are you equally strong talking about various topics in each of your languages or are there certain topics you feel more comfortable discussing in one language versus another? Please give an example(s).
*Answer: I'm much more comfortable talking about literary as well as other academic subjects in French because I studied at a university in France. In

Spanish, I find I interact best in the topics I am currently teaching (i.e., units on the environment, finance, societal woes, etc.).

In English I feel comfortable in pretty much all of the topics that might come up in the course of a conversation, excluding scientific ones.

30. Do you have particular times/situations when you prefer to use one language over another?
*Answer: Whatever language I am teaching, that is the language that is easiest for me to converse in. If I am teaching French, French is easiest. If I'm teaching Spanish, Spanish is easiest (although, I must say, during the first 3-4 years I taught Spanish, French was still upmost in my mind, and it seemed to block my Spanish-speaking ability.).

31. What other languages have you had contact with, exposure to or knowledge about besides the ones you have mentioned above?
*Answer: German, Arabic

32. Do you consider yourself to be:
*Answer: multilingual

33. Do you ever mix your languages either intentionally or by mistake? Please describe.
*Answer: Every once in a while a word that is not in the language I am speaking will pop out. And, sometimes if I am with people who know 2 or 3 of the same languages, I will mix up the languages depending on what language a specific word or phrase seems more a propos in.

34. Have you ever noticed what language you tend to draw on when you have gaps in one of your languages? (For example when speaking German words you don't know tend to come to you in Swedish vs. English?) Please explain.
*Answer: It used to be that French words would pop into my head when I was trying to speak Spanish. Now that I am exposed to Spanish more than French, I often have Spanish words pop into my head when I try to speak French. What probably happens most often though, is that, if I'm looking for a word, I can't think of it in ANY language (Spanish, French or English).

35. You sometimes feel or would feel frustrated if you mix your languages together?
*Answer: False

36. Do you think knowing more than one language has:
*Answer: both 1&2

37. Please describe how you feel your various languages have helped or hindered your knowledge/learning of your other languages.
*Answer: Helped. My 2nd and 3rd languages are both romance languages, with similar structures and vocabulary base. Knowing one structure made it easier to learn another, and developing depth in one language helped me develop a similar depth in the other.

Hindered: I am able to keep the grammatical structures quite distinct, but I have a much more difficult time keeping the 2 vocabulary sets of my 2nd and 3rd languages separate.

38. Do you have any other comments or information you would like to add?
*Answer:

39. As you were doing the French speaking tasks in the lab did you have any interference from your other languages?
*Answer: yes, 2 &3

40. Did you find all the tasks equally difficult?
*Answer: no, discussing the picture was hardest

41. Which language that you know do you perceive to be most similar to French?
*Answer:

*Answer: Spanish

42. Which language that you know helps you most when using and/or learning French?
*Answer:

43.
*Answer:

44.
*Answer:

45.
*Answer:

46.
*Answer:

47.
*Answer:

48.
*Answer:

49.
*Answer:

50.
*Answer:

APPENDIX C

In-Text Transcription Conventions

The in-text transcription conventions are based on William and Hammarberg (1998).

- = empty pause
- % pause filler
- / interruption, reformulation
- <> non-target-like L3 items

APPENDIX D

French L3 Speech Elicitation Transcripts

METALINGUISTIC COMMENTS

Meta-English

Meta-Spanish

Meta-French

“metalinguistic comment, in addition to the direct use of language switching in terms of incorporating an L1 element into the L2 target utterance, language switching may also be involved in metalinguistic communication, where the thematic continuity is broken in the sense that the communication situation itself is commented on (W & H 297).

