Examining the effects of cross-linguistic awareness on the acquisition of English

possessive determiners: The case of Brazilian Portuguese speakers

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A Thesis in

The Department

Of

Education

Presented in Partial Fulfillment of the Requirements

for the Degree of Master of Arts (Applied Linguistics) at

Concordia University

Montreal, Quebec, Canada

September 2019

CONCORDIA UNIVERSITY
School of Graduate Studies

This is to certify that the thesis prepared

By: Marie Apaloo

Entitled: Examining the effects of cross-linguistic awareness on the acquisition of English possessive determiners: The case of Brazilian Portuguese speakers

and submitted in partial fulfillment of the requirements for the degree of

Master of Arts (Applied Linguistics)

complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Examining the effects of cross-linguistic awareness on the acquisition of English

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Research shows that English possessive determiners (PDs) such as *his* and *her*

are a challenge for L2 learners to acquire, and this difficulty has been attributed to

several factors, including negative L1 transfer effects (White, Muñoz, & Collins,

2007). What researchers have not yet considered is how PDs are acquired by learners

whose L1 predicts positive transfer effects.

To address this issue, the present study investigated the PD interlanguage of

Brazilian Portuguese (BP) speakers. Unlike previously studied L1 groups, BP has a

PD system that is similar to English in that grammatical gender of the PD is

determined by the possessor (BP: o carro *dele/dela*, English: *his/her* car). The

research questions we addressed were: (1) How does the PD interlanguage

development of BP speakers compare with that of other L1 groups (as outlined in

White's (1998) framework)? (2) Are BP-speaking learners who are aware of the

connection between *dele/dela* and *his/her* are more accurate in their use of English

PDs than those who are not? and (3) Do teachers use learners' L1 knowledge in their

teaching of PDs? Adopting some of White's (1998) methodology, the following

instruments were used to answer these questions: two written (e.g., fill-in the blanks

with his/her) and two oral tasks (e.g., picture descriptions) to assess students' PD

performance, stimulated recall interviews with learners to measure cross-linguistic

awareness, and interviews with teachers to determine their pedagogical approach. The

results showed that BP speaking learners exhibited advantages in their acquisition of

his and *her* in comparison to previously studied L1 groups. Furthermore, students

with awareness of the cross-linguistic *dele/dela* rule outperformed those who were unaware of the rule on two of the three tasks that were compared, although teachers negated any use of cross-linguistic pedagogies to teach PDs. These findings contribute to the research suggesting that pedagogical approaches that build awareness of L1/L2 similarities could be effective for supporting language learning.

Acknowledgments

Firstly, I would like to give a big thanks to my supervisor Dr. Walcir Cardoso for going above and beyond while advising me through this project. Your guidance was truly indispensable, not only for teaching me the "hows" and the "whys" of thesis writing, but also for supporting me through the ups and downs in the tumultuous lifespan of academic writing. I greatly appreciate that you held me to a high standard, never let me settle for doing less than my best, and were endlessly positive, upbeat, and optimistic throughout this experience.

I also gratefully acknowledge my committee members Dr. Laura Collins and Dr. Angelica Galante for contributing their insightful feedback at the proposal and final stages of this project. Thank you for donating your time and expertise to help me succeed on this journey.

Many thanks are due to my family and friends who supported me along the way. In particular, I would like to thank my mother, Sherry Bowman, and my father, Joseph Apaloo, who helped me as my proofreader and statistics consultant. More importantly, their unconditional love and support kept me going, and to them I will say without exaggeration – I could not have done this without you. Thank you to my friend Anastasia Boldireff for the writing sessions, feedback, and conversations that we shared, and to the many other students at Concordia for their generous spirit and willingness to lend a hand.

Finally, I would like to thank all my prior students for inspiring my interest in language learning and cross-linguistic influence. My hope is bring back what I have discovered here to help you learn more and to learn better each day.

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Chapter 1

The issue of how one's native language influences the acquisition of a second language immediately drew my attention in the research on second language acquisition (SLA). As is often the case, my academic interest in the subject originated from my practical experience teaching English as a Foreign Language (EFL). My first teaching post was in the north of Spain, where I noticed how the students in my class and tutoring sessions shared many of the same interlanguage patterns. Their characteristic difficulties pronouncing sC clusters (e.g., [ɛ]school, [ɛ]stop), confusion between make and do (e.g., *let's make a party*), and creative word inventions (e.g., she is very *simpatic,* with intended meaning she is very *kind*, from Spanish *simpático*) were all traceable to effects of the L1. Four years later, when I took a position at a private language school in Brazil, I was met with a surprisingly different variation of English interlanguage. Characteristics that were particularly salient among my new students included the unwarranted insertion of word-final vowels (e.g., dog[i]) and misuse of the verb "to have" (e.g., *have* many restaurants in my city, instead of "there are"). Clearly, the L1 was acting as a sort of "filter" (e.g., Broselow & Xu, 2004; Goad & White, 2006) on learners' English, creating difficulties and slip-ups along the way.

When I began to review the literature on L1 influence, I discovered that the L1 was not just an irksome source of errors in L2 learning, but that it could have facilitative effects too (Jarvis, 2002; Ringbom, 1987; Williams, 2005). Positive transfer (when the L1 facilitates L2 learning) was something I had largely overlooked in the classroom because negative transfer (when the L1 leads to L2 errors) was much more noticeable to me. This pattern is also reflected in the literature: positive transfer is relatively underrepresented, as researchers tend to focus on negative transfer due to

the belief that the latter presents teaching and learning challenges (Bardovi-Harlig & Sprouse, 2017, Izquierdo & Collins, 2008).

And yet, the study of positive transfer also has key implications for foreign language pedagogy. One concern is that facilitative effects are not an inevitable result of L1/L2 similarity, as there are other factors that can interfere with this process. Learners may be conservative about transferring linguistic strategies from their L1 based on the intuitive sense that the two languages *should* be different (Kellerman, 2000). This hesitancy is likely compounded when the L1 and L2 are typologically dissimilar (Rinbgom, 2007), like the two examples involving two Romance L1s (Spanish and Portuguese) and a target Anglo-Saxon L2 (English), discussed earlier. Therefore, it may be that if learners are not explicitly aware of a similarity between their L1 and target L2, they may not benefit from this similarity. This interplay between awareness and facilitative effects was something I hoped to explore in my research, and I began to look for a tangible "how" to expand these interests into an empirical study.

From here, the research agenda began to take shape. In a discussion with Dr. Walcir Cardoso, who would soon agree to be my research supervisor, I went over my interests in cross-linguistic influence, facilitative effects, and language awareness. He then informed me about a data set he had collected in collaboration with Dr. Joanna White and Dr. Laura Collins on the acquisition of possessive determiners (PDs) *his* and *her* by Brazilian Portuguese speakers, a topic which fit thoroughly with the line of research I wanted to pursue.

Looking at PD acquisition by Brazilian Portuguese speakers gave us a novel opportunity to study positive transfer. All of the prior research on PD interlanguage has looked at languages where the L1 was predictive of negative transfer in L2

English due to differences in the PD rule system between the two languages (e.g., Lapierre, 2018; Lightbown & Spada, 1990; Martens, 1988; Muñoz, 1994; White, 1996; 1998; White, Muñoz, & Collins, 2007; Zobl, 1985). For the Romance language backgrounds that have been studied so far (French, Spanish, and Catalan), difficulty stems from L1/L2 *differences* in the gender agreement rule for PDs. In all of these languages, PD usage is similar in that the correct form is determined by agreement with the gender and/or number of the possessed entity (e.g., Il parle à *SA sœur* 'he speaks to *PD-FEM* sister').[1] In contrast, in English the use of *his* and *her* is decided by the natural gender of the possessor (e.g., he talks to *his* sister).

Unlike other Romance languages, Brazilian Portuguese has a unique hybrid PD system. Grammatical gender of PDs can be determined by the possessed entity, as with French and Catalan (e.g., *seu carro, sua casa – his/her* car*, his/her* house) or by the possessor, as with English (*carro dele/dela –* house *his/her*; historically "of he/his" and "of she/her" respectively; see da Cunha Lacerda, 2010 for details). Because of this hybrid system, an interesting question that can be raised is: Do Brazilian Portuguese speakers have an advantage in comparison to learners from other L1 backgrounds? Secondly, are the learners who are able to articulate the similarity between L1 forms *dele/dela* and *his/her* more accurate with English PDs? From a pedagogical perspective, we also enquired: Are teachers using the L1 and/or cross-linguistic comparisons to instruct PDs? Answering these questions became the central focus of our study.

Chapter 2 of this document consists of a "full submittable draft of a manuscript", as specified by the MA thesis guidelines. In this next chapter, we will

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[1] To avoid ambiguity in glosses, gender-informed versions of PDs will be used: PD-MASC and PD-FEM indicating PDs masculine and feminine grammatical gender respectively, and PP-MASC/FEM in the case of possessive pronouns.

present the details of the literature review, methodology, results, and discussion of the

research questions raised in the present introduction.

Chapter 2

Second language acquisition (SLA) researchers argue that when it comes to challenging second language (L2) grammatical features, learners tend to follow a natural sequential progression towards acquisition (Tarone, 2012). This *interlanguage* spoken by L2 learners is affected both by universal patterns that appear across different learner groups and by peculiarities that are specific to the learner's first language (L1). The combined role of universals and L1 effects has been demonstrated in prior research looking at English as a foreign language (EFL) learners' acquisition of possessive determiners (PDs) *his* and *her*. Early research on the issue with French speaking learners revealed typical developmental patterns, which were used to develop an interlanguage framework outlining 8 stages of progression towards error free use (White, 1996; 1998). Research with learner groups from different L1 backgrounds (e.g., Spanish, Catalan, Mandarin) has shown that this framework developed to describe French learners could also be used to describe learners with varied L1s, although it does not fully capture the extent of all L1-related behavior (e.g., Lapierre, 2018; Muñoz, 1994; White, Muñoz, & Collins, 2007).

All of the prior research on this topic has looked at languages where the L1 was predictive of negative transfer in L2 English due to differences in the PD rule system between the two languages. This gap is reflective of a more widespread trend in SLA of focusing on negative, rather than positive transfer (Bardovi-Harlig & Sprouse, 2017). Of specific interest here is that all of the previously studied Romance languages (French, Spanish, and Catalan) determine PD usage similarly in that the correct form is determined by agreement with the gender and/or number of the possessed entity (e.g., Il parle à *SA sœur* 'he speaks to *PD-FEM* sister'). In contrast, in English the use of *his* and *her* is decided by the natural gender of the possessor (e.g.,

he talks to *his* sister). What research has not yet considered are the potential facilitative effects (e.g., Ringbom, 1987; 1992; 2007) and positive transfer in the acquisition of L2 PDs.

To investigate this question, the present study examined the acquisition of English PDs as produced by speakers of Brazilian Portuguese (BP), a language that has potential to be a source of positive transfer. BP has a unique dual system for PD usage. Grammatical gender of PDs can be determined by the possessed entity, as with French and Catalan (e.g., *seu carro, sua casa – his/her* car*, his/her* house) or by the possessor, as in English (*carro dele/dela –* house of *his/*of *hers*) (see da Cunha Lacerda, 2010 for details). Thus, transfer from the latter of the two systems should be advantageous to learners from this L1 background for acquiring the feature under consideration.

Two aspects that may play a role in supporting or inhibiting this facilitative effect are awareness and instruction. Metalinguistic awareness between and across languages has been associated with a higher propensity for positive transfer (Gibson & Hufeison, 2008; Peyer, Kaiser & Berthele, 2010; Woll, 2018). Furthermore, without awareness of where the similarities end and differences begin between languages, learners may take a conservative approach towards what they believe can be transferred (Kellerman, 2000). This suggests that BP learners who are unaware of the *dele/dela* and *his/her* similarity may be less likely to exhibit positive transfer effects. Explicit instruction using a cross-linguistic rule for L2 morphosyntax is one strategy that has been considered to help learners develop this type of awareness (Spada & Lightbown, 1999, Spada, Lightbown, & White, 2005; White & Ranta, 2002). Yet cross-linguistic strategies are often avoided for reasons including: communicative language teaching ideologies that focus on maximizing L2

communication, school policies against using the L1, teacher beliefs that the L1 should not be used, and a lack of confidence among teachers towards employing this approach (Copland & Neokleous, 2010; Horst, White, & Bell, 2010). These interconnected influences of awareness and instruction are important contributors to understanding to what extent positive transfer takes effect.

