

### 1. A. Basic information regarding the project

Please provide the following basic information concerning the project grant for which you are to provide a scientific report.

*Registration number* 421-2008-2086  
(*diarienummer, eg. 421-2004-8918*)

*Project title (in Swedish or English)* Startålder och språklig utveckling i franska

### 2. B. Basic information regarding the principal investigator

*Principal investigator (PI), first name* Jonas

*Principal investigator (PI), family name* Granfeldt

*The PI's working time spent on the project (% of full-time for the whole funding-period)* 20

*Was the PI's salary in any part financed by the grant?*

No

*Academic title of PI*

Associate professor (docent)

*Current employment status of the PI*

Senior lecturer (Lektor)

*If other employment, please specify*

### 3. C. Basic information regarding co-applicants

This section refers to the 0-5 people who were listed as co-applicants in the application. Information regarding any other personnel involved in the project will be requested in the next section.

*Were any co-applicants listed in the proposal?*

Yes

### 4. Basic information regarding co-applicants

*Co-applicant 1, first name* Suzanne

*Co-applicant 1, family name* Schlyter

*The working time spent on the project for co-applicant 1 (% of full-time for the whole funding-period)* 20

*Was the salary of co-applicant 1 in any part financed by the grant?*

No

*Academic title/position for co-applicant 1*

Professor

*Were there more co-applicants listed in the proposal?*

Yes, take me to the questions for co-applicant 2

### 5. Basic information regarding co-applicants

*Co-applicant 2, first name* Anita

Co-applicant 2, family name Thomas

The working time spent on 75  
the project for co-applicant 2  
(% of full-time for the whole  
funding-period)

Was the salary of co-applicant 2 in any part financed by the grant?

Yes

Academic title/position for co-applicant 2

Dr

Were there more co-applicants listed in the proposal?

Yes, take me to the questions for co-applicant 3

## **6. Basic information regarding co-applicants**

Co-applicant 3, first name Malin

Co-applicant 3, family name Ågren

The working time spent on 50  
the project for co-applicant 3  
(% of full-time for the whole  
funding-period)

Was the salary of co-applicant 3 in any part financed by the grant?

Yes

Academic title/position for co-applicant 3

Dr

Were there more co-applicants listed in the proposal?

No, take me to the next section

## **7. Basic information regarding co-applicants**

Co-applicant 4, first name

Co-applicant 4, family name

The working time spent on  
the project for co-applicant 4  
(% of full-time for the whole  
funding-period)

Was the salary of co-applicant 4 in any part financed by the grant?

Academic title/position for co-applicant 4

Were there more co-applicants listed in the proposal?

## **8. Basic information regarding co-applicants**

Co-applicant 5, first name

Co-applicant 5, family name

The working time spent on  
the project for co-applicant 5  
(% of full-time for the whole  
funding-period)

Was the salary of co-applicant 5 in any part financed by the grant?

Academic title/position for co-applicant 5

## **9. D. Basic information regarding other personnel involved in the project**

Please provide information regarding the contribution to the project from personnel not listed as co-applicants in the application. It is possible to provide information on up to five people other than co-

applicants involved in the project.

*Was any other personnel involved in the project (other than co-applicants)?*

Yes

### **10. Basic information regarding other personnel involved in the project**

*"Other personnel 1", first name*                      Maria

*"Other personnel 1", family name*                      Kihlstedt

*The working time spent on the project for "Other personnel 1" (% of full-time for the whole funding-period)*                      15

*Was the salary of "other personnel 1" involved in the project in any part financed by the grant?*

No

*Academic title/position for "Other personnel 1"*

Dr

*Was there more personnel involved in the project?*

No, take me to the next section

### **11. Basic information regarding other personnel involved in the project**

*"Other personnel 2", first name*

*"Other personnel 2", family name*

*The working time spent on the project for "Other personnel 2" (% of full-time for the whole funding-period)*

*Was the salary of "other personnel 2" involved in the project in any part financed by the grant?*