- Comments, asides, requests for help, self correction comments
- → INSTRUMENTAL

CROSS-LINGUISTIC INFLUENCE (Interlingual Transfer)

NonAdapt-English

NonAdapt-Spanish

Non-Adapted switches = L1 and/or L2 lexical items that are directly transferred into the L3 with NO phonological/morphological adaptations

Adapted switched = L1 and/or L2 lexical items that are transferred into the L3 but have been adapted into French

- L1 or L2 word pronounced in French
- L1 or L2 root word pronounced in French and adapted to fit French grammar rules

INTRA-LINGUAL TRANSFER

Full lexical items (i.e. no partial words) that are

- overgeneralized – a word/utterance that is not used in the appropriate (native like) context

** ERRORS DUE TO MISPRONUNCIATION or SUBJECT/VERB AGREEMENT WEREN'T COUNTED

CHLOË

TASK 1

1. Je suis dans le parc. Il y a beaucoup de personnes et beaucoup d'oiseaux, mais moi je
2. n'aime pas les oiseaux. Je pense que les oiseaux sont là parce qu'il y a beaucoup
3. de personnes..beaucoup de personnes interessants. Il y a hummmm les choses à
4. manger comme la glace moi j'aimerai bien la glace. Heu, j'ai mange un peu de
5. glace quand j'étais en France il y a, heu, beauc..quelques années. Je me suis allée à
6. l'île, heu hummmm, je n'en me souviens pas, mais je suis allée a une île pour manger la
7. glace. Mais il n'y a pas..n'avait pas beaucoup de oiseaux mais il y avait beaucoup de
8. personnes. Hummmm, aussi je vois une, hummmm, saucisson et moi je n'aime pas
9. manger, hummmmm, la viande mais je peux je peux m'acheter un peu de glace ou
10. des pommes frites, les pommes frites, j'aime bien les pommes frites. Je pense que je
11. vais, hummmm, acheter les pommes frites et une glace et je vais parler avec un
12. homme qui est là avec un petit enfant. Et je vais, hummmm, parler avec la femme,
13. elle aussi a beaucoup d'enfants et j'aimerai parler avec elle pour, euh, parler de,
14. hummm, l'alimentation rancaise. Hummmm, j'aimerai parler avec elle, ah, sur
15. des autres restaurants françaises, hummmm, et je vais parler avec

TASK 2

16. Humm, moi j'habite [redacted] Minneapolis et j'aime très bien habiter là parce qu'il y a
17. beaucoup de choses à faire, hummmm, j'habite très près des lacs et j'aime bien faire
18. une promenade, ah, j'aime, heu, j'aime, hummm, il y a beaucoup de restaurants
19. et j'aime aller au restaurant, hummm, manger beaucoup de beaucoup de cuisines, il y
20. a des restaurants espagnols, il y a des restaurants [redacted], hummmm, beaucoup de
21. choses à faire, hummm, il a beaucoup de théâtres et j'aime aller au théâtre avec amis,
22. des amis, hummmm. J'aime bien aller au musée (mouée), il y a beaucoup de
23. musées très près de mon appartement, ma appartement, mon appartement, hummm,
24. et aussi, hummm, le centre ville est très joli, il y a beaucoup de personnes, beaucoup
25. de boutiques, beaucoup de choses à faire comme faire des achats, hummmm, prendre
26. un pot, hummmm, mmmm, hummm, aussi je suis étudiante à l'université, il y a
27. beaucoup de choses à faire là, ah, comme des personnes qui parlent, hummm,
28. beaucoup de choses, hummmm, académiques, ammm, il y a beaucoup de jeunes
29. personnes, hummm, je peux parler espagnol, hummmm, je peux parler française, si je
30. veux, hummmm, hummm, hummmm

TASK 3

31. Hummm, quand j'étais enfante, hummm, j'habitais, hummm, loin, hummm, de la
32. ville et j'avais quelques amis, hummm, Un ami s'apellait Dan [redacted] l'autre s'apellait
33. Troy et [redacted] umm aussi j'avais une amie qui s'apellait Cara [redacted] nous, quatre,
34. hummmm, beaucoup de fois, nous jou-i-ait, hummm, nous, humm, hummm, nous
35. sommes allés, [redacted] hummm, hummm comme enfants nous, hummm, hummm, [sigh]
36. nous restaient, restions beaucoup avec l'amie de ma mère, elle s'apellait Sue, [redacted] Sue
37. était la mère de Dan, et Troy, Cara [redacted] et moi, humm, nous allons, humm, nous sommes
38. allés à la... chez Sue, hummm et là, dans la maison, nous hummm. Hummm, nous
39. [pause] regardent, [sigh] [long silent pause] hummm, hummm.....

