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Research has shown that L2 learners of German with English as their L1 have difficulty remembering the grammatical gender of nouns. Although the pattern for gender assignment in German is not as clear as in some other languages, there are many phonological, morphological, and semantic cues available (Köpcke, 1982). L1 learners make ready use of these cues (Szagun et al., 2007), but L2 learners do not (Delisle, 1985; Rogers, 1987). Thus, this study was designed to investigate the extent of German majors' knowledge of gender and gender cues. Forty-nine students from across the US participated in an online gender assignment task where they were asked to supply the gender of 311 German nouns containing different gender cues. Analysis showed a broad range of knowledge across participants ($M=74.8\%$, $SD=13.2\%$). Moreover, some cues to gender seem to be less well known (e.g. -el, -o, -ismus) in comparison to others (e.g. -heit, -keit, -chen). Finally, word frequency was also a factor. While there was no difference between high and low frequency words, performance on medium frequency words was significantly lower ($\chi^2 = 246.86$, $df = 2$, $p < .0001$). Grammatical gender is thus still a problem. More strategic approaches to the instruction of grammatical gender, such as concept-based instruction and cognitive tutors, will be proposed.