Modality effect in L1 and L2 word recognition among French late learners of English
Camille CORNUT, Gwendoline MAHE, Séverine CASALIS
SCALab UMR CNRS 9183, Université de Lille, France

Objective A
To highlight a modality effect in L2 word recognition and a possible transfer from one modality to the other

BACKGROUND MEASURES:
- On-line questionnaire (47): Reading habits, experience with different languages, scholastic and socio-economic level
- Positioning test in English (Dialang) (5)
- Speech therapy tests (2,3)
- ECLA: pronunciation, reading and spelling skills
- FAVEL: pseudoword reading
- Neuropsychological tests (9)
- Non-Verbal Intelligence Test

Method

test

PARTICIPANTS:
N = 36
French native speakers who learned English as a L2 in a school context
Mean Age = 23.81, SD = 8.99

Lexical decision tasks in both modalities

Variation in modality effect: Presenting, yes/no function from input package
Elaborative processing: 8 stimuli, 8 pairs of words

Objective A: 42 frequent cognate English words and 42 pseudowords, strictly matched (1, 9, 11)
Objective B: 41 very rare French words and 41 pseudowords, strictly matched

RESULTS

Objective A

Hypotheses

First hypothesis: Modality effect
Written words > Spoken words
THING more accurately recognized than /isy/
4 possible kind of influence:
- Non-existent: W | O
- Reciprocal: W | O
- Unilateral: W | O
- Unilateral: O | W

Modalities' order
- Written: Oral
- Oral: Written

Objective B

Explorative experiment: Modality effect?
Existing transfer?

DISCUSSION & CONCLUSION

Modality effect in L2: Written words more accurately recognized than spoken ones
Is this due to the predominance of written materials during the learning in a school context?
Reciprocal transfer in L2 between Written and Oral Modalities:
- Better recognition of written words already recognized in oral modality
- Better recognition of spoken words already recognized in written modality
No modality effect nor transfer in L1

Contact: camille.cornut@univ-lille.fr