

LEMMA

Language, Education, and Memory in Multilingualism and Academia

The interface between language and memory in multilingualism

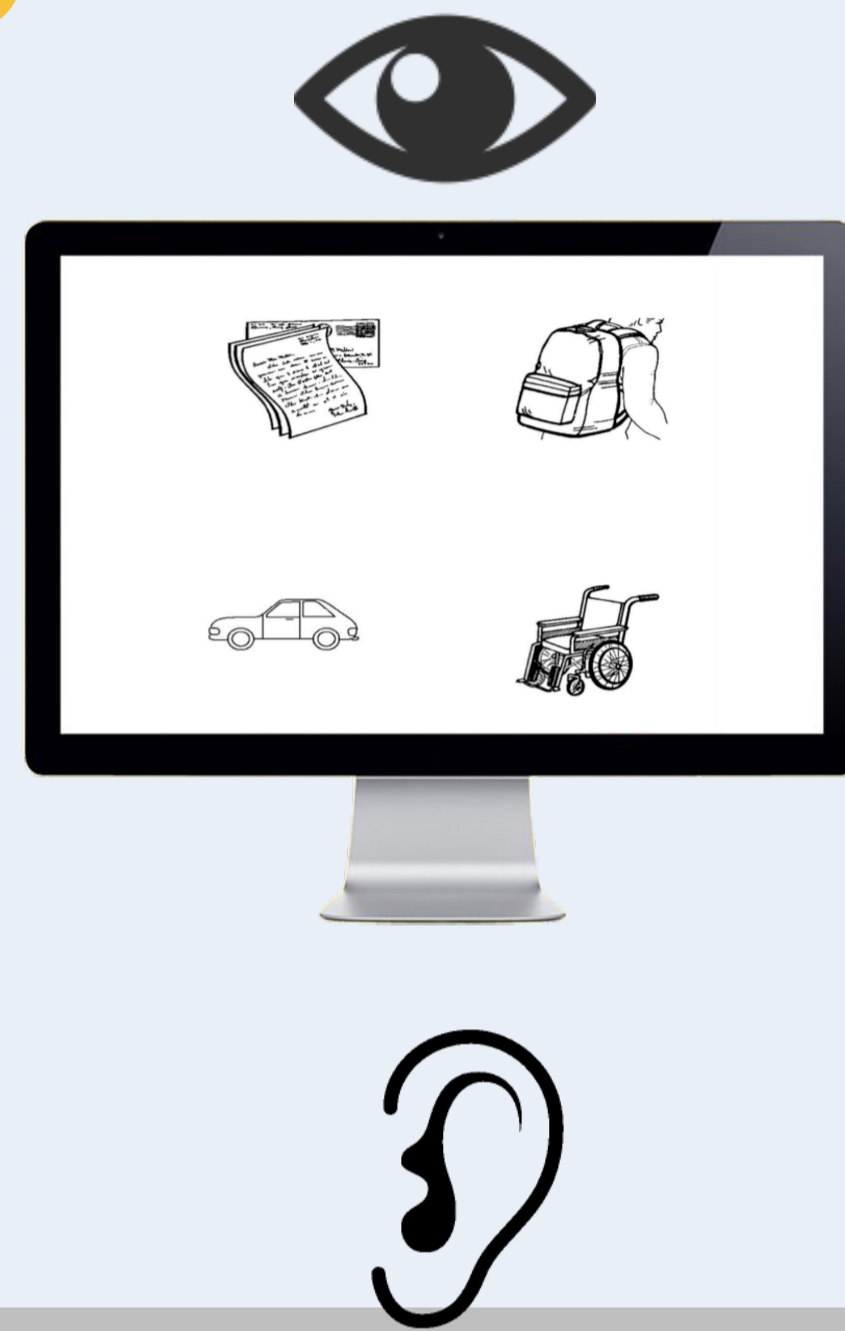
Ghent University - Faculty of Psychology & Educational Sciences

LANGUAGE

Prediction in native and non-native speech comprehension

- ▶ Bilingual listeners predict upcoming speech input in L2 as in L1?
- ▶ Factors modulating prediction in L2 speech comprehension?
 - ❖ Frequency information?
 - ❖ Quality of linguistic representations?
 - ❖ Competition?
 - ❖ Available resources?
- ▶ Bilinguals rely more on top-down information in L2 listening than in L1 listening?

