

Word Recognition and Multilingualism

Ben Weissman

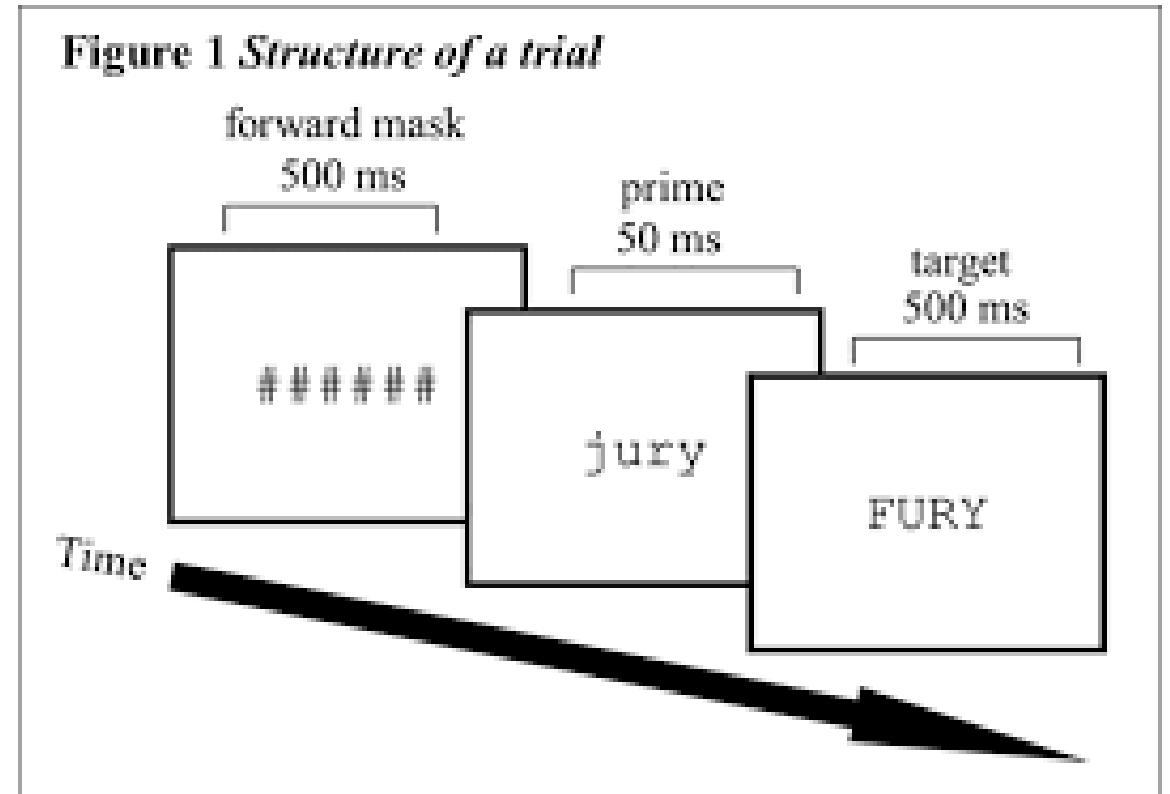
COGS 4780

How do we store multiple languages?

- Some of the same methods we've already looked at in the past few weeks can be used on bilinguals to see how activation may spread across languages
- Two broad possibilities (with some subdivisions):
 - A) Each language is separate, so activation doesn't spread within a language unless that language is being used
 - There is a switching mechanism that we utilize to switch back and forth between languages that we know
 - B) There is interaction between languages, so even if only one language is in use, activation can spread in/to another
 - No need for a switching mechanism, patterns of activation will do all the work for us

How do we store multiple languages?

- Schoonbaert et al. (2009) tested Dutch-English bilinguals in a [masked priming](#) lexical decision task



How do we store multiple languages?

- Cross-linguistic masked priming would present a masked prime in one language and a target item in the other language
 - *meisje*-GIRL
 - *girl*-MEISJE
- Lexical decision task on second word

How do we store multiple languages?

