

# Bilingual processing of grammatical gender

University of Milano-Bicocca





## Jasmijn Bosch Supervisors: F. Foppolo, M. T. Guasti, F. Arosio



## Introduction

Grammatical gender: morphosyntactic cue to predict upcoming information during sentence processing

- Monolingual children make anticipations based on gender of the article (Lew-Williams & Fernald, 2007)
- Anticipation abilities related to word reading skills in monolingual children (Mani & Huettig, 2014)
- Bilingual adults show less efficient processing of gender than monolinguals (e.g., Lew-Williams & Fernald, 2010)
- Transfer effects due to gender incongruency in bilingual adults (Morales et al., 2016)
- Cross-linguistic influence is related to amount of input (e.g., Unsworth et al., 2014)
- → Investigate online processing of grammatical gender and its relation to reading in German-Italian bilingual children resident in Italy and Germany

## **Research questions**

- 1. Do Italian-German bilingual children make linguistic anticipations on the basis of grammatical gender?
- 2. Is there cross-linguistic influence when two languages have the opposite gender?
- 3. Is anticipation ability related to reading skills?
- 4. What is the effect of language dominance?

## **Hypotheses and predictions**

- 1. Children process speech incrementally
  - increase looks to target at onset of the article in predictable condition
- 2. Gender incongruency leads to cross-linguistic influence
  - delayed anticipation when German and Italian nouns have opposite gender
- 3. Anticipation skills are positively related to reading
  - > reading fluency scores predict anticipation
- 4. Language dominance influences anticipation abilities and the likelihood of transfer
  - stronger anticipation patterns in dominant language
  - ➤ language incongruency effect more likely when tested in least dominant language

### Methods

#### **Participants**

Groups	N	Age range
Italian-German bilinguals resident in Italy	46	7;4-9;2 ( $M=8;5$ )
Italian-German bilinguals resident in Germany	40	7 – 9
Italian monolinguals	40	7- 9
German monolinguals	40	7- 9

## Visual world eye-tracking experiment

Italian: Dov'è la/il ...?

German: Wo ist die/der ...?

'Where is the ...?'

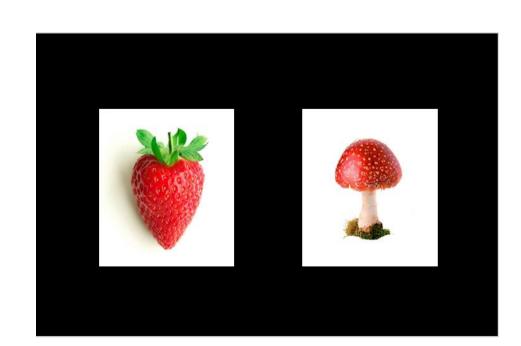


Figure 1.

Predictable/Congruent

la<sub>[+Fem]</sub> fragola il<sub>[+Masc]</sub> fungo die<sub>[+Fem]</sub> Erdbeere der<sub>[+Masc]</sub> Pilz

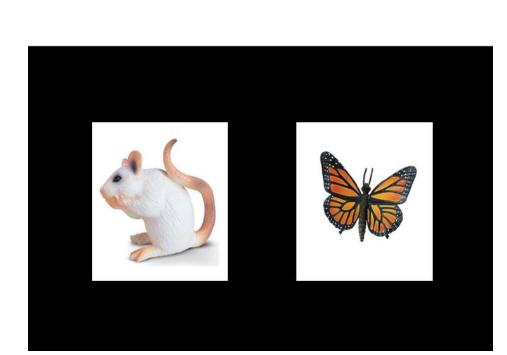


Figure 2.

Predictable/Incongruent

il<sub>[+Masc]</sub> topo
la <sub>[+Fem]</sub> farfalla
die<sub>[+Fem]</sub> Maus
der <sub>[+Masc]</sub> Schmetterling

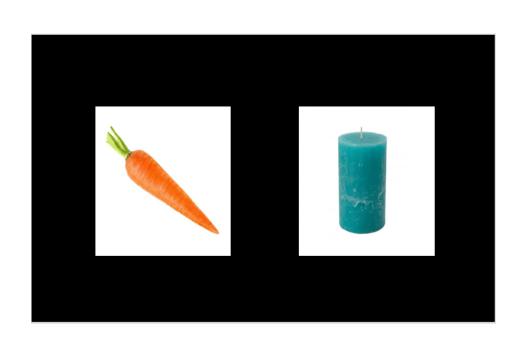


Figure 3.
Unpredictable/Congruent

la<sub>[+Fem]</sub> carota la<sub>[+Fem]</sub> candela die <sub>[+Fem]</sub> Möhre die <sub>[+Fem]</sub> Kerze