TASK 4

40. Moi je fais mes études supérieures dans la littérature espagnole et comme étudiante,
41. hummm, ahh, hummm, de [redacted], je j'étudiais le français, l'espagnol mais
42. maintenant j'étude la littérature espagnole. J'aime bien mes études, hummm, j'aime la
43. littérature, hummm, j'aime l'ambiance de l'université, euh, je travaille avec
44. beaucoup de personnes géniales, humm, beaucoup de personnes intéressantes,
45. humm, aussi je suis prof et j'aime [redacted], ah, ah, enseigner, humm, hummm,
46. c'est que je serai être professeur à l'université hummm, et maintenant je vais [redacted]
47. mes examens de la maîtrise qui est très difficile, moi je me suis un peu [redacted] pour
48. [redacted], heu, heu, mes examens, mais heu, heu... mais je voudrais termine la maîtrise et
49. continuer et heumm, je pense que je vais continuer avec heu, heu, heu, heu je voudrai
50. faire mes études de heu, heu, umm [redacted]. Hum, moi j'aime la littérature, humm,
51. écrite [redacted] les femmes, humm, je vais faire, hum, hum, je vais faire, hum, une travail
52. sur, une femme de Chile.

TASK 5

53. Chaque jour, je me, heu réveiller à 6 heures, hum, je me douche, je mange un peu

54. petit déjeuner, ahh, généralement, je prends un thé, hum, j'aime manger du pain et
 55. j'aime manger un peu de yogourts, des oeufs et humm, je vais à l'université
 56. avec une amie humm, j'étudie un peu, je prépare mes ma hum, hum, je parle avec
 57. mes camarades, ah, ah du bureau, je prends autre thé, hum, je vais à la
 58. j'enseigne je mange le, hummm, déjeuner, et généralement je humm, j'ai
 59. Que je humm, hummm que j'ai de, humm,
 60. humm...chez moi, et mais eh, quelques fois j'achète un peu de ahmm
 61. comme du restaurant ou hummm, de le, hummmrestaure U je vais
 62. comme étudiante... ça j'étudie ou...hummm puis je chez moi,
 63. et j'écoute la radio, je parle avec amis.....

AFTER TASK COMMENTS

64. Ahhh I can't speak French anymore. Oh my God [frustrated]
 65. It's just that I forgot so much of it.

NICOLAS

TASK 1

66. Bonjour! j'aime beaucoup la glace, mmmm [expression of like], très bien. Comment
 67. allez-vous? Combien de il y a. Ah, Ah Chocolat y vanilla. Très bon. Ah, le temps et
 68. tres bon aujourd'hui...j'aime beaucoup mange mon glace les les non J'aime
 69. beaucoup les.. [laugh] ? [laugh], ahhhh les chiens, désolé. Mmm Je
 70. voudrai un personne pour parler avec [laugh] umm, pues. Ah, Je vois, je vois, le glace, je
 71. vois des personnes, je vois une table de pique-nique, je vois deux pararo [laugh] comment dit
 72. ont? je ne sais pas, je vois une voiture, je vois des arbres, non, je ..., je ne me rappelle pas le
 73. moi, ...il y a deux.... no se, ummm combien? que peut je veut dire?... j'aime
 74. beaucoup???,.....

TASK 2

75. j'aime beaucoup, humm, les gens dans...dans...la ville de Minneapolis. J'aime
 76. beaucoup manger à le restaurant différent. Aussi ah, je voudrai aller en concert, hum,
 77. aussi... J'aime beaucoup sortir avec mes amis, j'aime beaucoup jouer du
 78. golfe de Frisbee, humm, ...que plus...umm, je n'aime pas le ou le quantité de
 79. voitures. J'aime la neige, j'aime beaucoup la neige, j'aime je j'ai joué la neige
 80. beaucoup,...le, dernier... est difficile parce que je n'ai pas le
 81. français il y a beaucoup de temps...mais aussi j'aime beaucoup
 82. de nature, hummm, parce qu'il y a beaucoup plus que il y a dans l'état d'Illinois
 83. aussi