- Translation priming:

- *meisje*-GIRL
- *girl*-MEISJE

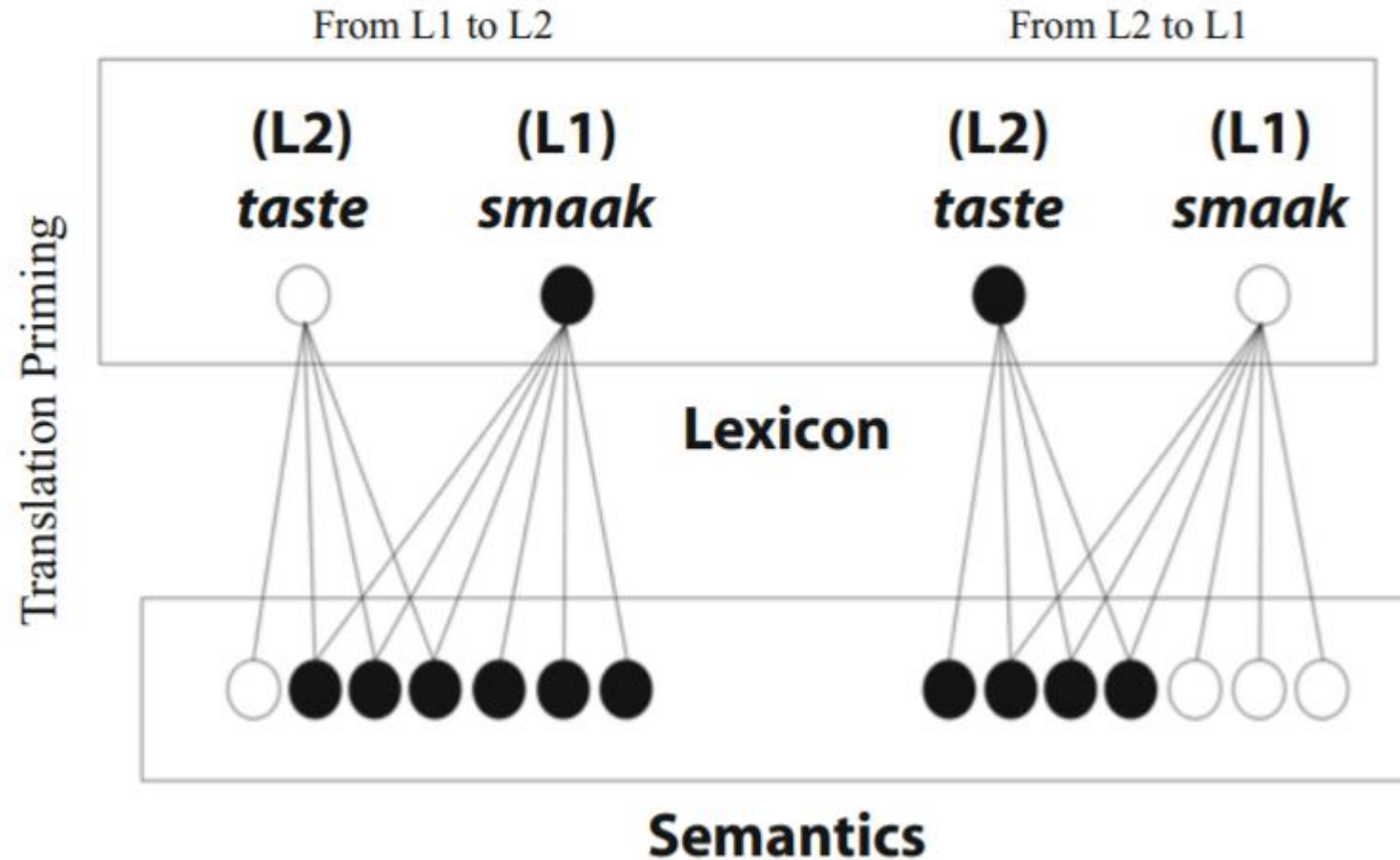
- Semantic priming:

