The present study attempted to advance the findings of the multilingualism, specifically the field of third language acquisition. To this aim, the role of background languages transfer in the acquisition of English Adjective Position which is similar in Turkmen (i.e. L1) and English (i.e. L3) and different in Persian (i.e. L2), was explored and investigated. The participants were assigned into two groups namely, Persian learners of English, as well as Turkmen learners of English. The results disconfirm the findings of the Cumulative Enhancement Model (CEM), and the 'L2 Status Factor', and confirm the findings of the 'L1 transfer'. The findings also proved that L3 group had metalinguistic awareness which helped them outperform the L2 group in the acquisition of English language.