Visual world paradigm



Mary reads a letter/Marie leest een brief
Mary steals a letter/Marie steelt een brief

Reading in L1 and L2

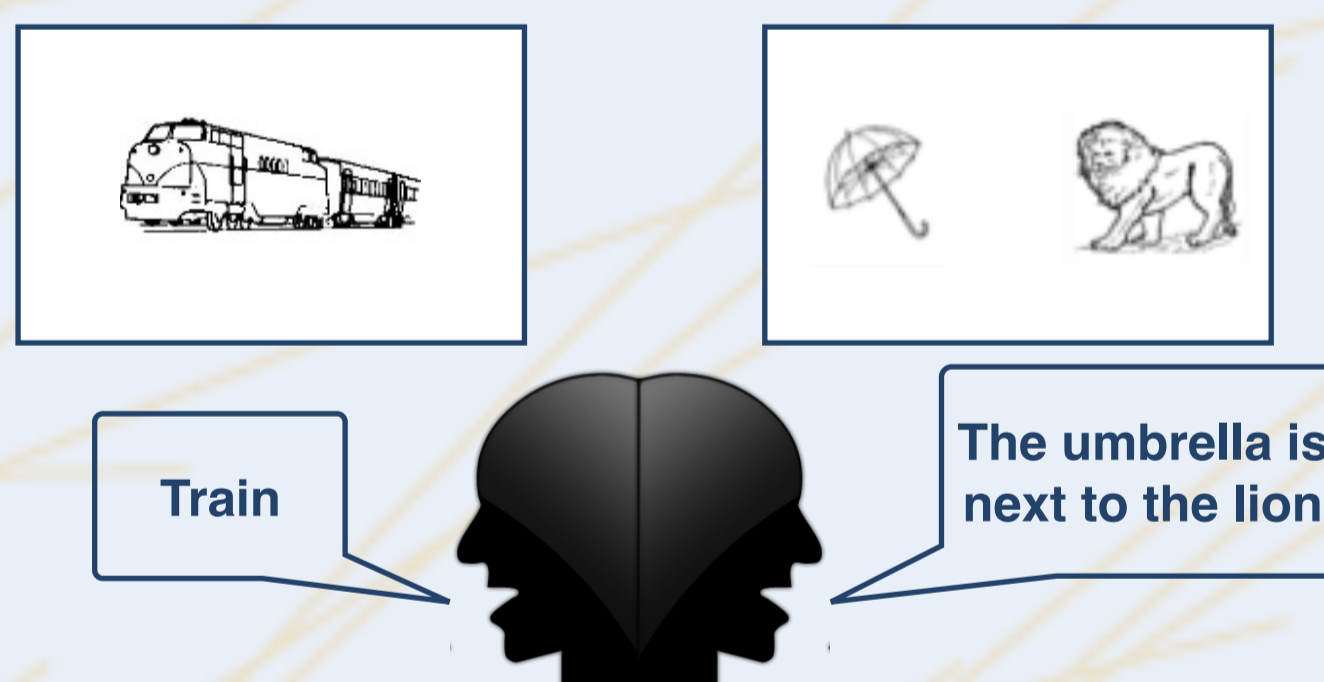
- ▶ Differences between L1/L2 reading?
 - ❖ Eye movement corpus investigation
 - GECO (Ghent Eye-tracking COpus)
 - ❖ In general: slower and childlike for L2
 - Interference? Resources? Familiarity?
 - ❖ Studies on word and sentence level
 - Frequency/Neighbourhood/AoA/Predictability/Pupil dilation/...
- ▶ Eye movements of L1/L2 studying



Speech production in L1 and L2

- ▶ L2 speech production usually slower, less accurate, and less fluent, but why?
- ▶ Factor(s) modulating L2 naming speed at word and sentence level?