- *jongen*-GIRL
- *boy*-MEISJE

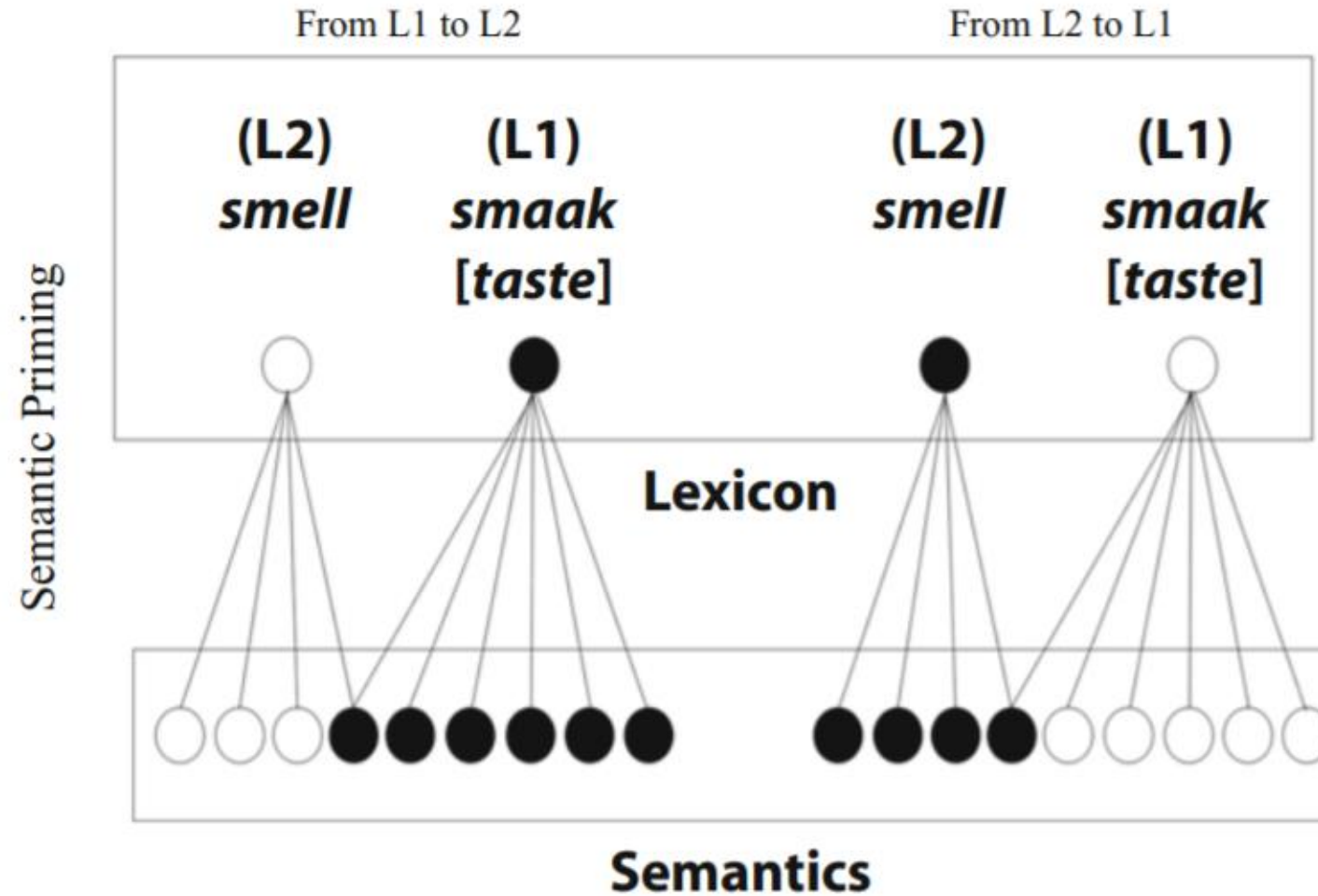
How do we store multiple languages?