TASK 3

84. okay.... Quand j'étais un... comment dit-on? [frustrated], quand j'étais ...
 85. oublié [frustrated], le sienta pues, j'ai joué au baseball beaucoup pue, j'ai joué au
 86. foot beaucoup avec mes amis, golfe, golfe, je ne suis
 87. pas...mais aussi, ha, j'ai mange avec mon famille, hum, nous mangeait ou, ha, nous
 88. mangeait-on à, ha nous mangeait-on ont, humm, humm du [long pause]
 89. humm, désolé [laugh]. Aussi, hum, je [pause] fais beaucoup de...devoirs, j'ai
 90. étudié beaucoup, ma, pour mon cours de ..d'école.. et aussi ummm j'ai joué avec mon

91. chat. Merci. [laugh]

BETWEEN TASK CHAT

92. describe your academic interests [reading directions] I need a vocab review for this
93. one

TASK 4

94. Mon intéresse académique... je suis étudiant d'espagnol, J'aime beaucoup la langue,
95. j'aime beaucoup parler avec personnes avec gens de autres pays parce que je m'amuse
96. beaucoup, pués, puis, je suis très, intelligent. avec le mathématique, mais ce n'est
97. que... mais ça ne m'amuse pas avec mathématiques...ahh aussi j'aime lire beaucoup
98. ... divertissement... mais c'est difficile de lire avec les études
99. puis j'aime beaucoup étudié et enseigner l'espagnol et j'aime beaucoup voyager
100. pour apprendre plus, hummm, pués, j'ai pris des cours français, et espagnol
101. et les sciences, j'ai un spécialité ??? en le chimie, parce que j'ai étudié la
102. chimie deux ans, la chimie organique est très facile,

TASK 5

103. Je me lève à la 7 heures matin et je mange du cereal beaucoup, temps,
104. hum, j'ai...je assiste a un cours, pués, j'enseigne...j'ai enseigné un cours
105. espagnol et j'assiste un cours de syntaxe, et j'assiste un cours de phonologie et
106. je mange le déjeuner et ça je joue du golfe de Frisbee et
107. je...je... j'allais...je vais à mon maison...chez moi et je mange du... la cena
108. [laugh] ça je regarde la télévision pour un peu de temps et j'ai...j'ai étudié
109. pour 3 heures et ça de temps en temps, je sors avec mes amis et je fais la
110. cuisine... je...je fais la cuisine de.....merci !

OLIVIA

TASK 1

111. Ok, donc, ce que je vois donc, c'est quelque chose qui ressemble.... on dirait
112. plutôt un aire de repos là, à côté de...à côté de l'autoroute plutôt que, heu, qu'un
113. parc parce qu'on voit qu'il y a un restaurant qui sert des des frites, des hot dogs,
114. des glaces et...il y a des voitures, des enfants qui arrivent avec leur nourriture,
115. des oiseaux autour des...eehh...autour de la...troubler le moi.....et de la
116. poubelle et, heu, ce que je vois aussi c'est que le restaurant sert beaucoup de..heu..
117. beaucoup de repas auxquels je suis allergique, par exemple des hot dogs contient
118. beaucoup de choses que je ne peux pas manger, la glace me donne la migraine,
119. beaucoup de...beaucoup de ces...hmmmm ..beaucoup de cette nourriture, heu,
120. , heu, [pause] parait comme de la nourriture qui pourrait avoir, heu, du
121. sirop de maïs, heu, auquel je suis allergique, mais ce que j'aime dans cette, heu,
122. , bon c'est pas une est plutôt un délicie, c'est qu'il y
123. a beaucoup d'arbres, beaucoup d'espaces vertes, beaucoup d'herbe et ce que je
124. ferai, moi, c'est que je laisserai tous ça et je me promènerai un peu au fond de la
125. de...de...où on ne peut pas voir ce qu'il y a dans les collines, à travers les

126. colline, de l'autre côté des collines...heu...a voir...~~que pas~~? ehmmm Il y a
127. beaucoup d'enfants et je n'aime pas trop cette idée ça ressemble a un aire de repos
128. au milieu de l'été, il y a beaucoup de familles, beaucoup d'enfants, les enfants qui
129. crient, attends, attends, attends....[long silent pause]

