Contrary to first language (L1) learning, second language (L2) learning in school context is characterized by the importance of the written modality – regardless of 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].

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 A**

To highlight a modality effect

**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)

**Method**

**BACKGROUND MEASURES:**

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

**STATISTICAL ANALYSES:**

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

**Objective B**

To examine how modality interacts with cognateness

**Results**

**Conclusions**

- 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
  - for non-cognate items with different than non-identical cognate items

**Limitations 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?

**Background:**

- For background studies of the present study, see the following references:

**Contact:** camille.cornut@univ-lille.fr