*Academic title/position for "Other personnel 2"*

*Was there more personnel involved in the project?*

### **12. Basic information regarding other personnel involved in the project**

*"Other personnel 3", first name*

*"Other personnel 3", family name*

*The working time spent on the project for "Other personnel 3" (% of full-time for the whole funding-period)*

*Was the salary of "other personnel 3" involved in the project in any part financed by the grant?*

*Academic title/position for "Other personnel 3"*

*Was there more personnel involved in the project?*

### **13. Basic information regarding other personnel involved in the project**

*"Other personnel 4", first name*

*"Other personnel 4", family name*

*The working time spent on*

*the project for "Other personnel 4" (% of full-time for the whole funding-period)*

*Was the salary of "other personnel 4" involved in the project in any part financed by the grant?*

*Academic title/position for "Other personnel 4"*

*Was there more personnel involved in the project?*

#### **14. Basic information regarding other personnel involved in the project**

*"Other personnel 5", first name*

*"Other personnel 5", family name*

*The working time spent on the project for "Other personnel 5" (% of full-time for the whole funding-period)*

*Was the salary of "other personnel 5" involved in the project in any part financed by the grant?*

*Academic title/position for "Other personnel 5"*

#### **15. E. Scientific report**

*Please specify the main research questions to be answered by the project (Maximum 2000 characters)*

The aim of the project is to investigate the linguistic development of French in successive and simultaneous Swedish-French bilinguals. The targeted age span is between 3 and 10 years which is an under-researched age period in language acquisition research. The research group has previously worked on the linguistic development of French in adult learners (aL2) and in younger simultaneous bilingual children (2-3,5 years). From this previous research we have specific knowledge about the route and rate of development of a number of French linguistic structures within morpho-syntax. The main research question of this project is if successive bilingual children with an Age of Onset of Acquisition (AOA) of 3-6 years will develop their L2 French in a way that is more like L1 children and simultaneous bilingual children or more like adult L2 learners.

The Fundamental Difference Hypothesis (Bley-Vroman, 1989) suggesting a Critical Period for language acquisition before age 6 (Long, 1990) would predict that the development of cL2 children with an AOA above 6 years will resemble the development previously found in adult learners of French (L1 Swedish). These differences are generally attributed to maturation of the language making capacity that is supposed to take place around age four (Meisel, 2008).

A secondary research question of this project is if simultaneous bilingual children develop their French between age 3 and 10. Little is known about bilingual development during these ages. Again, a hypothesis based on maturation will predict that linguistic development will be parallel to monolingual L1 acquisition also in these ages. Previous research (e.g. Meisel, 1990) has shown that bilingual first language development up to age 3,5 is qualitatively similar to monolingual first language acquisition. The issue of later language development in simultaneous bilingual children has, however, not been sufficiently addressed.

*Please describe the main answers to the research questions asked (Maximum 2000 characters)*

As an answer to the first research question, the overall results of this project reject a strong version of the Fundamental Difference Hypothesis (Bley-Vroman, 1989) and a Critical Period for language acquisition before age 6 (Long, 1990). These broad and very influential hypotheses were only partially supported by our results.

The results of the project suggest rather that AOA is one factor among others that decide the route and rate of children's second language acquisition. We have found that input factors, e.g. quantity and quality of the input the children receive at school and at home, and the type and nature of the linguistic phenomena investigated also influence linguistic development in important ways.

For some of the linguistic structures we have investigated (e.g. finite verbforms, object clitics), our result point to that is not necessarily AoA per se that is affecting L2 development in children. Rather differences in AOA translate differences in the stage of development of the L1 that seem to be more important for L2 development for purely morphosyntactic structures (Granfeldt, Schlyter & Kihlstedt, 2007). This approach might be able to explain differences found between children with AOA 3 years and AOA 6 years (Granfeldt, 2012). For other phenomena, like past tense and aspectual properties, we find a long-term advantage for child L2 learners over adult L2 learners (Kihlstedt & Schlyter, 2009;

Schlyter & Thomas, 2012) but child L2 children with an AOA around 6 years seem to initially rely on the tense and aspect properties of the L1 (Schlyter, 2010), possibly as a consequence of (cognitive) development of time reference and its instantiation in the L1 (e.g. Weist, 2002).