The purpose of the present study is to investigate the acquisition of L2 English PDs *his* and *her* by speakers of BP to trace the role of positive transfer/facilitative effects, and to determine the influence of awareness and instruction in this relationship. Using a mixed-methods approach to data collection and analysis (Hashemi, 2012), three research questions were addressed: (1) How does the progression of PD development for Brazilian Portuguese speakers compare with the developmental framework established by White (1998)? (2) Are learners who are able to articulate awareness of the facilitative "*dele/dela* rule*"* more accurate in their usage of PDs *his* and *her* in L2 English? (3) Do teachers use the L1 and cross-linguistic pedagogy in their instruction of English PDs? If so, how?

To respond to these questions, two written (i.e., a grammaticality judgment and a cloze task) and two oral (i.e., an oral "Whose is it" and a picture description task) measures of PD performance were taken of 39 L1 speakers of Brazilian Portuguese to assess their accuracy with and trace their interlanguage development of this feature. These performance results were interpreted in comparison with White's (1998) developmental sequence, which has been confirmed to be descriptive of French, Spanish, and Catalan speakers. Measures of awareness were taken through a stimulated recall session to assess for a correlation between awareness and PD performance, and the role of instruction was addressed through teacher interviews that targeted the role of the L1 in their approach to teaching PDs.

Literature Review

Possessive Determiners: Interlanguage Development

Possessive determiners (PDs) *his* and *her* have been identified as a challenging feature for EFL learners and tend to be acquired late in comparison with other PDs such as *my* and *your* (Lightbown & Spada, 1990; White, 1998, 1998; Zobl; 1985). Linguistic explanations for why this feature poses so much difficulty center around issues of type frequency, semantic scope, and perceptual salience as evidenced in a corpus linguistics study by Collins, Trofimovich, White, Cardoso, and Horst (2009). In their analysis of a corpus of instructional input for adolescent EFL learners in Quebec, they found that *your* accounted for 72% of total PD tokens, with *his* and *her* representing only 6% and 3% respectively, showing the low type frequency of *his* and *her*. More than half of PD collocations were with inanimate objects and only 14% were found in animate kin-different contexts, which demonstrates the low semantic scope of this feature. Additionally, there is a low perceptual salience in aspects of the phonetic environment of these forms because *his* and *her* are inherently unstressed and often undergo /h/ deletion in natural speech. Taken together, these aspects of the grammatical feature in question shed light on why learners find it hard to acquire.

Learner difficulty with PDs has been extensively corroborated by empirical research looking at the developmental sequence of this linguistic feature for different learner groups (Lightbown & Spada, 1990; Martens, 1988; White, 1998, 1998; Zobl, 1985). Across the L1 backgrounds that have been investigated so far, certain universal developmental patterns have been identified. Early research on the issue by White (1998) resulted in the development of an interlanguage framework for describing standard developmental sequences for L2 English learners. This framework (illustrated in Table 1) captures typical patterns such as avoidance of *his* and *her*, use

of *your* across all persons, and difficulty differentiating *his* and *her* in kin-different

contexts (e.g., *his* sister, *her* father). Although White's initial research only included

participants who spoke French as their L1, subsequent research showed that the same

developmental patterns described by the framework are also applicable to speakers of

Spanish and Catalan speakers (Muñoz, White, Muñoz, & Collins, 2007), suggesting

some universality of the development of this feature in L2 English.

Table 1

Developmental Sequence for PD Usage by French-speaking Learners (White, 1998).

Pre-emergence	
Stage 1	**Avoidance of *his/her* or use of the definite article**
	The boy play with bicycle, he hurt *the* arm
Stage 2	**Use of *your* for all contexts (ie., all persons, genders, numbers)**
	A girl talk with *you*r mom, *your* dad.
Emergence	
Stage 3	**Emergence of *his* and/or *her***
	The boy have pain on back. He said the situation at *her* mom.
Stage 4	**Preference for *his* or *her***
	The mother is dressing *her* boy. She puts on *her* pants and *her* coat.
Post-emergence	
Stage 5	**Differentiated use of *his* and *her*, but not in kin-different contexts**
	The girl fall off *her* bicycle. She look at *his* father and cry.
Stage 6	**Differentiated use of *his* and *her* with correct rule agreement applied to kin-different context for either *his* or *her***
	The mother dress *her* boy. She puts on *his* pants. He tells *her* mother he needs to go to the bathroom.
Stage 7	**Differentiated use of *his* and *her*, including kin-different contexts with both *his* and *her***
	The girl fell and after she goes to *her* father and he picks up *his* girl in *the* arms.
Stage 8	**Error-free application of PD agreement rule in all contexts, including body parts**
	The girl plays with *her* dad, and he takes *his* girl in *his* arms.

Recent research has gone on to expand beyond L1s in the Romance language family and has shown that White's (1998) framework is at least partially descriptive of other L1 groups (Lapierre, 2018; Pozznan & Antón Méndez, 2017). In a study looking at the comprehension and production profiles of Mandarin learners, Pozznan and Antón Méndez (2017) found the tendency to err when differentiating between *his* and *her in* kin-different contexts occurs for Mandarin speakers just as it occurs for those with Romance L1s. Lapierre (2018) found further evidence of generalized development patterns in that the L1 Taiwanese Mandarin participants in her study exhibited the same general interlanguage stages (i.e., Pre-emergence, Emergence, and Post-emergence) further garnering support for the argument that some of the difficulties and corresponding developmental patterns in L2 English PDs are universal constraints.

Possessive Determiners: L1 Influence

While learners from different L1 groups share commonalities in their typical paths of acquiring English PDs, learner difficulty with this feature cannot be fully understood as a result of universal/inherent difficulty. Beyond the universal patterns described above, possessive determiners have also been noted to trigger L1-specific transfer phenomenon. For speakers of French, Spanish, and Catalan, error in using *his/her,* particularly in kin-different contexts, can be attributed to incongruences in how PDs are differentiated in English in comparison with differentiation of similar forms in the L1. Specifically, where in English *his* and *her* are determined by the natural gender of the possessor (e.g., *his* sister, *her* father), PDs in both French and Catalan agree with the gender and number of the possessed entity. In Spanish, although L1 PDs corresponding with *his* and *her* have a neutral grammatical gender, the gender marking of possessive pronouns (*el suyo* – 'hers/his', *la suya* – 'hers/his')

agree with the possessed entity, and PDs agree in number with the possessed entity as well, leading to similar challenges as those faced by French and Catalan speakers (Muñoz, 1994; White, Muñoz, & Collins, 2007).

French: Il parle à *SA soeur*, à *SON père*

(He speaks with *PD-FEM* sister, with *PD-MASC* father).

Spanish: Él habla con *SU* hermana y ella con *LA SUYA*

(He speaks with *PD-NEUT* sister and she with *PP- FEM*).

Catalan: Ell parla amb la *SEVA GERMANA*, amb *EL SEU* pare

(He speaks with *PD-FEM* sister, with *PD-MASC* father).

The differences between these L1s and English lend some explanation as to the persistent tendency of French, Spanish, and Catalan speakers to confound *his* and *her*, especially in kin-different contexts. Research with L1 Taiwanese Mandarin learners has also found transfer effects that are specific to the L1 that were not captured by White's (1998) developmental framework. For example, transfer effects were reflected by participants' use of an L1-influenced PD-like form (*he/he's* or *she/she's*) in contexts that required use of *his/her* (Lapierre, 2018). While early theory surrounding the issue argued that the L1 affects the *rate*, not the *route* of interlanguage development (Zobl, 1982), the evidence outlined above as well as other research that has revisited the issue (e.g., Luke & Shirai, 2009) has called this assumption into question. To further clarify which phenomena are universals and which are L1 effects, it is necessary to gather more information about how learners from different L1s progress with the acquisition of this feature.

Possessive Determiners in Brazilian Portuguese

The prior research on PD interlanguage has looked at L1 groups whose languages have PD systems dissimilar to English; therefore, learner difficulty has

been partly associated with negative transfer. What research has not yet investigated is whether the same type of difficulty exists when the possessive determiner marker of the learners' L1 is congruent with the English system (White, Muñoz, & Collins, p. 297). Brazilian Portuguese is a language that provides a unique opportunity to investigate this question because it employs two systems, one where the PD depends on the gender of the possessed entity, similar to French and Catalan, and one where it depends on the gender of the possessor as in English (Table 2).

Table 2

Two Systems for PD Usage in Brazilian Portuguese

1. ***Seu/sua*** Similar to French, Spanish, Catalan	Ele fala com *sua* irmã, com *seu* pai (he speaks with *PD-FEM* sister, with *PD-MASC* father).
2. ***Dele/dela*** Similar to English	Ele fala com a irmã *dele*, o pai *dele* (he speaks with the sister *PD-MASC*, the brother *PD-MASC*).

The second of these systems developed to rectify ambiguities in the first, which is unclear regarding (1) the gender of the possessor, and (2) whether the possessor is second or third person, singular or plural (da Cunha, 2007; to be discussed in more detail below). While both systems are used extensively, the French-like system is considered more formal and is frequently used in writing, while the usage of *dele/dela* is relatively less formal and more commonly used in speech (da Cunha Lacerda, 2010).

Considering this dual system, the outcome of L1 influence is not easily predictable in this case. Transfer of L1 *seu/sua* is likely to lead to the same errors made by speakers of other Romance languages where learners mistakenly refer to the possessed entity to distinguish between *his* and *her.* In contrast, the L1 *dele/dela* feature that selects PDs based on the possessor as in English introduces the potential for *positive transfer*, where a similarity between the L1 and the L2 facilitates

acquisition of an L2 feature (Izquierdo & Collins, 2008; Jarvis, 2002; Ringbom, 1987; Williams, 2005).

Possible manifestations of a facilitative effect include an improved rate of learning and an advantage for inducing rules in comparison with learners from non-facilitative L1s. Arguments that L1-L2 similarities account for an improved rate of learning, but are not likely to affect the developmental path, are supported by research looking at L1 Finnish and Swedish learners of English. Ringbom (1987; 1992; 2007) has conducted extensive research with these learner groups looking at the effects of phonological, morphological, and grammatical transfer on production and comprehension. His findings consistently show that L1 Swedish learners have a great rate advantage over Finnish learners as a result of the genetic and typological closeness of Swedish and English.

Research by Jarvis (2002) on the acquisition of articles in L2 English added support to the argument that L1/L2 similarities give learners a rate advantage. Swedish, like English, has articles whereas Finnish does not, and in his study comparing the two groups, he found that Swedish-speakers were able to acquire this feature more rapidly than Finnish-speakers. The advantage for induction abilities has been attested in a study by Williams (2005) looking at how learners from different L1 backgrounds would discover a difficult artificial rule for article usage without any explanation. He found that those from language backgrounds with gender and article-noun agreement (similar to the artificial rule) were more successful. Returning to a consideration of BP speakers' acquisition of English PDs, these findings suggest that this learner group may more quickly acquire *his* and *her* due to the L1-L2 similarity, and that they may more easily induce the English PD rule of agreement with the

natural gender of the possessor than learners whose L1 does not share this facilitative feature.