- | | |
|---------------------------------|------------------------------|
| Single word picture naming | Sentence word picture naming |
| ❖ RT L2 > L1 | ❖ RT L1 > L2? |
| ❖ Early-learned faster in L1/L2 | ❖ AoA important in L2 |



Self-monitoring in L1 and L2

- ▶ L2 disadvantage during self-monitoring of speech production? If so, why?
- ▶ Main findings:
 - ❖ No RT differences between L1/L2 phoneme monitoring
 - ❖ Higher RT in L2 speech production
 - ❖ Speech monitoring = sequential process: first phoneme of word monitored first
- Differences only in L2 production: slow-down later in speech production (e.g. in articulatory planning)?

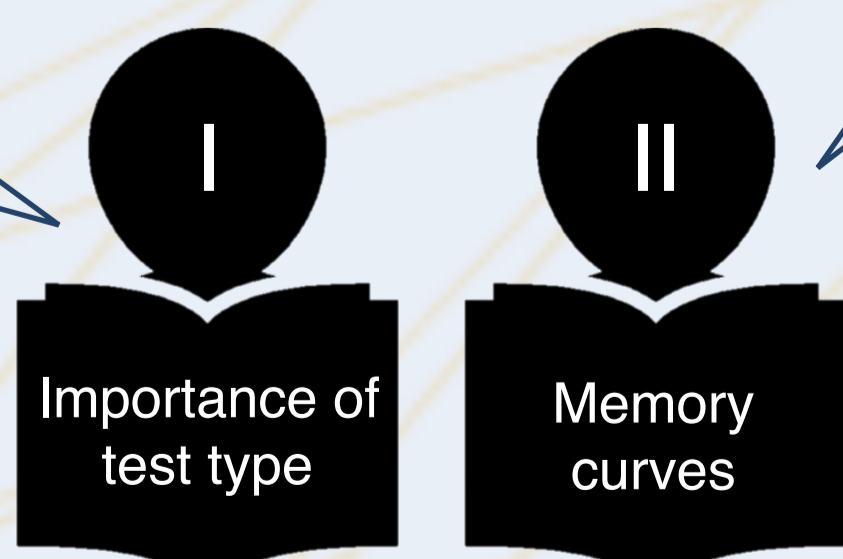


Memory for texts in L1 and L2

- ▶ Bilingual memory is language-dependent = the encoding-specificity principle
- ▶ True for texts? Do students remember the wordings of a study text in L2 or its content independent of language?
- ▶ What are the consequences for education?

When I study text materials in L2, I can remember enough to say which statements are true or false, but I have a hard time rewriting the contents.

I might score a little lower on yes/no tests for courses in L2, but the difference is small. And I don't forget more on the long term, no, it's the same as in my own language.



Supporting reading in an L2 higher education setting

Integration

- ▶ Code switching and translation
- ▶ Decoding meaning unfamiliar vocab
- ▶ Making non-graphical note
- ▶ Making graphical note
- ▶ Questioning
- ▶ Making links to prior knowledge

Organisation external text structure

- ▶ Context clues; e.g. (sub)heading
- ▶ Typographical aids

My reading comprehension is so-so, but I make up for it with my highlighting skills.

Organisation internal text structure

- ▶ Adding symbols to text
- ▶ Identifying highly informative text
- ▶ Using structure marking elements
- ▶ Making inferences

Selection

- ▶ Selecting main ideas
- ▶ Distinguishing main from sub-ideas



MEMORY

LEMMA team

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