Yet other linguistic structures, like subject-verb agreement in plural, are heavily dependent on input properties and do not seem to be related to AOA (Ågren, submitted; Ågren et al., submitted).

With respect to the second research question, the results of the project show that simultaneous bilingual children typically display a delayed linguistic development for some linguistic structures (Ågren, Granfeldt, & Thomas, submitted; Kihlstedt, 2010). It has not, however, been possible to assess if this development is also qualitatively different from monolingual L1 acquisition at the same ages, partly as a consequence of the type of investigated structures, partly because little is known about monolingual first language acquisition in the period between 3,5 and 10 years.

*What new research questions have been generated from the project? (Maximum 2000 characters)*

The results of the present project point to the necessity of a multiple factors approach to address the study of early successive bilingual acquisition. An early age of onset might be a necessary but not sufficient factor for a successful bilingual development. An explanatory model will need to integrate input in a non-trivial sense. This is a great methodological challenge since quality and quantity of input is very difficult to define for a language learner at a given time, let alone over a longer period. Future research will need to address the question of input seriously. What type of input is needed for children to develop their L2? Under which circumstances is input beneficial? How much (or little) input is needed? What is good quality input? Part of the research group will submit a new demand for a research project bearing on some of these research questions.

Another important issue for future research is the impact of the linguistic structures on the developmental timetable. The results of the project showed quite clearly that even seemingly closely related structures like finiteness and subject-verb agreement in a language like French, turn out to have very different developmental timetables. Some of the empirical findings are not new, we know that some phenomena are late, but we have yet to account for these findings in a principled way. Why are some structures more difficult to acquire than others? What is "complexity" in language acquisition? The answer to these questions will have to be addressed in relation to linguistic theory.

*Other relevant information regarding the research project (Maximum 2000 characters)*

Suzanne Schlyter was the original applicant and PI of this project. After her retirement in February 2011, Jonas Granfeldt took over her role. A preliminary final report was submitted at the time of Suzanne's retirement.

The percentages of participation of Anita Thomas and Malin Ågren are based on an average estimation over time. Their actual degree of activity in the project has varied over the 3 year period.

## **16. F. Output**

For the following eight sections, we ask you to provide details of outputs that have arisen from this project grant. The sections are: Monographs, Peer-reviewed articles, Contributions to anthologies, Planned publications, Contributions to conferences, Popular-scientific contributions, Other dissemination of results (seminars, lectures, posters, exhibitions), and Intellectual property.

*Have you published any monographs based on the research from this project grant?*

No

## **17. Output - Monographs**

Please give the following information regarding any monographs published from this project grant: name of author(s), title of the monograph, year, publisher, ISBN-number

*Monograph 1*

*Monograph 2*

*Monograph 3*

*Monograph 4*

*Monograph 5*

*Monograph 6*

*Monograph 7*

Monograph 8

Monograph 9

Monograph 10

### **18. Output - Peer-reviewed articles**

*Have you published any peer-reviewed articles from this project grant?*

Yes

### **19. Output - Peer-reviewed articles**

Please give the following information regarding any peer-reviewed articles published from this project grant: Names of all authors, title of the article, journal name, year, volume, issue and page numbers.

- Article 1* Schlyter, S. (2009). Input, cognitive-linguistic development, and rate of acquisition. Comment on Target paper by J.M.Meisel, in: Zeitschrift für Sprachwissenschaft (28)35- 39
- Article 2* Granfeldt, J. (2012). Development of Object Clitics in Child L2 French A comparison of developmental sequences in different modes of acquisition. Langage, Interaction et Acquisition 3:1
- Article 3* Kihlstedt, M. & Schlyter, S. (2009). Emploi de la morphologie temporelle en français L2 : étude comparative auprès d'enfants monolingues et bilingues de 8 à 9 ans. AILE-LIA 1
- Article 4* Kihlstedt, M. (2010). Relations temporelles dans les récits d'enfants bilingues français-suédois. Langues et Textes en Contraste, Cahiers Sens Public n°13-14,161-178
- Article 5*
- Article 6*
- Article 7*
- Article 8*
- Article 9*
- Article 10*
- Article 11*
- Article 12*
- Article 13*
- Article 14*
- Article 15*
- Article 16*
- Article 17*
- Article 18*
- Article 19*
- Article 20*

