

## READING LIST

### Wednesday, 3.04.24

#### Metalinguistic awareness

Magdalena Wrembel

Kopečková R, Wrembel, M., Gut, U. & Balas, A. 2021. Differences in phonological awareness of young L3 learners: An accent mimicry study' *International Journal of Multilingualism*  
[www.tandfonline.com/doi/full/10.1080/14790718.2021.1897127](http://www.tandfonline.com/doi/full/10.1080/14790718.2021.1897127)

Wrembel, M. 2015. Metaphonological awareness in multilinguals; a case of L3 Polish, *Language Awareness* 24(1), 60-83.<https://doi.org/10.1080/09658416.2014.890209>

#### Heritage speakers I

Marit Westergaard

Anderssen, M., Lundquist B. & Westergaard, M. 2018. Crosslinguistic similarities and differences in bilingual acquisition and attrition: Possessives and double definiteness in Norwegian heritage language. *Bilingualism: Language and Cognition* 21(4), 748-764.  
<https://doi.org/10.1017/S1366728918000330> or <https://munin.uif.no/handle/10037/13634>

Mitrofanova, N., Yulia R., Urek, O. & Westergaard, M. 2021. Sensitivity to microvariation in bilingual acquisition: Morphophonological gender cues in Russian heritage language. *Applied Psycholinguistics*. <https://www.cambridge.org/core/journals/applied-psycholinguistics/article/sensitivity-to-microvariation-in-bilingual-acquisition-morphophonological-gender-cues-in-russian-heritage-language/1E15302674EB5403A84C5D234A809771>

#### Heritage speakers II

Natalia Mitrofanova

Minor, S., Mitrofanova, N., & Westergaard, M. 2024. The interaction of linguistic and visual cues for the processing of Case in Russian by Russian-German bilinguals: An eye tracking study. In Baggio, G., Cohn, N., & Wittenberg, E. (Ed's.) *Parallelism in the Architecture of Language, Topics in Cognitive Science*. <https://onlinelibrary.wiley.com/doi/10.1111/tops.12724>

Mitrofanova, N., Rodina, Y., Urek, O. & Westergaard, M. 2018. Bilinguals' sensitivity to grammatical gender cues in Russian: the role of cumulative input, proficiency, and dominance. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2018.01894>

### Thursday, 4.04.24

#### Heritage speakers III

Nicole Dehé and Meike Rommel

Arnbjörnsdóttir, B. 2015. Reexamining Icelandic as a heritage language in North America. In Janne Bondi Johannessen and Joseph C. Salmons (eds.) *Germanic heritage languages in North America: Acquisition, attrition and change*, (pp. 72–93). Amsterdam: John Benjamins.  
<https://doi.org/10.1075/silv.18.03am>

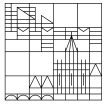
Hejná, Míša. 2016. Pre-aspiration: manual on acoustic analyses 1.1. Ms., University of Aarhus.  
[10.13140/RG.2.2.19750.93769](https://doi.org/10.13140/RG.2.2.19750.93769)

#### 3L1 Phonology

Marieke Einfeldt

Einfeldt, M., Tronnier, M. & Kupisch, T. 2022. Three first languages (3L1) at once: A case study of trilingual consonant development. *Lingue e linguaggio*, 73-98.  
<https://www.rivisteweb.it/doi/10.1418/104450>

Yang, H.-Y. & Hua, Z. 2010. The phonological development of a trilingual child: Facts and factors. *International Journal of Bilingualism*, 14(1), 105-126.  
<https://doi.org/10.1177/1367006909356650>



## READING LIST

Thursday, 4.04.24 (continued)

### L3 acquisition I

Marit Westergaard

Jensen, I. N. & Westergaard, M. 2023. Syntax matters: Exploring the effect of linguistic similarity in third language acquisition. *Language Learning* 73(2), 374-402.

<https://doi.org/10.1111/lang.12525>

Westergaard, M. 2021. Microvariation in multilingual situations: The importance of property-by-property acquisition. Kenote article in *Second Language Research* 37(3), 379-407.

<https://doi.org/10.1177/0267658319884116>

Friday, 5.04.24

### L3 phonological acquisition II

Magdalena Wrembel

#### **Mandatory readings:**

Cabrelli Amaro, J. & Wrembel M. 2016. Investigating the acquisition of phonology in a third language – a state of the science and an outlook for the future. *International Journal of Multilingualism* 13(4), 395-409. <https://doi.org/10.1080/14790718.2016.1217601>

#### **Additional readings:**

Wrembel, M., Gut, U., Kopečková, R. & Balas, A. 2022. The relationship between the perception and production of L2 and L3 rhotics in young multilinguals; an exploratory cross-linguistic study. *International Journal of Multilingualism*. <https://doi.org/10.1080/14790718.2022.2036158>

