

Introduction

Contrary to first language (L1) learning, second language (L2) learning in school context is characterized by the importance of the written modality – regarding the oral one. Therefore, one might expect a modality effect on word recognition, with written words being more accurately recognized than spoken ones, among low to moderate proficiency late L2 learners [10].

Objective A

To highlight a modality effect

Furthermore, bilinguals recognize faster and more accurately cognate words (*accident* for French English) than non-cognate ones [5]. Nevertheless, this cognate effect has been studied in written modality only.

Objective B

To examine how modality interacts with cognateness

Method

BACKGROUND MEASURES:

- On-line questionnaire [4,7]:
 - Reading habits
 - Experience with different languages
 - Schooling
 - Socio-economic level
- Positioning test in English (Dialang)
- Speech therapy tests [2,8]:
 - ECLA16+: phonological, reading and spelling skills
 - EVALEC: pseudoword reading
- Neuropsychological tests [6]:
 - Non Verbal Intelligence Test

N = 49

French native speakers who learned English as an L2 in a school context

Mean Age = 23,64, SD = 4,14

VARIABLES:

Dependent: Accuracy

Independent:

- Session
- Modality

STATISTICAL ANALYSES:

Linear Mixed-effect Modelling, using glmer function from lme4 package with R Software

Lexical Decision Tasks in written and oral modalities

Counterbalanced order of presentation of modalities

Same lists of stimuli in each modality

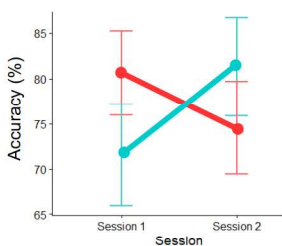
Objective A: 44 frequent non-cognate words and 44 pseudowords [3], strictly matched [1,9,11]

Objective B: 60 frequent words and 60 pseudowords, strictly matched, including:

- 30 non-cognate words
- 30 cognate words:
 - 15 identical (e.g., *accident*)
 - 15 non-identical (e.g., *apartment / appartement*)

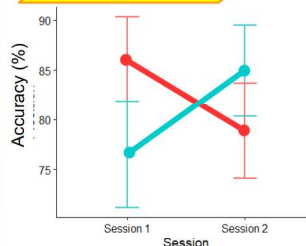
Results

Objective A



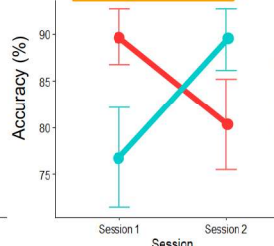
Modality effect: $p < .001$ ($W > O$)
 Session effect: $p < .05$
 No interaction effect: $p = 0.81$

Non-cognate words

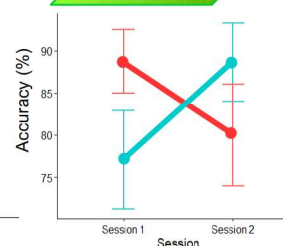


Cognate effect: $p < .05$ (Cognate > Non-cognate)
 Modality effect: $p < .001$ ($W > O$)
 Interaction (Modality * Cognateness) effect: $p < .001$

Cognate words

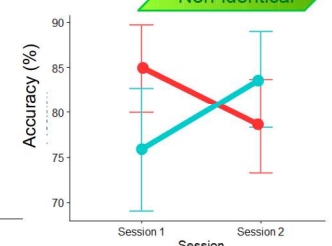


Identical



Objective B

Non-identical



No cognateness effect: $p = 0.54$
 Modality effect: $p < .001$ ($W > O$)
 Interaction (Modality * Cognateness) effect: $p = .09$

CONCLUSION

- Modality effect in L2 with and without cognate items
- Cognate facilitation effect in L2 in both modalities
- Greater amplitude of modality effect
 - for cognate items than non cognate ones
 - non significant trend for identical than non-identical cognate items

LIMITS AND OPENINGS

- Only narrow range of known items at this level of proficiency
- What about:
 - Modality effect in L1 ?
 - The impact of L1 reading skills ?
 - At the onset of L2 learning ?

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