- Subjects were L1 Dutch – L2 English bilinguals
- L1 → L2 translation priming – strong significant effect
- L2 → L1 translation priming – significant but less strong effect
- L1 → L2 semantic priming – significant effect
- L2 → L1 semantic priming – significant effect

How do we store multiple languages?

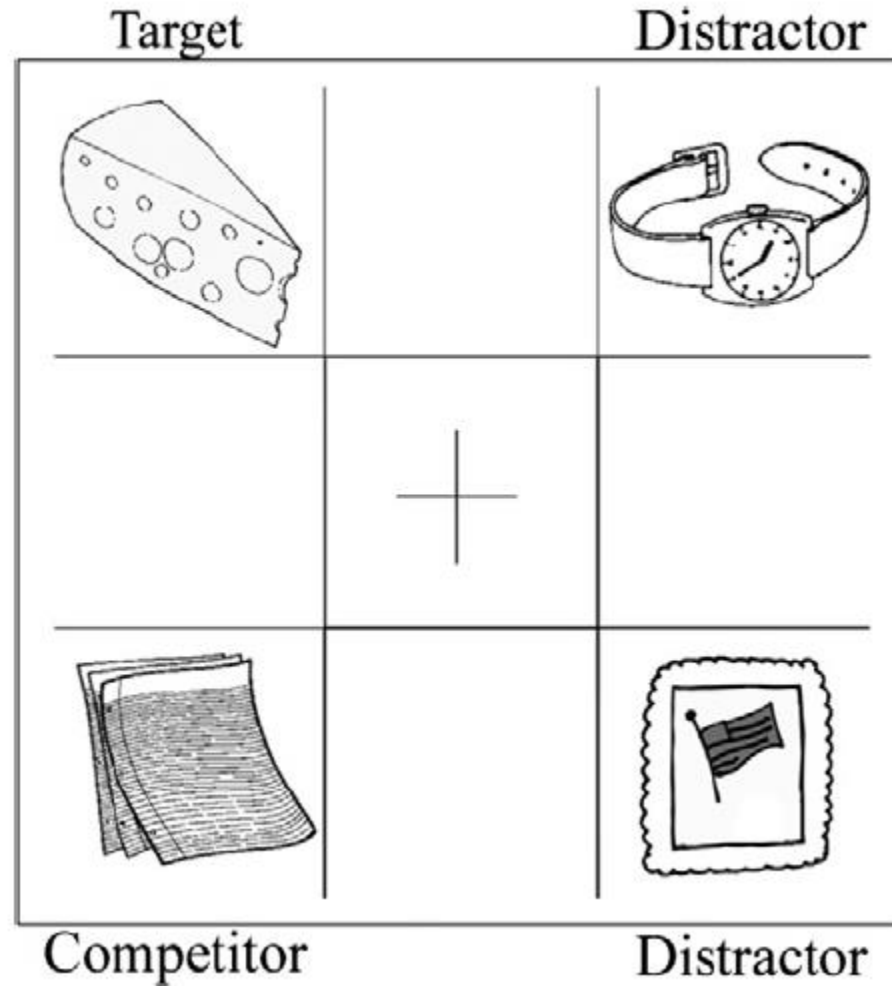


How do we store multiple languages?

