

Section:

Research into vocabulary acquisition in L2/L3

Badania nad nauką słownictwa w L2/L3

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Name and information about the research team coordinating the section:

Experimental Linguistics Lab/ Centrum Multilingualism Research Hub (MRH)

Section language:

english

Call for papers:

In this panel we have gathered four presentations of current research on multilingual learning and processing of words carried out within the Multilingualism Research Hub. We want to showcase our correlational and experimental studies carried out in both more traditional methods and with the use of cutting-edge technology of eye tracking. All presentations deal with the learning and processing of cognates – words that are similar in their form and meaning across languages, and/or false cognates (false friends) – words that are similar only formally, but not semantically. Importantly, the studies in this panel have been carried out by MRH members as well as students from the Faculty of Modern Languages, who will take active part in presenting their results.

1. The first presentation focuses on two experiments on learning L3 cognate and noncognate words, where we compared the learning of L1-L3, L2-L3 and L1-L2-L3 cognates (Polish-English-Italian). We answer the RQ about which types of cognates are learned faster and better than other words.
2. In the second presentation, we analyse spelling errors made by L3-Italian language learners as a function of their L2 and L3 proficiency. We ask RQs concerning the amount and type of errors made in the different word types. We derive conclusions concerning the representation of L2-L3 and L1-L2-L3 cognates in the multilingual mental lexicon.
3. The third presentation deals with processing and learning of L1-L2 cognates, false cognates and noncognates while reading stories in L2. Thanks to the use of eye tracking we answer RQs about how language learners allocate their attention on various types of words, which leads to their better learning.
4. The fourth presentation is a large-scale correlational study. It aims to answer RQs concerning which methods of control for cognate guessing best reflect participants' L2 proficiency.