

Mapping novel L2 words into the mental lexicon: Evidence from early L2 learners

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1. Why learn new L2 words?

1.1. Why do we learn new L2 words?

For meaningful interaction in order to communicate appropriately with each other.

2. Models of L2 word representation.

2.1. When was the first model L2 word representation developed?

- a. 1958
- b. 1949
- c. 1953
- d. 1955

2.2. Name the three models of L2 word representation.

1. Model of bilingualism (Weinreich)
2. Model of lexical representation (Potter et al.)
3. Revised Hierarchical Model (Kroll & Stewart)

2.3. Explain Kroll and Stewart's model.

The *Revised Hierarchical Model (RHM)* combines the *Model of Bilingualism* and the *Model of Lexical Representation*. First of all, a distinction is made between the language non-specific conceptual store and the language specific word forms. The latter is further differentiated into the L1 and L2 store. The L1 store is bigger than the L2 store. In case of beginners, there is a strong lexical link between the L1 and L2 word. The conceptual links between L2 words and the concepts are very weak, whereas, the conceptual links between L1 words and their concepts is strong.

2.4. Name the two ways of testing the RHM.

1. Lexical decision task (comprehension)
2. Translation task (production)

2.5. Tick the right variables that may influence the performance of participants. More than one answer is possible.

- Age
- language proficiency
- stimuli height
- Frequency
- SES
- orthographic projection

3. Testing models experimentally

3.1. How do the predictions by the RHM differ between the beginners of L2 learners and advanced L2 learners in the translation recognition task?

The beginners of L2 learners are presumed to have a weak L2 word-to-concept link, therefore, performances of semantically-related and unrelated word pairs will not differ. However, Proach assumed for advanced L2 learners that, in case of a strong link between the L2 word and concept, the performances of semantically-related and unrelated word pairs will differ.

3.2. What is measured in the second experiment involving a translation production task? More than one answer is possible.

- a. Reaction time
- b. Frequency
- c. Effectivity
- d. Error rates

3.3. In the second experiment (translation production task), is backward or forward translation presumably going to be faster and why?

Backward translation is assumed to be faster due to the direct link between L2 and L1.

3.4. Summarize the results from Poarch's study.

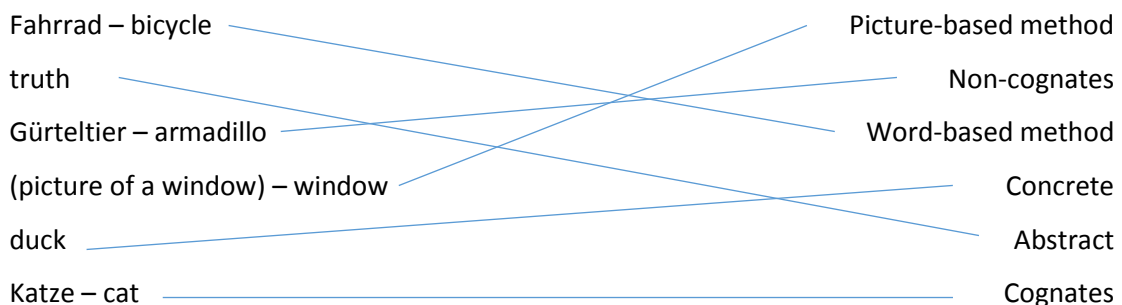
The results of the first experiment were not in accordance with the predictions of the RHM. The beginners showed semantic interference, though they should not do so. The second experiment revealed that for the production task the children relied on the lexical links in the backward translation. Evidently, there was a clear indication that for production the beginners' performances correspond with the predictions by the RHM. So eventually, it depends on the task demands or on the learning context and method.

4. Factors of influence in L2 word learning

4.1. Which two major factors influence word learning?

1. Learning methods
2. Word status

4.2. Match the examples with the correct factors.



4.3. Name at least three other factors that may influence word learning and explain them.

- Concreteness and Valence:
Concreteness is divided into concrete vs. abstract, whereas, valence involves the emotional content, so whether something is positive, negative or neutral. Studies showed that something, which is learned previously, is better retrieved when there is an emotional content to it. Especially, negative valence makes it easier to retrieve words. Therefore, this is a sign that if something is emotionally more consolidated, it is possibly easier to link to the semantic information in the mental lexicon. Thus, emotionally content facilitates particularly the acquisition for abstract, but not concrete words where it is possibly harder to find a direct translation to the L1 word. Furthermore, abstract neutral words such as “truth” are hardest to learn.
- Time intervals between learning:
The time intervals between learning to maximize long-term memory retention. Usually, learning proceeds in the following sequence of events: first, you study something, then there is a pause, then you revise it, afterwards a delay, and in the end, there is a test on the information. At the moment, research is controversially about this issue. But one study showed that re-exposing students to previously learned vocabulary in cumulative quizzes at intervals of several weeks facilitates retention instead of merely adding new words to the lexicon without repeating the others.
- Imitation vs. retrieval practice:
In the past, imitation training often took place. Recently, both conditions imitation and retrieval practice were compared. Imitation was understood as showing a picture, then the L2 word is played and afterwards, the learners have to repeat the L2 word aloud. In case of retrieval practice, the picture is showed, then the learner tries to produce the L2 word before he or she hears it and in the end, there is some kind of feedback. It was found out that imitation actually impedes the learning progress in that learners need some time to be able to link the picture with the appropriate word by themselves. Thus, retrieval practice is more effective than pure imitation.
- Gestures:
Linking the L2 words to pre-existing embodied L1 representations (gestures) facilitates the retrieval of words and their retention. Thus, gestures could function as a bridge between the L1 and the L2.
- Learner types/Learning styles:
There are different learner types such as visual, aural, haptic etc. It is likely to assume that learner types have an influence on the word learning process. However, there is no substantial scientific evidence that learner types actually profit in vocabulary learning from being catered to. Impoverishing linguistic input by allowing only one modality (e.g. acoustic or visual input) possibly reduces the chances to acquire L2 words. In fact, a combination of multiple modalities evidently leads to better results.

4.4. With the lecture and your previous experiences in teaching in mind, to what extent would you restructure your EFL teaching and why?

Personal answer.