There are two other developmental features that BP speakers may be susceptible to because of their native language. Firstly, ambiguities in BP could cause confusion for learners in the L2, as *seu* and *sua* are used with both second person *você* ('you') and third person *ele/ela* ('he/she') (da Cunha, 2007). Therefore, overuse of *your*, which has already been noted to occur for speakers of other languages in the early states of PD acquisition (White, 1998), may have added relevance for BP speakers as L1 versions of *his, her,* and *your* are essentially interchangeable. Secondly, Brazilian Portuguese uses definite articles, rather than PDs when talking about body parts, thus learners may be prone to using *the* rather than *his/her* when the context requires the latter forms. This delay in using PDs correctly when relating to body parts is also common amongst French, Spanish, and Catalan speakers whose languages similarly use articles rather than PDs to refer to body parts (White, Muñoz, & Collins, 2007), as shown in the following examples:

English: He washes *his* hands

Portuguese: Ele lava *as* mãos

French: Il se lave *les* mains

Spanish: Él se lava *las* manos

Learner difficulty in acquiring PDs in this context has been empirically confirmed for French speakers (White 1998; Zobl, 1985). It has also been accounted for by the development sequence, as it is only in the final, post-emergent stage that students are expected to apply the rule for *his* and *her* in the context of body parts (Spada, Lightbown, & White, 2005; White, 1998).

In summary, potential L1 effects on PD usage for Brazilian Portuguese speakers include negative transfer of L1 *seu* and *sua,* positive transfer of the L1 *'dele/dela rule'*, an overreliance on *your,* and late delayed mastery of *his* and *her* in the context of body parts. Of particular interest is to what extent and with what outcome learners apply the "*dele/dela* rule", as this L1-L2 similarity and potential facilitative effect is what distinguishes Brazilian Portuguese from previously studied L1 groups.

Transferability and Cross Linguistic Awareness

Facilitative effects predicted by similarities between a learner's L1 and L2 may be curtailed if learners lack explicit awareness of these similarities (e.g., Eckman, 2004; Singleton, 2006). L2 learners hold beliefs about transferability, or how transferable a concept is from the L1 to the L2, and these ideas can interrupt facilitative effects (Kellerman, 2000). The conservatism that learners have towards transferring from the L1 was exemplified in Kellerman's (2000) research with Dutch learners' judgments of the acceptability of transitive and intransitive meanings of the word *break*. He found that despite the actual similarity between the two languages for both transitive and intransitive meanings, the Dutch learners were conservative in their approach to making parallel translations based on the intuitive sense that the languages *should* be different, and that certain constructions sounded "too Dutch". It is worth noting here that this conservatism is present even among Dutch learners, whose L1 is typologically very similar to English, and that this conservatism is likely increased when the L1 and L2 are typologically dissimilar such as in the case of Brazilian Portuguese and English (Ringbom, 2007).

Learner awareness of cross-linguistic comparisons has been linked with an increased likelihood of positive transfer and has been shown to be beneficial for

language learning. A recent study that supported this relationship used think-aloud protocols and a translation task to look at how metalinguistic awareness was associated with positive transfer from L2 German to L3 English (Woll, 2018). The author found that although there was a possibility of transfer at low levels of awareness, participants who transferred a lot also tended to analyse word and sentence structures more thoroughly. Earlier research with learners of English and German also lent support to the argument that metalinguistic awareness across languages is an explanatory factor for why some learners produce more positive transfer than others (Gibson & Hufeison, 2008; Peyer, Kaiser & Berthele, 2010). Similarly, Bono (2011) concluded from his study looking at university level Spanish learners in France that metalinguistic awareness was a key factor for transmuting cross-linguistic effects into a learning asset. The research outlined here shows extensive backing for the value of metalinguistic awareness as a skill to be used in conjunction with cross-linguistic influence for language acquisition.

Research on the acquisition of English PDs *his* and *her* has also found metalinguistic awareness to have an effect on the acquisition of this feature. White and Ranta (2002) looked at the relationship between a metalinguistic task and a PD production task for both instructed and uninstructed groups. They found that in the uninstructed group, performance on the metalinguistic task correlated positively with PD performance. Importantly, all learners with high metalinguistic scores in the non-instructed group landed in the Post-emergence stages for PD production, signifying that metalinguistic knowledge correlates with higher performance and can be developed by learners even when uninstructed. This correlation between metalinguistic task performance and PD accuracy also held for the rule group. The difference, shown by between group comparisons, was that a significantly greater

proportion of the rule group was able to master the PD rule. These findings indicate that while metalinguistic awareness can benefit acquisition of challenging L2 morphosyntax regardless of how it is developed, form-focused instruction may be a useful strategy for augmenting the effect.

Cross-linguistic Pedagogy and Teaching Context

Expanding on the question of instructional approach, there is evidence that providing learners with contrastive metalinguistic information can be beneficial in helping students move beyond stabilizing interlanguage patterns (e.g., Spada & Lightbown, 1999; White & Ranta, 2002). In a study with 150 Francophone children, Spada and Lightbown (1999) found that a pedagogical intervention that provided contrastive information about English and French question formation helped students move beyond apparently stable interlanguage development patterns in their knowledge and use of correct syntax for forming English questions. Subsequent studies with young French, Spanish, and Catalan learners added support to the argument, as a contrastive "rule of thumb" for PDs was found to contribute significantly to the rate and quality of students' ability to use this difficult L2 feature (Spada, Lightbown, & White, 2005; White & Ranta, 2002). Much of the recent research on cross-linguistic instruction has found it to be beneficial for student affect and learning experience, but has contributed little to our understanding of how this type of instruction affects student performance outcomes (Ballinger, 2013; Dault & Collins, 2017; Horst, White, & Bell, 2010).

While research has shown that learners stand to gain from explicit contrastive instruction, in practice the L1 is often avoided, if not rejected entirely, in the L2 classroom (Bateman, 2008; McMillan & Turnbull, 2009; Storch & Wigglesworth, 2003). One reason for the ongoing aversion to using the L1 is influence of the

communicative language teaching (CLT) approach. Where the CLT approach or its aftereffects are present, teachers may have a sense of stigma around any reliance on the L1 for L2 instruction (Storch & Wigglesworth, 2003). On the other hand, the avoidance of the L1 espoused by teachers and schools may not reflect the reality of the classroom. Evidence for this contradiction was found in a study by Copland and Neokleous (2010), who showed that EFL teachers often underreported their usage of the students' L1 due to feelings of guilt about not using the L2 exclusively in all aspects of their L2 English instruction. While classroom observation confirmed that all of the five teachers who took part in their study used the L1 at times for reasons such as translating for meaning and responding to students' affective needs, in interview sessions, four of the five teachers criticized L1 use as a teaching strategy, reported the L1 to be a hindrance to teaching English, and expressed the belief that 'good' teaching does not include the use of the L1 as a pedagogical tool. To find such inconsistences between teachers' beliefs and self-reported practices and observational data is not unusual; such inconsistencies have been found at varying levels across different L2 teaching contexts (Bruen & Kelly, 2014; Frezia & Hamid, 2012; Kissau, Rodgers, & Haudeck, 2015; Xiaoqing, Andrews, & Stephen, 2010).

Negative beliefs towards L1 usage have also been identified among students. Learners may be reluctant to use the L1, even if it is not explicitly prohibited as it is in some immersion and CLT contexts because of beliefs that the L1 adversely affects the L2 (Storch & Wigglesworth, 2003). However, aversion to the L1 may be counter-productive, because even if the L1 is not used or addressed in the classroom, it is still present in learners' minds as L2 learners and speakers of all proficiencies experience parallel activation of the languages in their repertoire, as demonstrated by research that has looked at learner cognition (Kroll & Bialystok, 2013).

The CLT approach is still used in many EFL contexts and its associated beliefs continue to characterize L2 classrooms in different parts of the world today (Rees-Miller, 2017). This context is consistent with the situation of the present study, which was conducted with teachers and students at a private language school in Brazil where a CLT approach is employed.

The Present Study

The purpose of the present study is to investigate the PD interlanguage development of Brazilian Portuguese speakers in comparison with speakers of previously studied Romance languages, to assess the role of cross-linguistic awareness in enabling the facilitative effect for PDs, and to examine if and how teachers make use of the learners' L1 in the instruction of this challenging feature. The following three research questions were addressed:

RQ1: How well does the developmental framework established by White (1998) capture the acquisition of PDs by Brazilian Portuguese Speakers?

i.e., Are the three broad stages (Pre-emergence, Emergence, and Post-emergence) and the eight sub-stages (e.g., avoidance, overreliance on your, preference for his or her) descriptive of BP speakers?

RQ2: Are learners who are able to articulate awareness of the facilitative "*dela/dela* rule*"* more accurate in their usage of PDs *his* and *her* in L2 English?

RQ3: Do teachers use the L1 and cross-linguistic pedagogy in their instruction of English PDs? If so, how?

Based on findings in prior research showing that White's (1998) framework partially to fully describes the interlanguage of learners from varied L1s (Lapierre,

2019, Pozznan & Antón Méndez, 2017, White, Muñoz, & Collins, 2007), we hypothesized that the broad stages of the framework would provide a general description of BP English, but that there may be variations due to L1 effects. Specifically, we predicted that Stage 2 (overreliance on *your*) and Stage 8 (late acquisition of body part contexts) would be consistent with BP speakers due to negative transfer (da Cunha Lacerda, 2007). On the other hand, we hypothesized that BP speakers would show facilitative effects for the acquisition of PDs in kin-different contexts due to L1/L2 similarities, particularly the oral context, as corresponding L1 forms are most common in the spoken language (da Cunha Lacerda, 2010).

Regarding the second research question, we expected that learners who demonstrated awareness of the cross-linguistic PD rule would be more accurate in their PD performance, as research has shown that cross-linguistic awareness facilitates positive transfer (Eckman, 2004; Singleton, 2006, Woll, 2018).

Finally, for the third research question we anticipated that teachers were unlikely to report using cross-linguistic or L1 based strategies to teach PDs based on the school's policy that encouraged a communicative language teaching approach and admonished L1 use in the classroom.

Methodology

The research design used in the present study was a one-shot design. No pedagogical interventions were made; rather, students across three classroom levels were tested at one point in time for their PD knowledge and awareness of a cross-linguistic rule. The data was collected in 2012 by the supervisor of this study and his research assistants at a private language school in Brazil. The initial results of the data were presented at the 2012 Association for Language Awareness Conference with a preliminary qualitative analysis of the role of awareness in BP speakers' acquisition

of *his* and *her.* This study has expanded the analysis to consider whether there is a statistically significant advantage for learners who elaborate cross-linguistic influence, whether BP speakers have a general advantage over speakers of previously studied language, and how teachers self-reported approach to instruction of *his* and *her* contributes to the developmental patterns that we found among BP speakers.

Participants

39 beginner to low-intermediate level students participated in this study, most within an age range from age 13–18 (64%). Eighteen percent were aged 12 and under, 8% were 18–25, and 10% were 25 and above. All participants had studied English from one to four years (M=2.2; SD=1.2). Until the point of data collection, none of the students had studied English outside of the EFL context in that none of them had lived or studied in an English-speaking country. Their primary exposure to English occurred in the language classroom. Participants reported additional contact with English to be mainly through media and popular culture, such as music (*n*=5), the internet, (*n*=4), and games (*n*=2). Only three of the 39 participants had experience communicating with interlocutors in English outside of the classroom. This contact included communication with family members, professional contacts, and people from other countries.

A sample of eight teachers from the same classrooms also participated in this study. All teachers at the school were expected to adhere to the school policy, which strictly mandated a communicative language teaching framework. Within this framework, teachers were expected to avoid using the L1 in the classroom and were required to explain grammar and vocabulary using the L2 as the medium of instruction.

Data Collection and Instrumentation

For this study, we employed a mixed-methods approach to data collection and analysis. Mixed methods research has attracted increasing interest in social research over the past two decades and is being increasingly incorporated into SLA research for its potential to capture the dynamic interplay of qualitative and quantitative data (Hashemi, 2012). Participants in this study completed a background questionnaire, followed by the written (grammaticality judgment and cloze) and oral (oral "Whose is it" and picture description) tasks. The rationale for using written and oral tasks, with a freer and more controlled oral task, was to test participants PD knowledge more broadly by considering how they perform in these different task contexts. Generally, the two oral tasks were expected to target more spontaneous results and therefore tap into learners' implicit knowledge whereas the cloze task and grammaticality judgment task (GJT) (untimed) pointed towards explicit knowledge (Ellis, 2005). Also, a division between written and oral tasks allowed us to consider L1 transfer more thoroughly because as previously noted, the L1 system using *seu* and *sua* is more formal and more often used in writing in comparison with *dele* and *dela.* Students then completed a stimulated recall session related to the oral "Whose is it" task. Teachers were interviewed to investigate their use of the L1 in PD instruction. We turn next to a more detailed description of the instruments used in the study.