### **20. Output - Contributions to anthologies**

*Have you published any contributions to anthologies from this project grant?*

Yes

### **21. Output - Contributions to anthologies**

Please give the following information regarding any contributions for anthologies published from this project grant: Name of author(s), title of contribution, title of anthology, year, publisher, ISBN-number

- Contribution to anthology 1* Schlyter, S. (2008). Le développement de la morphologie verbale de personne-nombre chez différents types d'apprenants. I Kail, M., Fayol, M. & Hickmann, M. (Red.) L

- Contribution to anthology 2* Schlyter, S. (2010). Tense and Aspect in early French among aL2, 2L1 and cL2 learners. In Esther, Rinke. & Tanja, Kupisch. (Eds.) The development of grammar: language acquisition and diachronic change. Hamburg Series on Multilingualism [11]. ISBN: 9789027219312
- Contribution to anthology 3* Schlyter, S. & Thomas, A. (2012). L1 or L2 acquisition? Finiteness in child second language learners (cL2), compared to adult L2 learners (aL2) and young bilingual children. In Marzena, W., Sandra, B. & Maya, H. (Red.) Comparative Perspectives to Language Acquisition: A tribute to Clive Perdue. Multilingual Matters. ISBN-10: 1847696031
- Contribution to anthology 4* Kihlstedt, M. (2009) L'imparfait est-il plus facile pour les enfants ? Etude comparative entre deux adultes et deux enfants en immersion en français. In : Bernardini, P., Egerland, V. & Granfeldt, J. (eds) : Mélanges plurilingues offerts à Suzanne Schlyter à l'occasion de son 65e anniversaire. Études Romanes de Lund 85. SOL, Université de Lund. ISBN: 978-91-978017-0-6
- Contribution to anthology 5* Granfeldt, J., Schlyter, S. & Kihlstedt, M. (2007) "French as cL2, 2L1 and L1 in pre-school children". In Granfeldt, J. (ed.) Studies in Romance Bilingual Acquisition – Age of Onset and Development of French and Spanish, PERLES No 21, pp. 6-42, Centre for Languages and literature, University of Lund. ISSN :1400-1810
- Contribution to anthology 6*
- Contribution to anthology 7*
- Contribution to anthology 8*
- Contribution to anthology 9*
- Contribution to anthology 10*

## **22. Output - Submitted manuscripts and other planned publications**

*Do you have any submitted manuscripts or other planned publications based on results from this project grant?*

Yes

## **23. Output - Submitted manuscripts and other planned publications**

Please give the following information: Type and status (e.g. submitted/manuscript) of planned publication, name of author(s), title.

- Planned publication 1* Ågren, M. (submitted) "The impact of spoken French on the acquisition of written French in child L2 learners"
- Planned publication 2* Ågren, M and van de Weijer, J. (submitted) "Input frequency and the acquisition of number agreement in spoken and written French"
- Planned publication 3* Ågren, M., Granfeldt, J. and Thomas, A. (submitted) "Disentangling the effect of age of onset and input on the development of different grammatical structures: A study on simultaneous and successive bilingual acquisition of French"
- Planned publication 4* Ågren, M. (manuscript) "Number problems in bilingual French-speaking children - A production/comprehension divide?"
- Planned publication 5* Thomas, A. (submitted), Input et aspect lexical dans la production des formes du passé par des enfants L2 en début d'acquisition
- Planned publication 6* Thomas, A. (manuscript), "The influence of input on the production of regular verbs in child L2 French"
- Planned publication 7* Granfeldt, J. (manuscript) What did X do with Y? Development of French-speaking children's object clitic omissions in an elicitation task.
- Planned publication 8*
- Planned publication 9*
- Planned publication 10*

## 24. Output - Contributions to conferences

Have you made any contributions to conferences based on the results from this project grant?