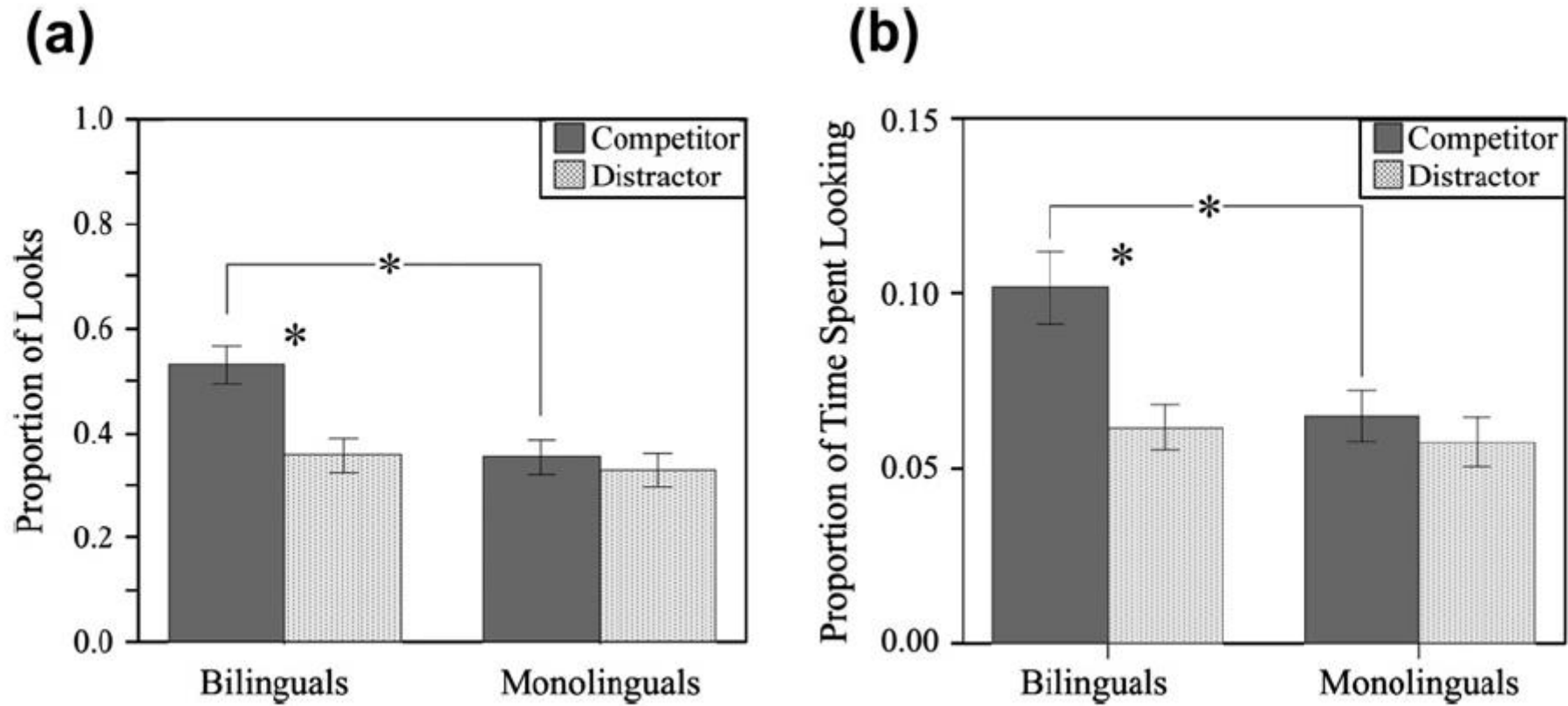


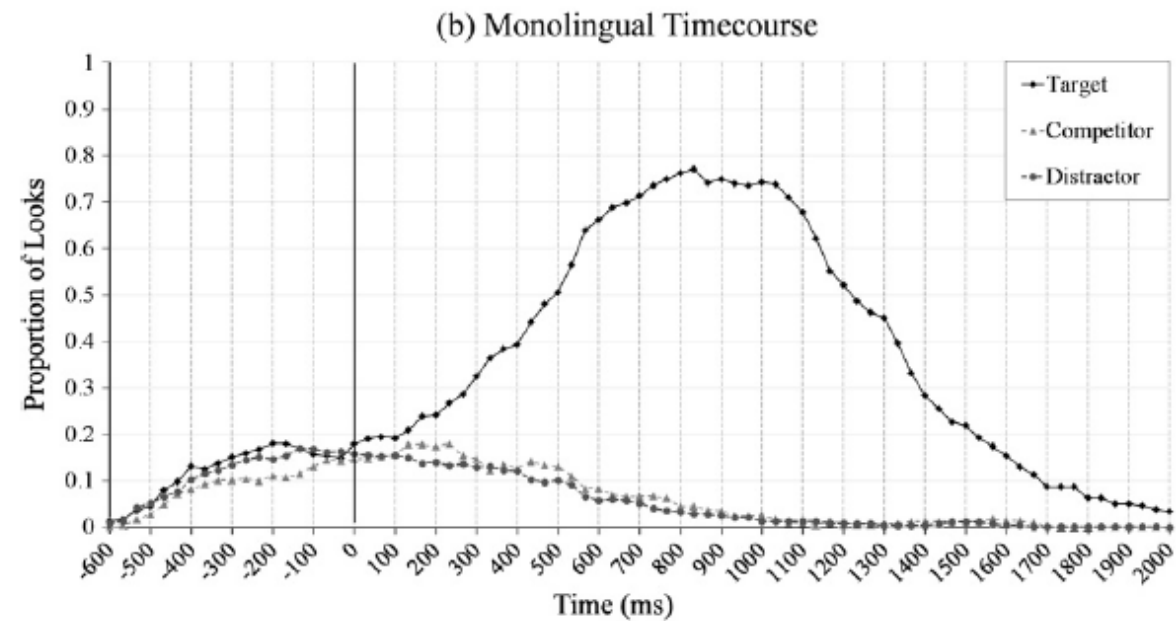
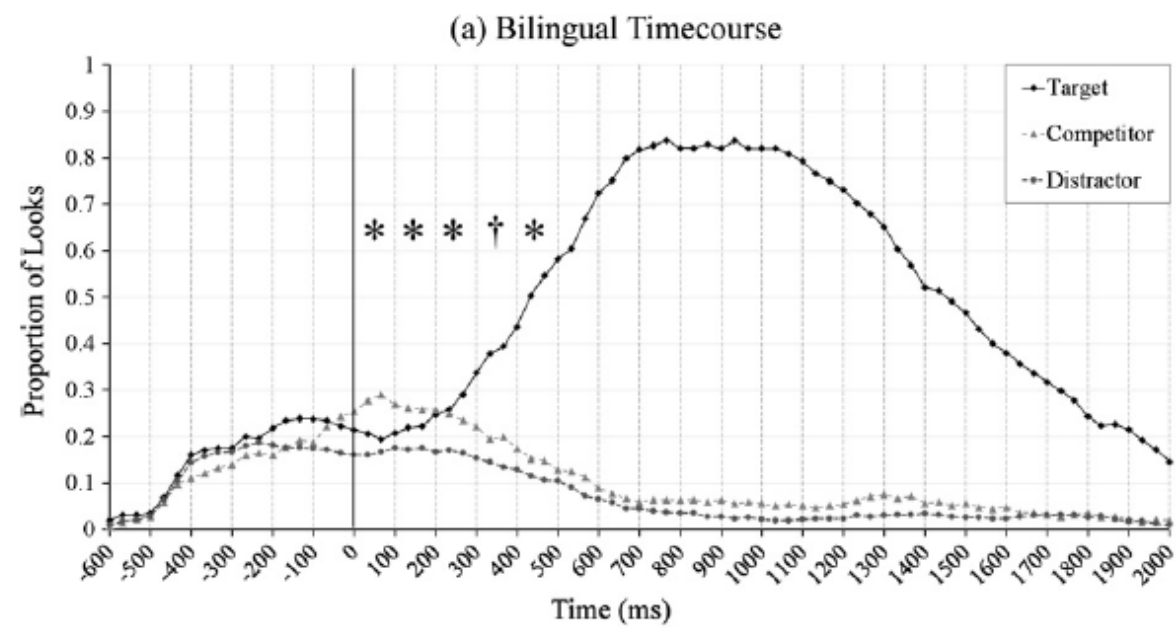
Shook & Marian (2012)

Shook & Marian (2012)



Shook & Marian (2012)





* Competitor vs Distractor, significant at $p < 0.05$ (by-subjects and by-items)

† Competitor vs Distractor, significant at $p < 0.05$, (by-subjects or by-items only)

. Time-course of activation for (a) bilingual and (b) monolingual participants. The solid line represents onset of the target word.