Background questionnaire. The background questionnaire was used to collect information about participants' linguistic profiles, the method(s) that they used to learn English, and demographic factors such as age and level of education (Appendix A).

Grammaticality judgment task. The grammaticality judgment task (GJT) tested students' PD knowledge in a formal, written style. It consisted of 22 written sentences, 11 of which contained errors (Appendix B). Ten of the sentences were about a boy ('John'), and 12 were about a girl ('Mary'). Images were provided beside the sentences to clarify the gender of the subject to participants.

Participants were provided with written instructions in their L1 to either cross out the incorrect word and write the correct word above it, or to do nothing if the sentence was correct. Nine of the sentences had errors with the PDs (e.g., Mary is tall, and *his* hair is blond). The PD sentences were balanced for the grammatical gender of the direct object in the L1: eight had a masculine equivalent of the direct object in BP and eight had a feminine equivalent. The rationale for this measure was to control the influence of grammatical gender transfer from the L1 affecting PD selection. The remaining three incorrect sentences were distractors as the errors were unrelated to PDs (e.g., John and Mary *is* my friends). Two of the correct sentences were also distractors in that they did not contain the target PDs *his, her,* or *your.* Words and phrases that the researcher anticipated may be unknown to the students were translated to prevent confusion about vocabulary from affecting the students' performance on the task. Participants were given approximately ten minutes to complete this task independently, during which a researcher was present to supervise the task and to respond to any questions about the instructions.

PD cloze task. This task provided information about how the learners performed on PDs in a formal, written style. There were five activities in the PD cloze task (Appendix C). Each activity had a picture depicting a family situation with some type of event (e.g., a family at the beach). Below the picture, there were four to six sentences with a blank space in the place of the PD, and participants were instructed

to look at the picture, read the accompanying text, and fill in the blanks with *his, her, your* or *their*.

 Oral "Whose is it" task. This task tested participants' oral PD production in a controlled style (Appendix D). It also tested for transfer of grammatical gender from the L1. In this activity, there were images of three characters, one male cartoon, one female cartoon, and an image of the male researcher who conducted the experiment. The image of the subject was placed at the top the page and below there were pictures of six inanimate objects (e.g., a television, a football, a car). The objects were the same for each of the three character subjects, although the images themselves varied. Using the same objects for each possessor allowed the researcher to isolate whether the gender of these objects in the L1 may be having an effect on participants' PD selection.

 To begin, the researcher introduced the three characters to the participant: John, Sue and the researcher. The sheets with the cartoon characters were then placed in front of the student and the sheet with the researcher as the character was placed near him. He emphasized that the objects on the sheet belonged to him in order to elicit the PD *your*. The researcher then showed an image in isolation that matched the image belonging to one of the three characters and asked the student, "whose _____ is this?" There would only be one correct answer because although all characters had the same six objects, the picture was only a correct match for one of the three characters. If participants responded without using a PD, the researcher would prompt further PD constructions. For example, if the student said, "this is Sue's car", the researcher would use prompts such as the following to encourage PD usage:

1. What else might you say?

2. What is another way to say that?

This procedure was completed for all 18 images, encompassing the six images belonging to each of the three characters.

Picture description task. The picture description task tested participants' PD production orally in a less controlled style. The materials for this task were adopted from White's (1996, 1998) instruments consisting of cartoon images illustrating family situations (Appendix E). These materials were designed to elicit PDs in all key contexts: inanimate objects, body parts, kin-same, and kin-different. To accommodate for the lower proficiency learners and to avoid limiting participants by their vocabulary, objects in the pictures such as clothing items, household items, and body parts were labelled in the images.

Participants were presented with each of the six images one at a time and the researcher asked questions to elicit PDs in the responses. The question prompts included the following:

1. What do you see in the picture?

2. What's the problem?

3. Who do you think this is? Who is this?

4. What is she/he doing? What are they doing?

The researcher presented the pictures and questions from the perspective of the child and refrained from using *his* and *her* when prompting in order to avoid priming participants.

Stimulated recall. Stimulated recall interviews were completed after the picture description task. The purpose of these sessions was to assess learners' awareness of the facilitative cross-linguistic "*dele/dela* rule". To do so, the researcher selected one image from the oral "Whose is it?" cartoons. He then asked the participant the following questions:

1. How do you decide whether it's *his* or *her*?

2. What strategies did you use to determine the correct form?

Participants who articulated the connection between *dele/dela* and *his/her* were coded as *aware*, and participants who did not make this connection were coded as *unaware*.

      Teacher interviews. Brief and informal interviews were conducted with the participants' teachers (*n*=8). These interviews enquired about their pedagogical approach to teaching PDs. Of particular interest was whether or not teachers used the L1 in their approach. There were 2 questions:

1. Do you use learners' L1 knowledge to teach PDs?

2. What rule of thumb do you use to teach PDs? How do you explain them?

Procedure

      The tasks and interviews for this study were administered on-site at the language school where the participants were studying. Participants completed all components individually with the researcher. All participants were required to read, understand, and sign a consent form before commencing the data collection (Appendix F). Once they had provided their consent, students first completed the background questionnaire followed by the two written tasks, first the grammaticality judgment and second the cloze task. Upon completion of the written tasks, the two oral PD activities were administered: first, the oral "Whose is it" task and then the picture description task. Directly after the oral tasks, the stimulated recall was conducted, the idea being to minimize the time that elapsed between usage and recall, thereby reducing recall interference, which may result in participants saying what they expect the researcher wants to hear (Mackey & Gass, 2007). All of the oral tasks and interviews with students and teachers were audio-recorded (using a Marantz PMD660

Portable Solid State recorder and a Shure SM58 Dynamic microphone) for subsequent transcription and analysis.

Data Analysis

Transcriptions of the picture description task were used to assign participants to one of the eight stages of White's (1998) framework. First, all instances where PDs *his* and *her* would be expected or required were identified in each participant's task transcription. The form that the participant provided was then coded according to the stage that it represented. To be consistent with prior research based on this framework, students had to demonstrate a minimum of four grammatical uses in different linguistics contexts within the criterion of a given level to be assigned to that level overall (Lightbown & Spada, 1999; White, Muñoz, & Collins, 2007; White & Ranta, 2002). Thus, students were assigned to the highest stage in which they demonstrate 4 grammatical uses of the target forms regardless of incorrect usage, thereby emphasizing emerging knowledge and only requiring error-free usage in the final developmental stage (White, 1998). The distribution of stage assignments from this task was used to analyze Brazilian Portuguese speakers PD interlanguage patterns and to compare them with the interlanguages of other L1 groups.

We used transcriptions of the stimulated recall to code participants as either *aware* (i.e., able to articulate the connection between *dele/dela* and *his/her*) or *unaware* if they are not able to articulate this connection (see Table 3). These allocations were used to perform between group comparisons on the scores of the first three tasks (i.e., do those who articulate awareness perform better on the grammaticality judgment, cloze, and oral "Whose is it" task than those who do not?).

Table 3

Classification of Awareness

Aware	Unaware
Participant relates use of *his* to *dele* and *her* to *dela*	Participant relates use of *his/her* to *seu/sua* or makes other incorrect connections *OR* Participant is unable to articulate a rule connecting L1 to L2

It is important to note here that as this study is targeting cross-linguistic awareness, participants who articulate rules such as *his* is for male, *her* is for female were not be considered as *aware* within the conditions of the study.

We ran Mann Whitney U tests to check for performance differences between the Aware and Unaware groups on three of the PD tasks (ie., grammaticality judgment task – GJT, Cloze task, and Oral "Whose is it" task) using IBM SPSS Statistics Version 24. On each of these three tasks, individual students' scores were calculated as a percentage using the total tokens of correct usage of *his* and *her* divided by the total obligatory contexts. On the GJT, distractor sentences were not included in this calculation; thus, scores were calculated out of the 17 correct sentences, not the full list of 23 sentences. On the cloze task, the original 37 questions were reduced to 35 as the researchers decided to omit two of the questions due to ambiguity based on peer feedback.

Finally, descriptive statistics were adopted to summarize teachers' responses to the key interview questions (e.g., do you use the L1 to teach this feature?). The themes that were used to group teacher reports on pedagogy emerged from the initial analysis of the results, as it became clear that all of teachers' responses could be described by one of the three selected categories.

Results

      This study aimed to investigate the acquisition of possessive determiners *his* and *her* by Brazilian Portuguese speakers in relation to (1) White's (1998) developmental framework, which describes speakers of previously studied Romance language L1s, and (2) learners' metalinguistic awareness of a facilitative cross-linguistic PD rule. From an instructional standpoint, it also explored whether and how teachers were using related L1 knowledge to instruct the target feature. As such, it incorporated the following research questions: (1) How does the progression of PD development for Brazilian Portuguese speakers compare with the developmental framework established by White (1998)? i.e., Are the three broad stages (Pre-emergence, Emergence, and Post-emergence) and the eight sub-stages (e.g., avoidance, overreliance on your, preference for *his* and *her*) descriptive of BP speakers? Does the mastery of kin-different contexts occur at an earlier stage? (2) Are learners who are able to articulate awareness of the facilitative "*dela/dela* rule*"* more accurate in their usage of PDs *his* and *her* in L2 English? (3) Do teachers use the L1 and cross-linguistic pedagogy in their instruction of English PDs? If so, how?

RQ1: Brazilian Portuguese Speakers' PD Interlanguage Development

      The results of the picture description task showed that the three broad stages (Pre-emergence; Emergence, and Post-Emergence) were descriptive of the participants of this study, as each of these stages was represented by the participant sample. Specifically, distribution of participants according to the levels of White's (1998) developmental framework was as follows: Stage 1 (7%), stage 2 (15%), stage 3 (13%), stage 7 (62%), and stage 8 (3%). None of the participants fell into stages four through six, which are characterised by a preference for *his* or *her* (stage 4) and

the ability to discern usage in kin-different contexts (stages 5 and 6). This distribution across the eight sub-stages is represented in Figure 1.
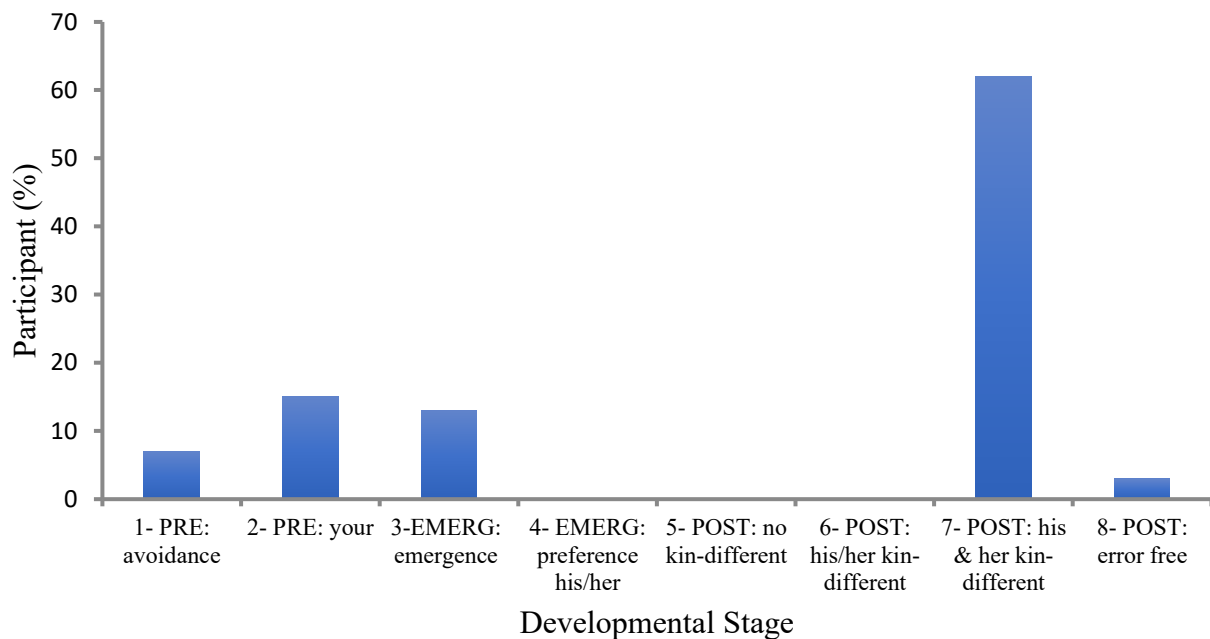

Figure 1. Distribution of BP speakers across PD developmental framework

Several participants also demonstrated a word-order issue with PDs that is not captured by the existing framework. The following tokens from the picture description task illustrate this feature: daughter of he, mother of her, bird of her, father the her, he's father her, and dad to her.