TASK 2

130. OK, heu... ce j'aime des Villes que que c'était une ville assez libérale
131. mais de plus en plus les choses changent. Je vois que je suis un peu pessimiste
132. aujourd'hui parce que je vois je vois la elle me plait pas,
133. heu, et je parle des Villes et que je pense plutôt aux choses qui ne me
134. plaisent pas. Mais euhh, voyons, on va changer ça. J'aime bien les espaces verts et
135. il y a beaucoup d'espaces verts, heu, je crois que c'est plutôt ça parce que le
136. gouvernement des Villes ne me plait plus, ça devient de plus en
137. plus, heu, heu, disons, heu, républicain, de plus en plus stricte et...et... par
138. exemple ils pensent maintenant, heu, remettre la peine de la mort, heu, comme
139. punition pour certains crimes que je crois être un crime, heu, de penser à remettre
140. la peine de la mort, et ils ont patience, heu, de moins en moins
141. patience, heu, pour les gens qui n'ont pas beaucoup d'éducation, beaucoup
142. d'argent et les même valeurs qu'eux mêmes. Heu, les espaces verts, j'aime
143. beaucoup les espaces verts, j'aime bien la maison que je viens d'acheter au nord
144. ~~du Minnesota, du Minnesota, non de Minneapolis~~. C'est une petite maison, où il
145. n'y a que 2 chambres, bon..une chambre, cuisine et un salon mais j'aimerai bien
146. faire une petit espace verte pour moi, personnalisé un peu si tu veux, et c'est près
147. d'une des espaces verts c'est près d'un parc qu'ils viennent de faire au nord de
148. Minneapolis, heu, pour l'instant ehhh les arbres dans ce parc sont trop petits et
149. rachitiques et les avec le temps ça va devenir encore beau, ah, ce que
150. j'aime.....

TASK 3

151. heu, OK, OK. J'ai plusieurs souvenirs qui me plaisent quand je pense à mon
152. enfance et le premier peut être, c'est quand on était jeune, mon père venait
153. souvent...mon père est musicien, il sait jouer de la guitare, de la batterie, de
154. l'accordéon, heu, le piano et c'est donc, quand j'étais jeune, quand on était jeune,
155. j'ai trois sœurs et frères, heu, quand on se couchait la nuit, il venait avec sa
156. guitare, on était tous au lit, il faisait noir, on avait éteint toutes les lumières, il
157. venait nous chanter, jouer de la guitare et chanter, et, heu, on avait chacun la
158. possibilité de choisir une chanson, notre chanson préférée, favori, et après il heu
159. chantait des chansons qui plaisaient à lui et parfois des chansons avec beaucoup
160. d'énergie, il fallait ce ehh,... beaucoup de mouvements et je me rappelle que ma
161. mère disait à mon père, mais non, mais arête avec cette chanson, les enfants n'ont
162. pas envie de dormir ils sont encore plein d'énergie et ça c'est un souvenir très
163. bon. Un autre souvenir, c'est les vacances qu'on a pris une fois au nord du
164. Minnesota dans la région de ce qui est aujourd'hui et on
165. a loué, heu, ~~je ne sait pas comment le dire en français~~, c'est un bateau dans lequel
166. on peut vivre, donc, il y avait des chambres dans le bateau, il y avait une cuisine,
167. un salon. On a pris ce bateau pendant une semaine et on se promenait dans les, les

168. grands lacs au nord et on a passé beaucoup de temps à la pêche, entrain de..de
169. nager avec mes soeurs, et mes frères et dans la famille on a de tellement bon
170. souvenirs de ces vacances que mon frère qui habite en Allemagne vient cet été
171. avec sa famille ses 3 enfants et sa femme qui est d'Autriche et ils vont prendre les
172. même vacances. dont on va au même endroit on va loue un bateaux parce que
173. mon frère veut que ses enfants connaissent ce que lui il a connu quand il était petit
174. et ces endroits qu'il aimait tant. Heu, d'autres vacances qui me plaisait beaucoup
175. quand j'étais enfant....

MID TASK CHAT

176. Ca c'était le troisième....le deuxième c'était quoi? Ah ce que j'aimais la ville de
177. Minneapolis...thoughts in English....Je crois pas que j'en ait eu.....oh, tu me
178. laisses une minute pour réfléchir?

