S1. Dutch Grammatical Gender

In it important for this study to note that many dominant Papiamentu speakers that participated in the experiment also speak Dutch. In contrast to Papiamentu, Dutch has a two-way gender system that distinguishes between common gender (nouns that are preceded by the Dutch article de) and neuter gender (nouns that are preceded by the Dutch article het). These two gender categories are distributed unequally as the common gender comprises around 75% of all Dutch nouns (Pablos et al. 2018). Gender can be seen as lexically specific property of nouns, which is part of a noun’s lexical entry rather than being computed online (Blom, Polišenska and Unsworth 2008). Example (1) exemplifies the two gender categories in Dutch and their English equivalent:

(1)  a. Dutch: De tafel
    English equivalent: The table-COMMON
    Papiamentu equivalent: E mesa

    b. Dutch: Het huis
    English equivalent: The House-NEUTER
    Papiamentu equivalent: E kas

Grammatical gender in Dutch is marked on a number of agreeing elements accompanying the noun or referring to it. Definite and demonstrative articles, relative pronouns and adjectives agree with the gender of the noun (Brouwer, Sprenger and Unsworth 2017; Blom, Polišenska and Unsworth 2008). The gender encoding of attributive adjectives in Dutch also comes in two forms. (y) is an example of this distinction:

(y)  a. Een grote kat
    A big cat-COMMON

    b. Een groot meisje
    A big girl-NEUTER

The distinction between common and neuter gender in Dutch is neutralized in the plural form. Plural nouns in Dutch always precede the common determiner de (Blom et al. 2008). Example (2) illustrates the plural forms of the common noun ‘table’ and the neuter noun ‘house’:
Grammatical gender in Dutch is acquired relatively late by monolingual children; they continue to make production errors with neuter gender until at least age 6, overgeneralizing common gender forms of the article. This is in contrast to the acquisition of gender marking in other languages such as Spanish where gender is acquired at a younger age.

Table S1: Participant group characteristics from the Language History Questionnaire

<table>
<thead>
<tr>
<th>Variable</th>
<th>Dutch Dominant</th>
<th>Papiamentu Dominant</th>
<th>Spanish Dominant</th>
<th>Heritage Spanish-Papiamentu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papiamentu AoA1</td>
<td>Primary/Secondary School</td>
<td>1-4 years</td>
<td>&gt; 18 years</td>
<td>Primary School</td>
</tr>
<tr>
<td>Country of Birth</td>
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<td>Curaçao</td>
<td>Colombia, Venezuela, Spain</td>
<td>Curaçao, Venezuela</td>
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<tr>
<td>Papiamentu Ability</td>
<td>Extended Conversation</td>
<td>Extended Conversation</td>
<td>Basic Conversation</td>
<td>Extended Conversation</td>
</tr>
<tr>
<td>Spanish Ability</td>
<td>Basic Conversation</td>
<td>Basic Conversation</td>
<td>Extended Conversation</td>
<td>Basic/Extended Conversation</td>
</tr>
<tr>
<td>Language at School</td>
<td>Dutch</td>
<td>Papiamentu and Dutch</td>
<td>Spanish, some English</td>
<td>Papiamentu and Dutch</td>
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<tr>
<td>Language at Home</td>
<td>Dutch</td>
<td>Mostly Papiamentu</td>
<td>Mostly Spanish</td>
<td>Mostly Spanish</td>
</tr>
</tbody>
</table>

3AoA = Age of Acquisition

References