This difficulty with word order occurred for 15.4% of the participants (six out of 39). Note that where the PD used was the correct form (e.g., father of her), the token was classified as correct despite the word-order issue to classify the data within the presently used framework.

RQ2: Learner Awareness of a Cross-linguistic Rule and PD Performance

13 of the participants fell into the Aware Group (i.e., aware of the crosslinguistic similarities between English and BP PDs) and 22 were in the Unaware Group (i.e., unaware of the similarities). These groupings were used to compare mean scores for the GJT, cloze task, and "Whose is it" oral task. Mann-Whitney tests were

run to test whether these differences were significant. Participants 10, 11, 19, and 26 did not complete the stimulated recall interview and, accordingly, were excluded from this between-group comparison.

GJT. A Mann-Whitney test showed that there were no differences in PD performance accuracy on the GJT between the Aware Group (*Mdn*=61.75%) and the Unaware Group (*Mdn*=50.0%), *U*=14.0, *p*=0.189. These results indicate learners' awareness of the cross-linguistic rule was not predictive of PD performance on this particular task.

Cloze task. On the Cloze task, results from the Mann-Whitney test indicated that learners in the Aware Group (*Mdn*=85.7%) performed with significantly higher accuracy than learners in the Unaware Group (*Mdn*=32.9%), *U*=53.5, *p*=0.002. Therefore, learner awareness of the facilitative cross-linguistic rule did correspond with greater accuracy on PD production for this task.

Oral "Whose is it?" task. Results from the Mann-Whitney test indicated that learners in the Aware Group (*Mdn*=94.4%) performed with significantly higher accuracy on the Oral "Whose is it" task than learners in the Unaware Group (*Mdn*=74.95%)*, U*=64.5, *p*=0.007. In other words, there was a positive correlation between cross-linguistic awareness and PD performance on this task.

Table 4 summarizes the results of the median group scores and the Mann-Whitney test results for each of the three tasks.

Table 4

Between Group Comparison for PD Tasks

Task	Group	Accurate PD use Median (%)	Mann-Whitney U Two-tailed *p* value
GJT	Aware	67.64	0.189
	Unaware	52.94	
Cloze	Aware	76.26	0.002*
	Unaware	39.81	
Oral "Whose is it?"	Aware	90.57	0.007*
	Unaware	64.60	

* These differences are statistically significant (*p* < 0.05)

RQ3: Teacher Reports on Cross-linguistic Pedagogy and PD Instructional Approaches

Interview results showed that none of the eight teachers used learners' L1 knowledge to teach PDs. Further questioning about their method for teaching PDs showed different approaches. One teacher reported using the rule *his* for men and *her* for women. Four of the teachers said they used diagrams drawn on the board where they drew arrows connecting the appropriate PD to the possessor. Three of the teachers reported that they did not use any explicit instruction for PDs; instead, they assigned an activity in the textbook for students to learn the feature (Appendix G).

In summary, the main findings of the present study were as follows: (1) Assignment to levels of White's (1998) framework for PD development showed that Brazilian Portuguese speaking participants fell primarily into Pre-emergent and Post-emergent stages with a gap in intermediary sub-stages four through six; (2) learners who demonstrated metalinguistic awareness of the facilitative cross-linguistic rule for PDs scored significantly higher on the cloze and oral "Whose is it?" task while no significant differences were found between the Aware and Unaware groups on the

GJT; and (3) teachers did not report using a cross-linguistic or L1 based strategy to instruct PDs; instead, they stated using alternative strategies including diagrams, textbook activities, and a rule of thumb given in the L2.

Discussion

The overarching goal of this study was to investigate the PD interlanguage development of BP speakers. We predicted that learners would benefit from having a parallel PD system in the L1 (*dele/dela*) and would therefore show facilitative effects in comparison with previously studied L1 groups and White's (1998) framework. We also examined whether awareness was necessary for participants to benefit from the L1/L2 similarity, and whether teachers were utilizing L1/L2 comparisons to instruct this feature.

Characteristics of BP Interlanguage Development (RQ1)

RQ1 enquired how the PD interlanguage development of BP speakers compares with speakers of previously studied L1 backgrounds (i.e., French, Spanish, Catalan), as outlined by White's (1998) framework. Using the picture description task, participants were allocated to one of the eight stages of this framework. The distribution of participants across the eight stages fell heavily in the first three stages (1-Avoidance, 2- Overreliance on your, 3- Emergence of *his/her*) and the penultimate stage (7- Differentiated use of *his/her*, including kin different). These results suggest a combination of universal development patterns exhibited by other Romance language speakers and characteristics that are specific to BP speaking learner population.

Avoidance. In the Avoidance stage of White's (1998) framework, learners use the definite article or omit PDs in contexts where *his* and *her* are required. In the present study, Avoidance behaviors were generally consistent with those described in the framework, as exemplified by the following utterances: "the daughter of this guy",

"he is son", "he fell from *the* bike", and "he hurt *the* arm". In the case of BP speakers, avoidance also took on other forms that were not specified in the PD framework. For example, some learners avoided the required PD by using the indefinite article (e.g., he's *a* father), a phenomenon that has also been observed among Taiwanese Mandarin speakers (Lapierre, 2018). Another strategy used by the learners was use of the *'s* possessive construction (e.g., "she is daughter's mother") in contexts requiring *his* or *her*. Accordingly, we would suggest that the descriptive of the Avoidance stage should be expanded to include use of the definite article and *'s* constructions to accurately fit the PD interlanguage of BP speakers.

Overuse of *your*. Stage 2, which is characterized by the use of *your* for all PD contexts, was the second most common stage among participants overall. Overreliance on *your* is, on the one hand, a universal pattern as outlined by the framework (White, 1998). However, in the case of BP speakers, we cannot negate that overreliance on *your* is augmented by L1 influence, as will be discussed next.

Ambiguity of L1 forms *seu* (masculine his/her) and *sua* (feminine his/her) could contribute to the explanation of why BP speakers demonstrate overreliance on *your* where *his/her* are required. These forms are used for both second person singular *você* ('you') and third person singular *ele/ela* ('he/she') (da Cunha, 2007). In other words, L1 versions of *his, her,* and *your* are ambiguous (e.g., when decontextualized, "seu cachorro" can mean "*your* dog", "*his* dog" or "*her* dog" in BP). Within the design of the current study, it is not possible to tease apart to what extent this phenomenon is universal or due to cross-linguistic influence specific to BP speakers. Yet, it is interesting to note that Lapierre (2018) found that none of the Taiwanese Mandarin speakers who participated in her study exhibited behaviors consistent with Stage 2. Due to discrepancies between Lapierre's (2018) research and the current

study such as participants' ages, proficiencies, and instruction, the results are not directly comparable, but this difference between L1 groups does suggest that L1 influence may provide a stronger explanation for Stage 2 behaviors than universal interlanguage.

      Advantage in kin-different contexts. Participant distribution across the intermediary developmental stages further indicates the role of L1 influence. None of the 39 participants were allocated to Stages 4, 5, or 6 of White's (1998) framework. These stages are defined by a preference for *his* or *her* (Stage 4) and the inability to correctly discern between using *his* and *her* in kin-different contexts (Stage 5 and 6). Therefore, it appears that BP speakers have an advantage in distinguishing between *his* and *her* after initial emergence and also in mastering the kin-different context that causes persistent difficulty for speakers of other Romance languages as a result of L1/L2 incongruences (White, Muñoz, & Collins, 2007). Further evidence of this advantage can be found by comparing the results of the present study with findings from Anton-Mendez (2017) and Lapierre (2018), who showed that Taiwanese Mandarin speakers displayed some tendencies to agree in the noun phrase in kin-different contexts, even though this tendency can not be traced to the L1.

      This fast-track development demonstrated by learners across Stages 4 through 6 is suggestive of positive transfer. The dual PD system in the L1 that allows for PDs to be determined by the possessor, as in English, likely facilitates BP speaking learners' mastery of *his* and *her* in kin different contexts. The gap in the distribution through the intermediary stages seems to stand in contrast with the argument that L1 affects rate, not route of interlanguage development (e.g., Ringbom, 2007). However, only a longitudinal research design would clarify whether individual learners actually skip these middle stages. Regardless of whether the advantage manifests through rate

or route, the results of the present study suggest that BP speakers have an advantage in mastering the correct use of *his* and *her* in kin-different contexts.

      Achieving error-free rule application. The eighth and final stage of the developmental framework (White, 1998) requires learners to correctly use *his* and *her* in all contexts, including with body parts. While 62% of the participants reached Stage 7 where kin-different contexts are fully mastered, only 3% reached Stage 8.

      At first glance, these figures signify that PDs in body part contexts are indeed highly challenging for BP speakers, and that they are only mastered at the highest level of PD interlanguage development (similarly to speakers of other languages). The influence of drawing from an L1 where definite articles are used with body parts did appear in the data (e.g., she hurt *the* arm, *the* leg, *the belly*). However, it was also evident that proficiency and a lack of vocabulary were factors that held some learners back from achieving Stage 8 performance with PDs in the picture description task. Due to the low proficiency levels of the participants, the interviewer frequently had to limit the prompts to simple questions such as "Who is he/she?" or "What is this?" (targeting "s/he's *his* sister" or "this is *her*/*his* arm" as responses) because many students were incapable of answering more advanced questions such as, "What do you see in the picture?" or "What is happening?". Therefore, limited opportunities were provided for PD production with body parts.

      L1 influence – word order. The results of the picture description task showed multiple incidences of the correct PD being used but with an incorrect word order (e.g., *father of her*, instead of *her father*). This format is a direct translation of the L1 equivalent "o pai dela" (*the father of her*). Therefore, while the L1 PDs *dele/dela* are facilitative in the acquisition of the gender agreement rule for *his* and *her*, there is also

potential for negative transfer due to incongruences in syntax between the two languages.

Cross-linguistic Awareness and PD Performance (RQ2)

The second research question asked whether learners who were able to articulate awareness of the cross-linguistic *dele/dela* rule would demonstrate more accurate performance when using L2 PDs *his* and *her*.

In two of the three tasks (i.e., the written Cloze and oral "Whose is it?" tasks), the results showed that participants in the Aware group performed significantly better than those in the Unaware group. These findings are reflective of prior research showing that cross-linguistic awareness is, generally speaking, facilitative of positive transfer (e.g., Gibson & Hufeison, 2008; Peyer, Kaiser & Berthele, 2010; Woll, 2018). We also found that the awareness advantage was present across different task types. Specifically, our results highlighted that learners who demonstrated metalinguistic awareness performed better in both explicit (written Cloze task) and implicit (oral "Whose is it?" task) language contexts. This finding lends support to the position of an interface between explicit knowledge (here, metalinguistic awareness as measured by the stimulated recall) and implicit knowledge (oral "Whose is it?" test scores), a position which is held by prominent researchers (e.g., DeKeyser, 2003; Milasi & Pishghadam, 2007), but which is albeit contested in the field of SLA.