Yes

## 25. Output - Contributions to conferences

Please give the following information regarding any contributions to conferences resulting from this project grant: Type of contribution (e.g. peer-reviewed proceedings article, poster, or oral presentation), name of author(s), title of contribution, journal (if applicable: journal name, year, volume, and issue), conference name, date and location.

- Conference contribution 1* Ågren, M., Granfeldt, J. & Thomas, A. (2010), "The impact of external factors in French cL2 as compared to (2)L1. Quantity and quality of the input". Symposium Deutsche Gesellschaft für Sprachwissenschaft i Berlin, Tyskland Oral Presentation
- Conference contribution 2* Thomas, A. (2010), "Influence of input frequency versus lexical aspect in early adult and child L2 French". EUROSLA i Reggio Emilia, Italien. Oral Presentation
- Conference contribution 3* Thomas, A. (2011), "The Influence of Input in Child L2 French Past Tense Development". International Symposium on Bilingualism i Oslo, Norge. Oral Presentation
- Conference contribution 4* Ågren, M. "Plural morphology in written child L2 French: Like child L1 or adult L2?", EuroSLA 20 Conference, Bologna, Italien, September 2010, poster presentation.
- Conference contribution 5* Ågren, M. "Les enfants \*dit bon anniversaire: La fréquence dans l'input et l'acquisition de l'accord en nombre en français L2", Workshop on frequency, input and acquisition Lunds Universitet, September 2010. Oral presentation
- Conference contribution 6* Ågren, M. "Effects of variation in the input on production and comprehension of SV-agreement in L1 and L2 French", ADYLOC-conference Variation in first and second language acquisition: Comparative Perspectives, Paris, juni 2011. Poster
- Conference contribution 7* Ågren, M. "Reversed patterns in production and comprehension of subject-verb agreement in French: A comparison of L1, 2L1 and L2 children", International Symposium on Bilingualism at Oslo University, Juni 2011. Oral presentation
- Conference contribution 8* Ågren, M "Production and comprehension asymmetries in French: Evidence from subject-verb agreement in L2, 2L1 and L1 children", EuroSLA 21 Conference, Stockholm University, September 2011. Oral Presentation
- Conference contribution 9* Ågren, M. "Age, input and morphosyntactic development in L2 French", Applied Language Studies and Linguistics Seminar, University of Auckland, NZ, maj 2012. Oral presentation
- Conference contribution 10* Granfeldt, J. (2010) "What did X do with Y? Development of French-speaking children's object clitic omission". September 2011. EUROSLA 20. Reggio Emilia, september. Oral presentation
- Conference contribution 11* Granfeldt, J. (2009) "Cliticisation in the Acquisition of Child French L2 : a Cross-Learner Comparaison". Workshop on Critical Period(s) and Successive Acquisition in Childhood. SFB Mehrsprachigkeit. Hamburg 4-5 juni. Oral presentation
- Conference contribution 12* Schlyter, S. & Granfeldt, J. (2008) "Is child L2 French like 2L1 or like adult L2?" Workshop on investigating the linguistic development of early successive bilinguals at IASCL XI Edinburgh, Scotland, 28 juli. Oral presentation
- Conference contribution 13* Kihlstedt, M. (2009) Narrative structure in simultaneous and successive bilingual children of Swedish and French. EUROSLA 19. Oral presentation
- Conference contribution 14* Kihlstedt, M. (2010). La temporalité en français L2 adulte / enfant –



*Conference contribution 15*

*Conference contribution 16*

*Conference contribution 17*

*Conference contribution 18*

*Conference contribution 19*

*Conference contribution 20*

## **26. Output - Presentations and popular science**

*Have you made any presentations (e.g. seminars, lectures, posters or exhibitions) or popular-scientific contributions based on the results from this project grant?*

Yes

## **27. Output - Presentations and popular science**

Please give the following information as appropriate: Name of author(s), title of contribution, type of contribution (e.g. article, seminar, exhibition), broadcasting channel, group of audience, date.