TASK 4

179. Comme j'ai dit [REDACTED]... avant je suis un peu pessimiste aujourd'hui. Parce
180. que je pense à un terme de problèmes. Je vois ce des [REDACTED] et ce à
181. quoi je pense c'est qu'en ce moment j'ai un problème avec ça parce que j'en ai
182. tellement que je ne sais plus où me mettre, non? En qui je dois, en quoi je dois
183. en je quoi [REDACTED] je ne sais pas, si c'est un mot en français. Heu, j'aime
184. bien la littérature française, surtout les études médiévales, heu, médiévales et
185. disons modernes ou premodernes, XIIIème, XIVème, XVème siècle, heu et je
186. pense peut être faire un doctorat en ça. j'aime bien aussi la littérature
187. espagnole, mais j'ai moins de, moins de...je n'ai pas une connaissance aussi
188. profonde donc c'est plus difficile pour moi étudier la littérature espagnole. Je
189. commence aussi à m'intéresser beaucoup dans la pédagogie, c'est à dire
190.comment enseigner aux étudiants pour que eux ils apprennent le mieux, et j'ai
191. reçu récemment quelques eh quelques eh je suis [REDACTED] non, j'ai reçu
192. quelques sommes d'argent pour [REDACTED] ça un peu plus et je m'intéresse
193. beaucoup aussi dans l'étude dans la différence entre cultures et comment,
194. comment heu... [REDACTED] non....c'est...les difficultés qu'on a que les personnes
195. ont de cultures différentes quand elles sont en contact. Je suis [REDACTED] aussi
196. enfin j'ai reçu des fonds récemment et même aujourd'hui, je dois présenter aussi
197. des résultats de ce que j'ai fait jusqu'à maintenant avec les fonds et ce que j'ai fait
198. c'est de développer, heu, un [REDACTED] qui aide [REDACTED] aux étudiants à penser un peu
199. plus dans les termes culturels, donc à penser dans les termes de qui a le droit, qui
200. a le droit, qui a tort mais plutôt de de différences culturelles mais de d'avoir
201. donc, un autre.....eehh ...une autre référence.....

MID TASK CHAT

202. celui la était difficile j'ai beaucoup pensait en.....ehhh
203. what happens like....what I find happens is that its not like I'm thinking it but a word just
pops in from another language

TASK 5

204. Normalement je me lève vers....bon je me réveille ver 6:30 du matin. Mais je me

205. lève pas bien vite. J'aime bien restait ou lit et écouter a la radio un programme qui
206. passe tous les jour un programme de NPR. Et...Donc je reste au lit parce que ce
207. programme me fais rire non ? Je reste au lit donc pendant peut être une heure. Je
208. me lève et ça dépend comment je me sens, parfois je ne me sens pas trop bien le
209. matin. C'est difficile pour moi de me lever et ..Donc je vais très lentement.
210. Non ? Il me faut une heure pour me faire [redacted] manger. De le manger, une autre
211. heure pour me doucher, pour me Pour me....pour me lever ? non... pour
212. m'habiller. Et par fois je suis très indécise quand t'il faut que je me me m'habille,
213. surtout si je n'ai pas beaucoup de.. d'habits propres, en ce moment la plupart de
214. mes habits son et ...et.. sale et il faut donc que je choisisse avec beaucoup de soin
215. ce que je vais porter après...comme maintenant il yeste.....une una huelga...
216. hm ?...des autobus. Il faut que je prenne ma voiture mais normalement je prend
217. l'autobus pour aller a l'université...mais maintenant je prend une voiture...[redacted]
218. pas vraiment une voiture c'est une ... un ...ils y en avaient en France qui
219. s'appelaient des Espaces...et euhhh donc...euhhh... je....euhhh..Il faut
220. normalement pense que je vais [redacted] beaucoup de temps a trouver un endroit
221. pour me garer parce que avec la huelga ... le [redacted] ...il y a peu de possibilites.
222. Apres il faut que je me [redacted] pas mal non ? Pour arrive a l'université. A ce
223. moment j'ai beaucoup beaucoup de choses. Beaucoup de ...Il faut que je corrige
224. beaucoup de travaux de mes étudiants