Interestingly, the results also showed cases of learners in the Unaware group scoring as high as 80-100% on these two tasks. We cannot discount the possibility that these learners had some level of awareness too, as individuals may possess metalinguistic knowledge and at the same time be unable to verbalize it (Ellis, 2004; Rebuschat & Williams, 2012). In addition, the Stimulated Recall task and coding framework used in the present study may not have captured these more subtle/implicit

levels of awareness. We will revisit the issue of measuring more nuanced levels of awareness in the conclusion section.

In contrast with the other two tasks, there were no differences in performance between the Aware and Unaware groups on the GrammaticalityJudgment Task. One possible explanation for this finding is the unique construct measured by the GJT. Research has shown that untimed GJTs in particular draw on learners' controlled processing and explicit knowledge as opposed automated responses (Godfroid et al., 2015). The high level of processing demanded by this task may have deterred learners from transferring the L1 *dele/dela* rule in this context, as transfer is less likely in highly explicit contexts (Jarvis, 2003). Another point to consider is the possibility of a differential L1 transfer effect on this task. L1 PDs *seu/sua* are considered more formal and are frequently used in writing, while the usage of *dele/dela* is relatively less formal and more commonly used in speech (da Cunha Lacerda, 2010). Transfer from L1 forms *seu* and *sua* would predict the same difficulties with PD usage as those faced by French, Catalan, and Spanish speakers (White, Muñoz, & Collins, 2007). Therefore, even learners who were aware of the *dele/dela* rule in other contexts may have been susceptible to transfer inappropriately on the GJT due to the distinctive cognitive process demanded by this task.

Cross-linguistic Pedagogy and PD Instruction (RQ3)

None of the eight teachers who participated in this study reported using the L1 or cross-linguistic rules to instruct PDs. Nonetheless, we observed that 13 of the 39 student participants were able to explicitly articulate the *dele/dela* rule even without explicit instruction, which is consistent with conclusions in prior research that awareness can arise incidentally, without formal instruction (Rodgers, 2017).

Seeing that cross-linguistic awareness was predictive of better performance on two of the three tasks, it follows that instruction involving a cross-linguistic rule could expedite the learning process for learners who exhibit both low task performance and lack of awareness. This suggestion echoes early research on the issue, which argued that providing learners with metalinguistic comparisons between the L1 and L2 can be beneficial in helping students move beyond stabilizing interlanguage patterns (e.g., Spada & Lightbown, 1999; White & Ranta, 2002). More recently, research on the use of the L1 in the foreign language classroom has found that providing explicit grammatical information can lead to improved offline accuracy and online processing speed among L2 learners (McManus & Marsden, 2017). Traditionally, research on cross-linguistic pedagogy has focused primarily on the instruction of features where the L1 and L2 express the same meaning differently (Ammar, Lightbown, & Spada, 2010; Horst, White, & Bell, 2010; McManus & Marsden, 2017, Shimanskaya & Slabakova, 2017, White, Muñoz, & Collins, 2007). The results of the present study suggest that explicit cross-linguistic information on grammatical features may be valuable not only in cases were the L1 and L2 diverge, but also where features in the two languages are similar, or where the effects of L1 transfer are ambiguous.

In summary, the results of the present research indicate that BP speakers seem to have an advantage in either the rate or route of PD interlanguage development in comparison with speakers of other languages, and that advantage can be interpreted as an effect of positive transfer from the L1. Metalinguistic awareness of the facilitative *dele/dela* rule correlated with improved PD accuracy on two of the three tasks, corroborating prior research showing that awareness facilitates positive transfer (e.g., Woll, 2018). There were no significant differences between the Aware and Unaware groups on the GJT, but this may have been related to positive transfer of L1 *dele/dela*

being less favorable in this context due to (i) the cognitive processes demanded by the GJT (Godfroid et al., 2015) and (ii) transfer of *dele/dela* being more favorable in informal and spoken contexts (da Cunha Lacerda, 2010). Finally, it is apparent that those learners who did demonstrate awareness were able to acquire the PD gender agreement rule implicitly because teacher reports negated any use of cross-linguistic pedagogy for PD instruction. Instruction involving a cross-linguistic rule could be a useful strategy for helping learners who lack awareness and exhibit inaccurate use of *his* and *her* to master these forms.

Conclusion

The goal of this study was to investigate the acquisition of possessive determiners *his* and *her* by Brazilian Portuguese speakers. More specifically, we investigated whether having an L1-L2 similarity would give BP speakers an advantage in comparison with previously studied L1 groups, whether learners who were aware of this similarity would perform more accurately on PD tasks than unaware learners, and whether teachers used cross-linguistic comparison as a pedagogical tool. Our findings showed that while BP speakers shared some characteristics with learners from other L1s (e.g., the overreliance on *your* in the Pre-emergent stage, and delayed acquisition of PDs in contexts with body parts), they did exhibit advantages in their ability to distinguish between *his* and *her* after initial emergence of these forms, and in mastering PD use in kin-different contexts. We also found that the Aware group scored significantly better on two of three PD tasks (cloze task, oral "Whose is it?" task), suggesting that metalinguistic awareness may be linked with better performance in the case where there is a potential for positive transfer from the L1. Although these findings were not replicated on the grammaticality judgment task, the non-difference between groups on the GJT could

be explained by the different constructs measured by the task and/or different L1 transfer effects due to task type. To summarize, our findings show that while L1-L2 similarities give learners an advantage in the acquisition L2 grammatical features, learners still stand to benefit from developing *awareness* of these similarities. Moreover, we found that none of the teachers reported using strategies that engaged learners' L1 to instruct PDs. Thus, comparisons of L1-L2 similarities are likely an underused pedagogical tool, albeit one that has the potential to expedite learning.

There were several methodological limitations to this study. Firstly, the study adopted a one-shot design, which poses some limitations on the conclusions we were able to draw about the development of interlanguage. While none of the participants in the study presented behaviors of Stages 4 through 6 of White's (1998) framework, it is not possible to determine, based on the present results, whether learners pass rapidly through those intermediate stages, or whether they skip them entirely. In other words, we cannot conclude whether it is the rate or route of development that is altered by the L1 facilitative effect, an issue which has been debated in prior research and which remains inconclusive (Luk & Shirai, 2009).

A second and related issue concerns proficiency, which was not carefully controlled. In the current study, we used the schools' proficiency groupings, which did not account for individual differences within classes nor did it provide a participant group with a balanced spectrum of proficiency levels. Therefore, for a more complete picture of all stages of PD interlanguage development of BP speakers, it would be necessary to include learners of a higher proficiency (intermediate to advanced) and to more clearly measure and control proficiency levels. To address these first two concerns, we recommend that future research looks at BP-based interlanguage development of PDs using a more carefully controlled cross-sectional

methodology or employing longitudinal methods of data collection.

A third limitation was the framework used to measure awareness to answer the second research question. The construct of awareness is recognized as one of the more challenging and nebulous concepts to operationalize and measure in SLA research (Leow & Donatelli, 2017). In the case of the present study, our use of the stimulated recall instrument limited the measure of awareness to what learners were able to verbalize. As noted by Rebuschat and Williams (2012), a learner's inability to verbalize metalinguistic knowledge does not prove zero awareness of the targeted knowledge. To extend our understanding of how awareness enables positive transfer, future research should consider more comprehensive and nuanced levels of awareness (e.g., intuition, noticing, meta-awareness, and underlying rule – see Woll, 2018) and how these levels relate to positive transfer.

Lastly, our understanding of how PDs were instructed was limited to teachers' self-reports. It is possible that teachers underreported their use of the L1 and cross-linguistic strategies, a phenomenon that has been shown in prior research (Copland & Neokleous, 2010) and which may have been encouraged by the strict communicative language teaching methodology of the school. To respond to this limitation, we recommend a future research agenda that implements classroom observations as one of the tools to find out what teachers actually do when they teach the target PD forms.

In sum, the present findings add support to prior research showing that awareness plays an important function in positive transfer (e.g., Gibson & Hufeison, 2008; Peyer, Kaiser & Berthele, 2010, Woll, 2018). Extending these findings, we also found that this relationship does not play out equally across all task types. Pedagogically, the implication of these findings is that awareness-raising instruction may reinforce facilitative effects of the L1. The potential of cross-linguistic

instruction in positive transfer is a subject that merits further attention in both research and practice.

Chapter 3

The purpose of this chapter is to provide a brief review of the results and conclusions presented in Chapter 2, to discuss their implications in a broader context, and to outline our recommendations for future research in this area of study.

Summary of Findings

The goal of this study was to investigate the acquisition of possessive determiners *his* and *her* by Brazilian Portuguese (BP) speakers. We examined whether L1/L2 similarities gave this learner group an advantage compared to learners from other L1 backgrounds by measuring their performance against White's (1998) framework, which proposes that the acquisition of PDs undergoes a series of eight stages, ranging from avoidance of PDs (Stage 1) to error free application of the PD agreement rule (Stage 8). We also investigated whether verbalizable awareness of a cross-linguistic rule predicted better PD performance, and whether teachers used the participants' L1 knowledge to facilitate instruction of this grammatical feature.

Our findings confirmed the initial hypotheses that BP speakers would benefit from L1/L2 similarities in that the participants exhibited facilitative effects in their PD interlanguage, in comparison with previous studies (e.g., Lapierre, 2018; Muñoz, 2004; White, Muñoz, & Collins, 2007) and with predictions by White's (1998) framework. Specifically, they showed an advantage in the ability to distinguish between *his* and *her* after initial emergence of these forms, and to master PD use in kin-different contexts. Furthermore, our results showed that learners who articulated awareness of the L1/L2 similarity performed better on two of the three PD tasks (cloze task, oral "Whose is it?" task), although this finding was not replicated on the grammaticality judgment task. Finally, we found that none of the teachers reported

using strategies that engaged learners' L1 knowledge to instruct PDs, suggesting that comparisons of L1-L2 similarities may be an underused pedagogical tool.

Contribution and Implications

This study is the first that has considered the role of facilitative L1 effects on PD interlanguage development. To our awareness, it is also the first study that looks at the PD interlanguage of BP speakers. Therefore, it provides an important contribution to our understanding of the combined role of universals and L1 effects that inform learners' PD acquisition. We found that L1/L2 similarities facilitated certain aspects of PD acquisition for BP speakers overall, and that learner awareness of these similarities was, on the majority of tasks, predictive of greater PD accuracy. Therefore, another key contribution of this study is that awareness of not only L1/L2 differences, but also the similarities, is important for language learning.

From a pedagogical standpoint, our findings suggest that comparisons of L1/L2 similarities are likely overlooked as an instructional resource. Yet, the positive relationship between cross-linguistic awareness and PD performance observed for the participants in this study indicates that cross-linguistic pedagogy could expedite the acquisition of PDs for BP speakers. Based on these findings, we would also generally recommend that teachers, whenever possible, should attempt to use their students' linguistic repertoire to develop and enhance their awareness of the target feature.

Limitations and Future Directions

To extend the findings of the current study, and to respond to some of its limitations, there are a number of directions that could be taken in future research.

Longitudinal research on BP interlanguage. In the present study, we observed that none of the participants landed in intermediate stages four through six of White's (1998) PD framework. It would be interesting to investigate in future

research what processes are occurring for BP speakers in these stages; for instance, do learners pass rapidly through these stages, or skip them entirely? Do the facilitative effects affect rate or route of development? A longitudinal approach would allow us to gain a better understanding of the pace and pattern of BP speakers' interlanguage development. A carefully controlled cross-sectional approach could also help to achieve the same aim, although the most meaningful claims about learner development over time are those that are backed with a full, longitudinal perspective (Ortega & Iberri-shea, 2005).

 Multi-level framework for awareness. The construct of awareness is recognized as one of the more challenging and nebulous concepts to operationalize and measure in SLA research (Leow & Donatelli, 2017). In the present study, we considered awareness as that which the learner was able to verbalize. However, a learner's inability to verbalize metalinguistic knowledge does not prove zero awareness of the targeted knowledge (Rebuschat & Williams, 2012). Therefore, future research should consider more comprehensive and nuanced levels of awareness (e.g., intuition, noticing, meta-awareness, and underlying rule – see Woll, 2018 for details on some of these analytical tools) and how these levels relate to BP speakers' PD performance.