- |   |   |
|---|---|
| <i>Presentation or popular-scientific contribution 1</i>  | Ågren, M. & Thomas, A. Föredrag för lärarna på Svenska Skolan i Paris, november 2009: "Utveckling av L2-franska I muntlig och skriftlig production" Seminar   |
| <i>Presentation or popular-scientific contribution 2</i>  | Thomas, A. & Ågren, M. (2010), "Cadre de discussion des données présentées". Föredrag vid arbetsdag med lärarna från den franska skolan Lycée Français Saint-Louis i Stockholm. Seminar               |
| <i>Presentation or popular-scientific contribution 3</i>  | Thomas, A. (2010) "Les formes verbales dans les contextes du présent et de l'infinifitif". Föredrag vid arbetsdag med lärarna från den franska skolan Lycée Français Saint-Louis i Stockholm. Seminar |
| <i>Presentation or popular-scientific contribution 4</i>  | Thomas, A. (2012), "Input in interaction. Résultats d'une étude exploratoire", Université du Québec à Montréal (UQAM), Kanada. Seminar  |
| <i>Presentation or popular-scientific contribution 5</i>  | Thomas, A. (2012), "Input in interaction: (Structural) priming effects on the development of French verb morphology. A child L2 corpus study", Concordia University, Montreal, Kanada. Seminar        |
| <i>Presentation or popular-scientific contribution 6</i>  | Thomas, A. (2011), "Input and lexical aspect in Child L2 French past tense development", Språkinlärningsseminarium, Lund. Seminar   |
| <i>Presentation or popular-scientific contribution 7</i>  | Ågren, M. (2010) "Plural morphology in written child L2 French: Like child L1 or adult L2?". Seminar  |
| <i>Presentation or popular-scientific contribution 8</i>  | Ågren, M. (2010) "Subjekt-verb kongruens i talad franska: en jämförelse av förståelse och produktion". Seminar  |
| <i>Presentation or popular-scientific contribution 9</i>  | Ågren, M. (2010) "Learning to write in a second language: An introduction with examples from child and adult L2 French"   |
| <i>Presentation or popular-scientific contribution 10</i> | Ågren, M. (2010) Acquisition du pluriel en français oral et écrit: Une comparaison des enfants L1, 2L1 et cL2. Seminar  |
| <i>Presentation or popular-scientific contribution 11</i> | Ågren, M. (2010) Accord sujet-verbe en français oral et écrit: Production et compréhension des enfants bilingues du Projet STUF. Seminar  |
| <i>Presentation or popular-scientific contribution 12</i> | Granfeldt, J. (2010) Föredrag om språkutveckling hos tvåspråkiga barn för föräldrarna på St Louis skolan i Stockholm. Seminar   |
| <i>Presentation or popular-scientific contribution 13</i> | Granfeldt, J. (2008) Föredrag för föräldrar och lärare på Svenska skolan i Paris om vokabulärutveckling. November.  |
| <i>Presentation or popular-scientific contribution 14</i> | Ågren (2012) "Morphosyntactic development in child L2 French: the role of age and input", Applied Linguistics Research Group, Waikato University, New Zealand   |

*Presentation or popular-scientific contribution 15*

*Presentation or popular-scientific contribution 16*

*Presentation or popular-scientific contribution 17*

*Presentation or popular-scientific contribution 18*

*Presentation or popular-scientific contribution 19*

*Presentation or popular-scientific contribution 20*

### **28. Output - Intellectual property**

*Has any intellectual property arisen as a result of research carried out in this project?*

No

### **29. Output - Intellectual property**

Please provide information regarding intellectual property and licensing resulting wholly or partly from this project grant. Please give the following information: Type of intellectual property (copyright, patent etc.), name or title of the discovery, date for receiving this protection.

*Intellectual property 1*

*Intellectual property 2*

*Intellectual property 3*

*Intellectual property 4*

*Intellectual property 5*

### **30. Submit**

You have now reached the end of the survey. When you click on the "Finish" button at the bottom of this page, the Swedish Research Council will receive your scientific report and you will no longer be able to add information to it. Thank you!