- 2 experiments: Italian and German
- 42 items (14 per condition)
- 2 lists with reversed targets/competitors

## Other measures

Vocabulary knowledge:

PPVT in German and Italian

Reading fluency and accuracy:

Words, non-words and passage reading

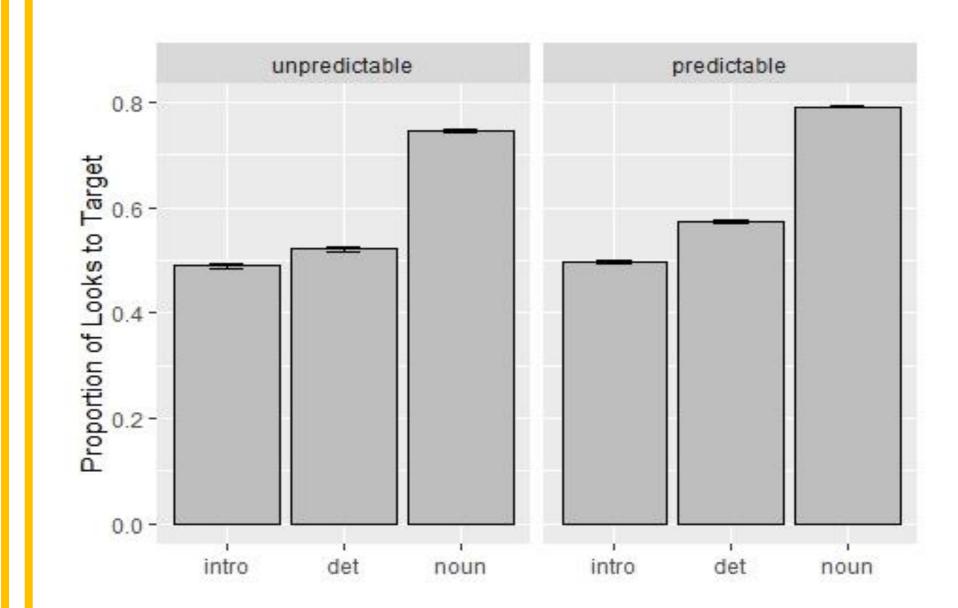
Italian: DDE-2, MT-3German: Zürcher Lesetest

Non-verbal intelligence: Raven's colored progressive matrices

Non-word repetition tasks

## **Preliminary results**

21 Italian-German bilinguals resident in Italy, tested in Italian



**Figure 4.** Proportion of looks to the target (vs. competitor) in the Unpredictable vs. Predictable scenarios in the three auditory regions (where is / the / strawberry?)

Significant interaction between condition (predictable/unpredictable) and auditory region (intro/determiner) (Est = .441998, SE = .018582, z = 23.79, p < .001).  $\rightarrow$  anticipation based on gender

No significant effect of gender incongruency across languages

→ But strongly Italian-dominant
 M standard score Italian PPVT: 108 (SD = 12)
 M standard score German PPVT: 73 (SD = 10)

## To be continued ...

- Cross-linguistic influence only in less dominant language?
- o Comparison with:
  - German-dominant bilinguals in Germany
  - Italian and German monolingual controls
- Positive correlation between linguistic anticipation and reading abilities?
  - In both languages?
  - Also across languages?

## References

Lew-Williams, C., & Fernald, A. (2007). Young children learning Spanish make rapid use of grammatical gender in spoken word recognition. *Psychological Science*, *18*(3), 193-198.

Lew-Williams, C., & Fernald, A. (2010). Real-time processing of gender-marked articles by native and non-native Spanish speakers. *Journal of memory and language*, 63(4), 447-464.

Mani, N., & Huettig, F. (2014). Word reading skill predicts anticipation of upcoming spoken language input: A study of children developing proficiency in reading. *Journal of experimental child psychology*, *126*, 264-279.

Morales, L., Paolieri, D., Dussias, P. E., Kroff, J. R. V., Gerfen, C., & Bajo, M. T. (2016). The gender congruency effect during bilingual spokenword recognition. *Bilingualism: Language and Cognition*, 19(2), 294-310.

Unsworth, S., Argyri, F., Cornips, L., Hulk, A., Sorace, A., & Tsimpli, I. (2014). The role of age of onset and input in early child bilingualism in Greek and Dutch. *Applied Psycholinguistics*, *35*(4), 765-805.