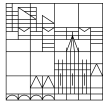
Wrembel, M., Marecka, M., Szewczyk, J. & Otwinowska, A. 2019. The predictors of foreign-accentedness in the home language of Polish-English bilingual children. *Bilingualism: Language and Cognition* 22(2), 383-400. <https://doi.org/10.1017/S1366728918000044>

### L3 acquisition III

Natalia Mitrofanova

Kolb, N., Mitrofanova, N., & Westergaard, M. 2022. Cross-linguistic influence in child L3 English: An empirical study on Russian-German heritage bilinguals. *International Journal of Bilingualism*. <https://doi.org/10.1177/13670069211054891>

Westergaard, M., Mitrofanova, N., Rodina, Y. & Slabakova, R. (to appear in July 2023). Full Transfer Potential in L3/Ln acquisition: Crosslinguistic influence as a property-by-property process. *The Cambridge Handbook of Third Language Acquisition and Processing*. DRAFT available [from this website](#).



## READING LIST

### Monday, 8.04.24

#### **Globally small languages and language contact**

*Sigríður Sigurjónsdóttir*

##### **Mandatory readings:**

Hilmarsson-Dunn, A. & Kristinsson, A. P. 2010. The language situation in Iceland. *Current Issues in Language Planning* 11, 207–276. <https://doi.org/10.1080/14664208.2010.538008>

Thordardottir, E. 2021. Adolescent language outcomes in a complex trilingual context: When typical does not mean unproblematic. *Journal of Communication Disorders* 89, 1–16. <https://www.sciencedirect.com/science/article/pii/S0021992420301283>

##### **Additional readings:**

Petersen, H. 2008. The Borrowing Scale and Danish in Faroese. *Fróðskaparrit* 56, 97–115. <https://ojs.setur.fo/index.php/frit/article/view/457>

Sigurjónsdóttir, S. 2023. Digital Language Contact with English: Comparison of Children's Language Input and Use in Iceland and the Faroes. In Jóhannes Gísli Jónsson and Tóta Árnadóttir (eds.): *Frændafundur* 11, pp. 129-140. Málvísindastofnun, Reykjavík. <https://fraendafundur.hi.is/wp-content/uploads/2023/12/Fraendafundur-11.pdf>

#### **Learning and losing gender and verb second in heritage Icelandic**

*Ásgrímur Angantýsson and Sigríður Mjöll Björnsdóttir*

Arnbjörnsdóttir, B., Thráinsson, H. & Nowenstein, I. E. 2018. V2 and V3 orders in North-American Icelandic. *Journal of Language Contact* 11(3), 379–412. [https://uni.hi.is/hoski/files/2018/11/HoskBirnAlris\\_V2V3NAmlcel\\_JLC\\_011\\_03.pdf](https://uni.hi.is/hoski/files/2018/11/HoskBirnAlris_V2V3NAmlcel_JLC_011_03.pdf)

Mjöll Björnsdóttir, S., Westergaard, M. & Lohndal, T. 2020. Grammatical Gender: A View from North American Icelandic. *Heritage Language Journal*, 17(3), 332–354. [https://brill.com/view/journals/hlj/17/3/article-p332\\_2.xml](https://brill.com/view/journals/hlj/17/3/article-p332_2.xml)

#### **English-like word order in non-heritage Icelandic**

*Ásgrímur Angantýsson*

Angantýsson, A., Nowenstein, I. E. & Höskuldur T. 2023. V2 violations in different variants of Icelandic: A common denominator? *Nordic Journal of Linguistics*. <https://www.cambridge.org/core/journals/nordic-journal-of-linguistics/article/v2-violations-in-different-variants-of-icelandic-a-common-denominator/D6053737B6E208AD65609944C04F24AC>

### Tuesday, 9.04.24

#### **The MoLiCoDiLaCo-project: Linguistic skills of Icelandic children in the digital age**

*Sigríður Sigurjónsdóttir and Iris Nowenstein*

##### **Mandatory readings:**

Guðmundsdóttir, D., Sigurjónsdóttir, S. & Nowenstein, I. E. 2022. Digital language contact between Icelandic and English. In Kristiina Kumpulainen, Anu Kajamaa, Ola Erstad, Asa Makitalo, Kirsten Drotner and Sólveig Jakobsdóttir (eds.), *Nordic childhoods in the digital age* (pp. 79–91). Routledge. <https://doi.org/10.4324/9781003145257-10>

Sigurjónsdóttir, S. & Nowenstein, I. E. 2021. Language acquisition in the digital age: L2 English input effects on children's L1 Icelandic. *Second Language Research* 37(4), 697–723. <https://journals.sagepub.com/doi/pdf/10.1177/02676583211005505>

##### **Additional reading:**

De Wilde V., Brysbaert M. & Eyckmans J. 2020. Learning English through out-of-school exposure. Which levels of language proficiency are attained, and which types of input are important? *Bilingualism: Language and Cognition* 23. 171–85. <https://doi.org/10.1017/S1366728918001062>