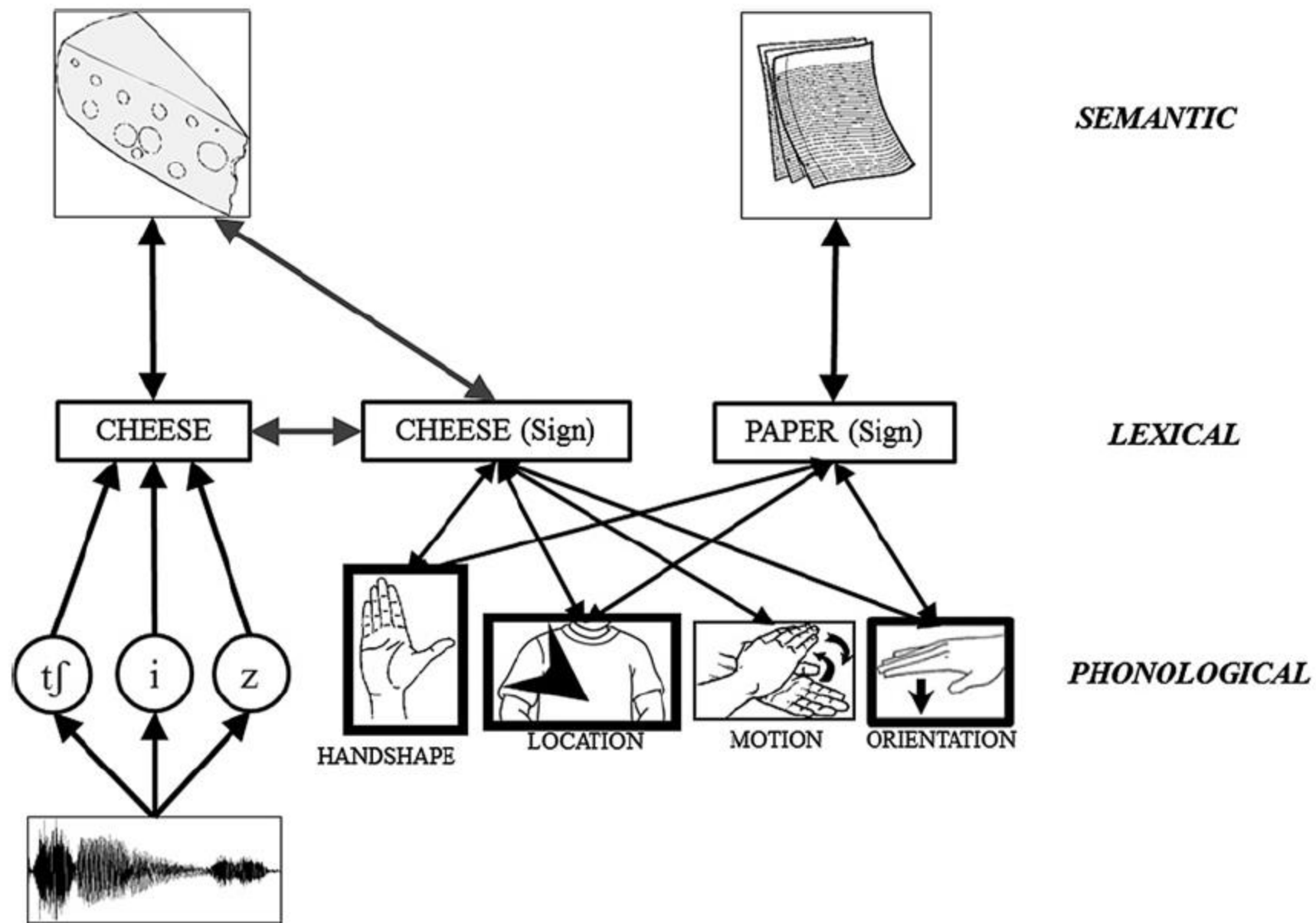


Fig. 4. Proposed co-activation pathways in bimodal bilinguals during speech comprehension.