 Classroom observation. In this study, none of the teachers reported using the L1 in any form to teach PDs. However, it is possible that teachers underreported their use of the L1 and cross-linguistic strategies, a phenomenon that has been shown in prior research (e.g., Copland & Neokleous, 2010; Tsagari & Diakou, 2015) and which may have been encouraged by the strict communicative language teaching methodology of the school. To respond to this limitation, we recommend a future

research agenda that implements classroom observations as one of the tools to find out what teachers actually do when they teach the target PD forms.

Pedagogical intervention. The role of instruction in supporting positive transfer should be explored more deeply in future research. We have suggested here that cross-linguistic instruction that draws learners' attention to L1/L2 similarities may be beneficial for the acquisition of the targeted L2 feature. To test this idea, we recommend implementing a pedagogical intervention involving a cross-linguistic rule to investigate whether a comparative rule improves BP speakers' performance on PDs. Such a study would provide an important contribution to the literature on the efficacy of cross-linguistic pedagogy as it relates to performance outcomes. The same question could also be approached using a different linguistic feature where cross-linguistic similarities exist. For example, comparisons with BP /r/ could be used to teach the pronunciation of the hard-to-acquire (but phonetically equivalent) alveolar flap in English, and similarities between the English and BP past tense systems could be used to instruct the simple past and other related forms.

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Appendix A
Background Questionnaire

CONTACT INFORMATION (Se preferir, você pode responder em português):

Name: _____

E-mail: _____

QUESTIONS

1. Age [idade]:   (   ) 12 or less   (   ) 12-18   (   ) 18 – 25   (   ) 25+

2. Level of education [nível de educação]:
    (   ) Primary [Ensino Fundamental] (complete or incomplete)
    (   ) Secondary [Ensino Médio] (complete or incomplete)
    (   ) University (complete or incomplete)

3. Your English level at this school [seu nível]: _____

4. For how long have you studied English in a language school?
    [Por quanto tempo você estuda inglês numa escola de línguas?]

    (   ) 0-1 year   (   ) 1-2 years   (   ) 2-3 years   (   ) More than 3 years

5. How much you like to study English? [Quanto você gosta de estudar inglês?]

        I don't like it   I like it very much
                1   2   3   4   5

6. What type of contact with English do you have or have you had outside the
    classroom?
    Choose all the option/s that apply/ies:
    [Que tipo de contato você tem com o inglês fora da sala de aula?]

    (   ) I have lived in an English speaking country [Morei num país de fala inglesa]
    (   ) With native English speakers [Com falantes nativos de inglês]
    (   ) With non-native English speakers [Com falantes não-nativos de inglês]
    (   ) Via films, TV
    (   ) Other – Specify [Outro – Especifique]:

    _____
    (   ) None [Nenhum contato]

7. Do you speak another foreign language? [Fala outra língua estrangeira?]

( ) Yes   ( ) No

If yes, what language? _____

If yes, for how long did you study it? _____

Appendix B
Grammaticality Judgment Task

Instruções:

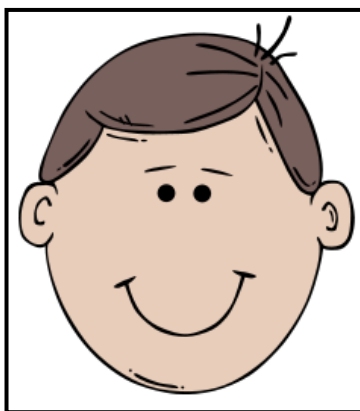**(1) RISQUE a palavra INCORRETA e escreva a PALAVRA CORRETA sobre ela, como no modelo abaixo:**

went
- Yesterday, John go to school.

(2) NÃO FAÇA NADA se a frase estiver correta:
- Peter likes to watch birds.

What you should know about John:

1.   John have two sisters, but he lives alone.

2.   John's mother died last year. John misses your mother.
      [to miss = sentir saudade]

3.   John's son is traveling. John misses your son.
      [to travel = viajar; son = filho]

4.   Mary and John is my friends. We see each other every day.
      [We see each other = Nós nos vemos]

5.   John has a sister. His sister is a doctor.

6.   John works a lot. His back hurts. [back = costa]

7.   John has a brother, Peter. His brother studies law. [law = direito]

8.   John talks to Peter every weekend.

9.   John has a girlfriend. Her girlfriend is from France.

10.   John has a present in his hand: a bouquet of flowers.

What you should know about Mary:

1.   Mary speaks English and French.

2.   Mary is tall, and his hair is blond.

3.   Mary has a boyfriend. Her boyfriend is 32 years old.

4.   Mary is going to a party. His father will go too. [too = também]

5.   Mary will also invite her brother to go to the party.
      [also = também; invite = convidar]

6.   But there is a problem: Mary don't feel well.

7.   Mary is sick: your stomach hurts. [to hurt = doer]

8.   Mary is 30 years old. Your daughter Anne is 5 years old. [daughter = filha]

9.   Mary has a sister. Your sister lives in Canada.

10.   Mary's sister has 23 years old. She's single. [single = solteiro]

11.   David is Mary's father. David is his father.

12.   David's mother is very sick. His mother is in the hospital.

Appendix C
PD Cloze Task

Nome: _____

Instruções para as <u>cinco</u> atividades:

1. Observe a ilustração

2. Leia o texto que a acompanha

3. Complete as lacunas com a palavra apropriada

Complete com uma das palavras seguintes:

his
her
your
their

Halloween [Festa das Bruxas]

1. John and _____ sister Anne got lots of candy for Halloween.

2. John ate most of _____ candy.

   bombom

3. He didn't save any for _____ brother, George, but he shared some with _____ dog.

4. Now _____ stomach hurts!

   filho

5. _____ mother can't believe that _____ son ate so much candy.

6. She is sure that he will not eat _____ dinner. What do you think?

   jantar

Grilled Cheese [Queijo quente]

Daddy, you forgot! I do NOT like grilled cheese.

Mr. Brown

Daughter Angela

filha
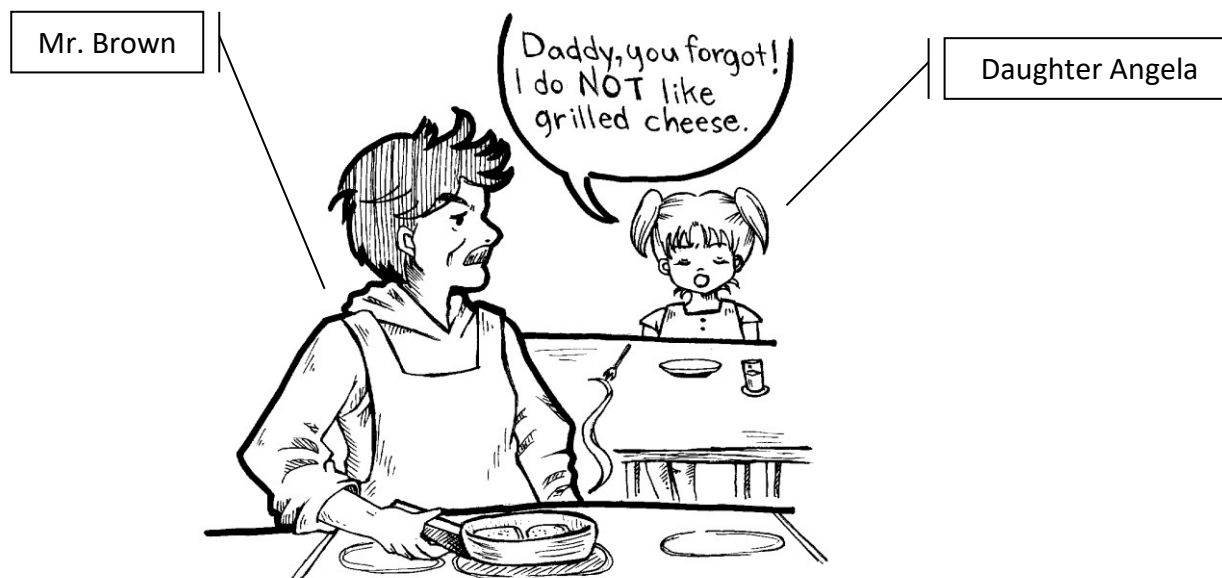
1. Mr. Brown is making lunch for _____ daughter Angela and

   _____ sister Susan.

esposa

2. _____ wife told him that Angela likes grilled cheese.

3. But Angela has decided to make things difficult for _____ father.

4. Even though _____ sandwich is almost ready, Angela says that she

   doesn't like grilled cheese.

próprio almoço

5. Mr. Brown wishes Angela could make _____ own lunch.

Cereal

1. This morning, Oscar got up before _____ mother and _____ father.

   plano

2. _____ plan was to look for toys in the cereal boxes.

3. When the mother came into the kitchen, she found _____ son with a toy

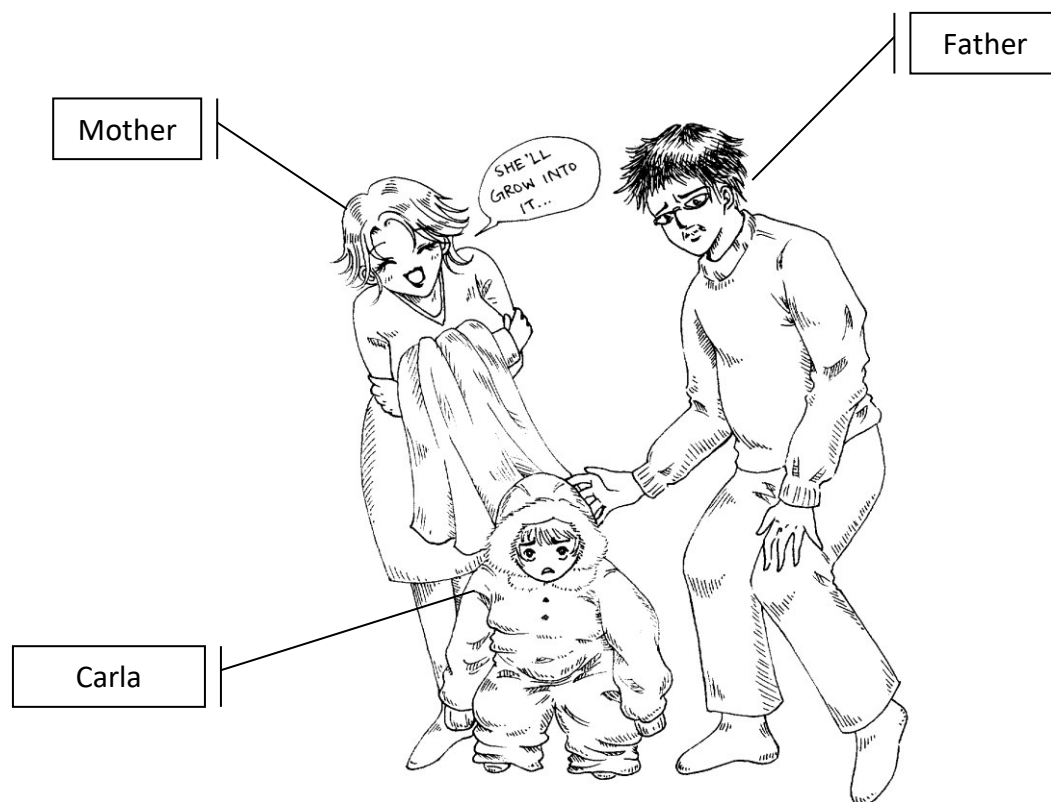   helicopter in _____ hands.

   chão da cozinha

4. There was cereal all over _____ kitchen floor!

5. We can see by _____ face that she is not happy!

   bagunça

6. Oscar promised to clean up _____ mess.

Snowsuit [Roupa de inverno]

1. Carla and _____ mother have returned from the grocery store.

2. _____ father can see that Carla is not happy because she is wearing

   _____ big brother's snowsuit.

   roupa de inverno

3. _____ father says, ' This snowsuit is much too big for you, Carla',

   _____ mother thinks that Carla will grow into it.

4. The father thinks that _____ daughter looks funny because he cannot see _____

   hands or _____ feet!

   pés

Sand [Areia]
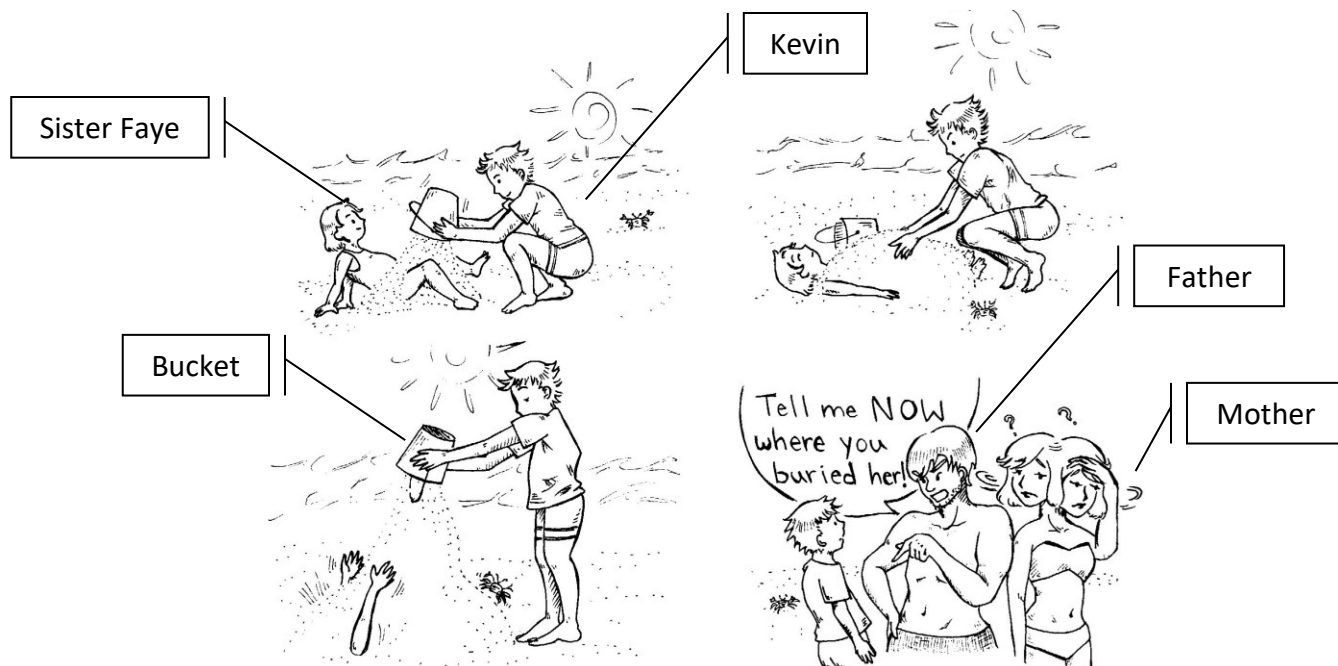
1. Kevin and _____ family are at the beach.

2. He is playing in the sand with _____ sister Faye.

balde

3. Kevin wanted to bury Faye so he put sand in _____ bucket and poured it on

_____ head.

cabeça

4. Kevin's father can't see _____ daughter anymore because she is

covered in sand.

5. Kevin's mother is holding _____ head. She can't believe what

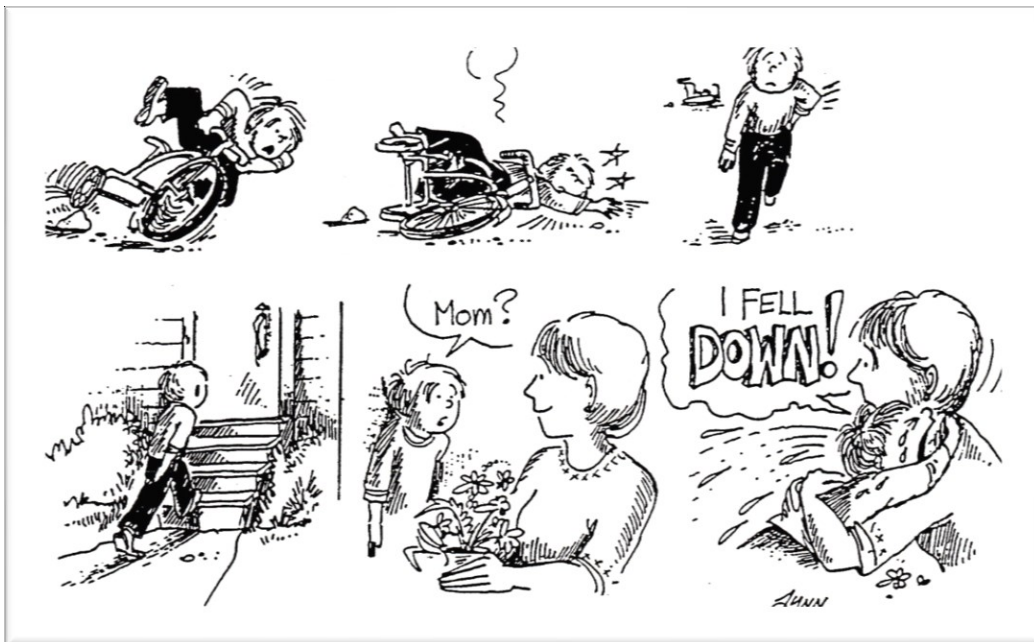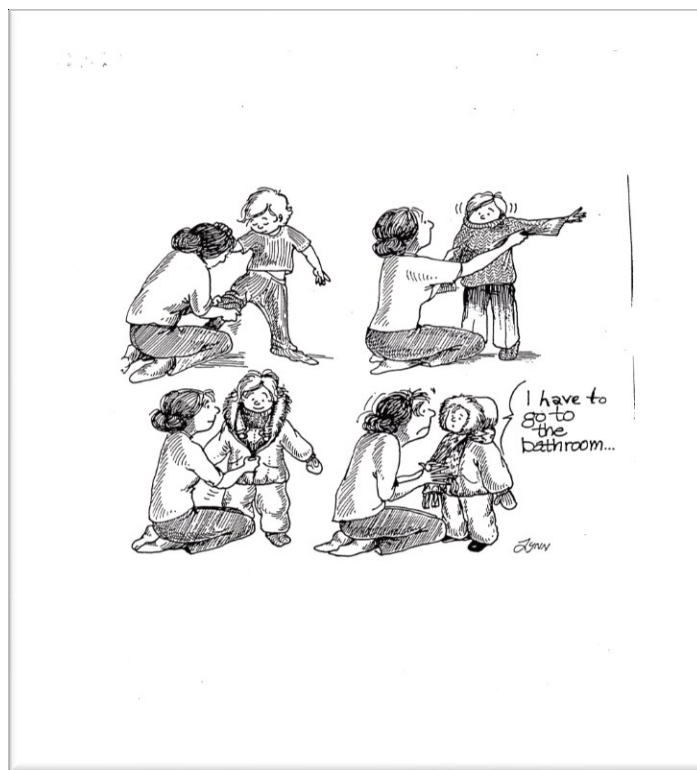_____ son did.

Appendix D
Oral "Whose is it" Task

John

Sue

Walcir

Appendix E
Picture Description Task

Appendix F
Participant Consent Form

Atesto que concordo em participar do programa de pesquisa do Prof. Dr. Walcir Cardoso do Departamento de Educação (Linguística Aplicada) da Concordia University. Informações para contato:

E-mail: walcir@education.concordia.ca
Telefone: (514) 848-2424 – Ext. 2451
Endereço: Concordia University, Department of Education, 1455 de Maisonneuve West, EN-409 Montreal, Quebec H3G 1M8 Canada

A.   OBJETIVO

Fui informado/a que o objetivo dessa pesquisa é o de estudar a gramática e a pronúncia do inglês por falantes de português que estudam inglês como língua estrangeira.

B.   PROCEDIMENTOS

Fui informado que: (1) esse estudo será ministrado no **Yázigi Internexus**; (2) as tarefas que me serão dadas consistem em preencher um questionário, duas entrevistas orais, e duas atividades escritas; (3) as entrevistas orais serão gravadas; (4) a sessão durará aproximadamente 30 minutos.

C.   CONDIÇÕES DE PARTICIPAÇÃO
- Estou ciente de que posso me recusar a participar nesse estudo sem qualquer consequência negativa.
- Estou ciente de que posso anular meu consentimento e discontinuar minha participação a qualquer momento da pesquisa sem qualquer conseqüência negativa.
- Estou ciente de que minha participação nesse estudo é confidencial (somente o pesquisador terá acesso a minha identidade).
- Estou ciente de que os dados deste estudo serão publicados e/ou apresentados em congressos científicos; os dados serão apresentados de uma forma que protegerá a identidade dos participantes.
- Estou ciente de que eu poderei ter acesso a uma cópia do relatório final desta pesquisa. Para isso, deverei solicitar a cópia ao pesquisador, via e-mail.
- Eu tenho uma cópia desse formulário.

LI CUIDADOSAMENTE O FORMULÁRIO ACIMA E ESTOU CIENTE DESSE ACORDO. EU CONSINTO EM PARTICIPAR NESSE ESTUDO DE LIVRE E ESPONTÂNEA VONTADE.

NOME (em letras maiúsculas):   _____

ASSINATURA: _____

ASSINATURA DO PESQUISADOR: _____

DATA: Belém, _____ de novembro / dezembro de 2010.

Se a qualquer momento você tiver perguntas sobre os seus direitos como participante nessa pesquisa, contacte Dr. Brigitte Des Rosiers, Research Ethics and Compliance Office, Concordia University, no número (514) 848-2424 – ext. 7481, ou por e-mail: bdesrosi@alcor.concordia.ca.
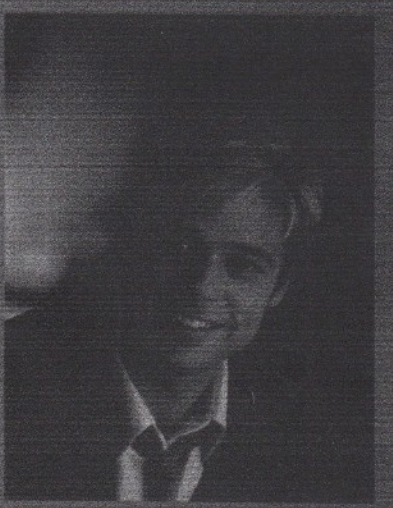
Appendix G
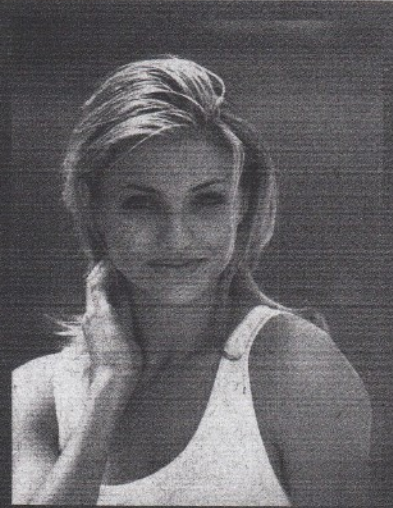Textbook Activity for Instructing PDs

Language Hints

What's his/her real name?
How old is he/she?
What's his/her sign?
Where's he/she from?
Does he/she have any _____?
Is he/she married?
What does he/she like to do in his/her free time?

▶▶ **Student B**

1　You want to have information about Brad Pitt. You meet one of his fans. Ask Student A questions to complete the chart.

name	Brad Pitt
real name	
date of birth	
age	
astrological sign	
place of birth	
brothers/sisters	
marital status	
pets	
hobbies	

2　You are Cameron Diaz's fan. You know a lot about her. Use the information in the chart to answer Student A's questions.

name	Cameron Diaz
real name	Cameron Diaz
date of birth	August 30, 1972
age	
astrological sign	
place of birth	San Diego, California
brothers/sisters	sister: Chimene
marital status	single
pets	a cat: Little Man
hobbies	car racing, horse riding, scuba diving, watching Monty Python movies