



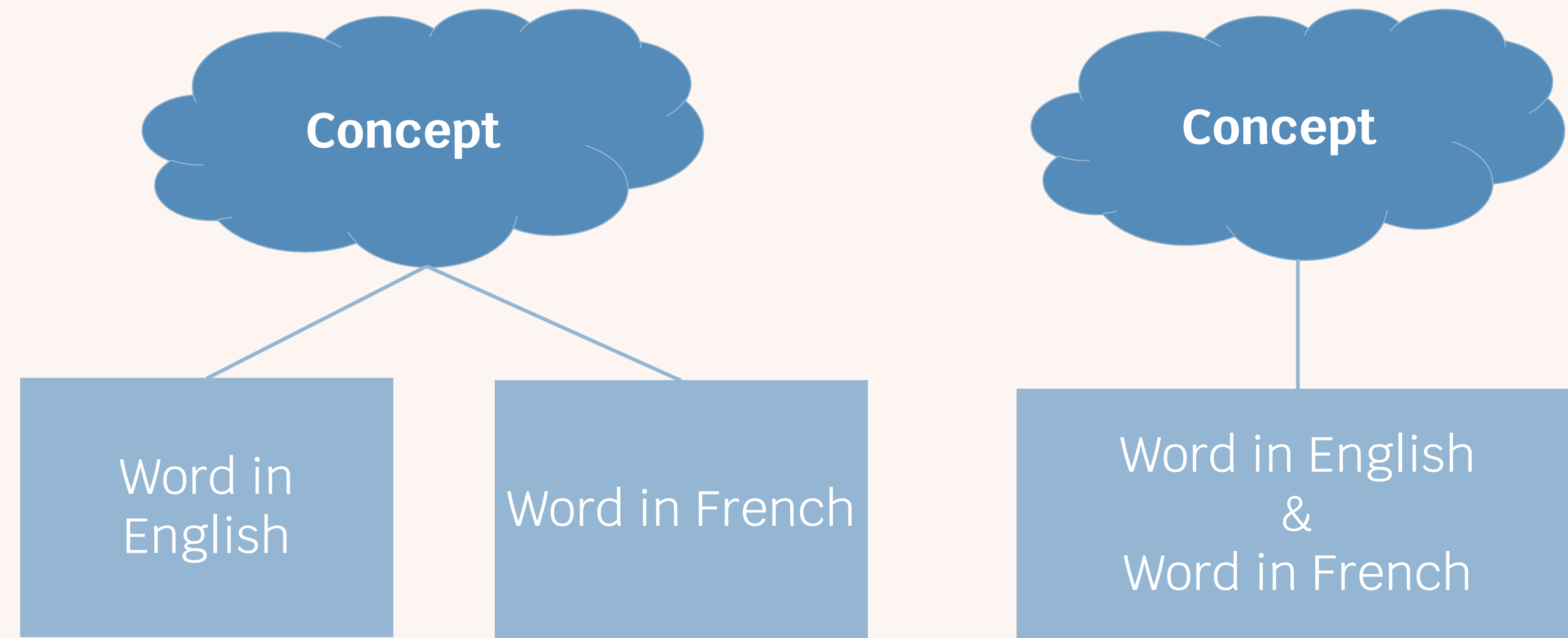
# Cognate Processing and the Role of False Friends in L2 French Speakers

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## Background on Bilingualism

Revised Hierarchical Model<sup>1</sup> vs. Multilink Model<sup>2</sup>



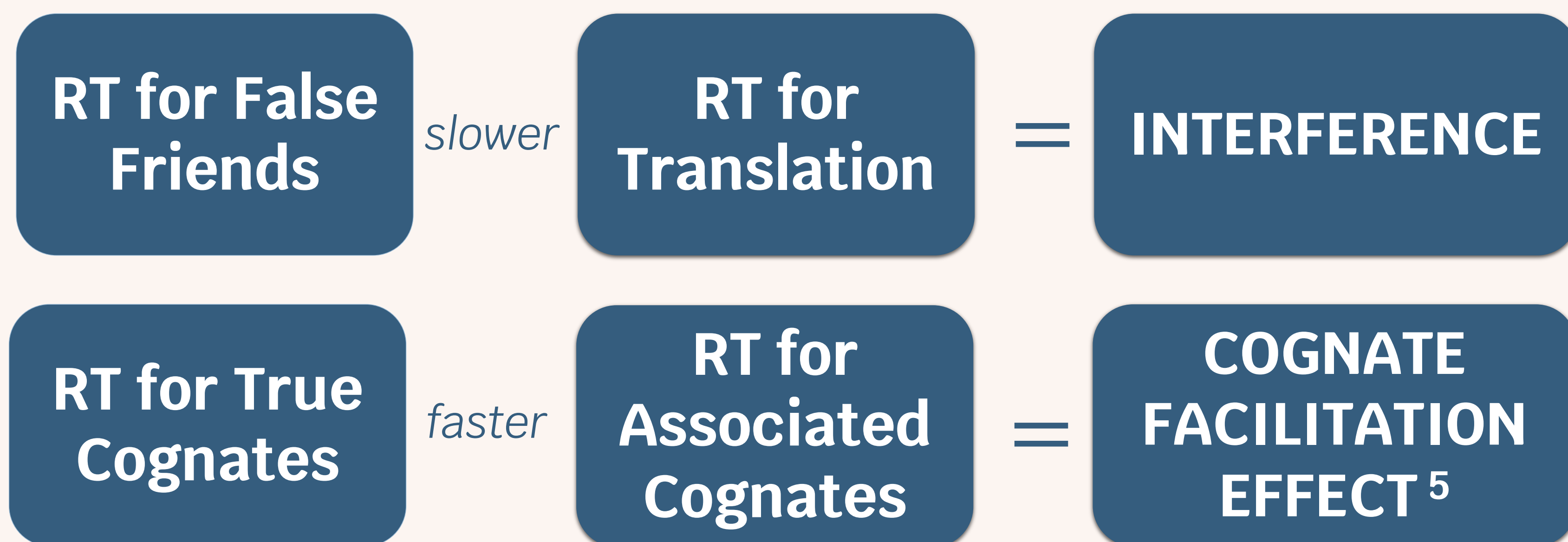
**THE LEXICON:** system in the mind that stores words<sup>3</sup>

- **True Cognates:** words that sound similar in two languages and have the same meanings<sup>4</sup>
- **Associated Cognates:** words that sound similar in two languages and but do have the same meaning<sup>5</sup>

English and French Examples

	FRENCH	ENGLISH	FALSE FRIEND
ASSOCIATED COGNATE	monnaie	coin	money
TRUE COGNATE	téléphone	telephone	n/a

## Predictions



## Results

Figure 1: Mean reaction times (ms) for each cognate type and related condition.

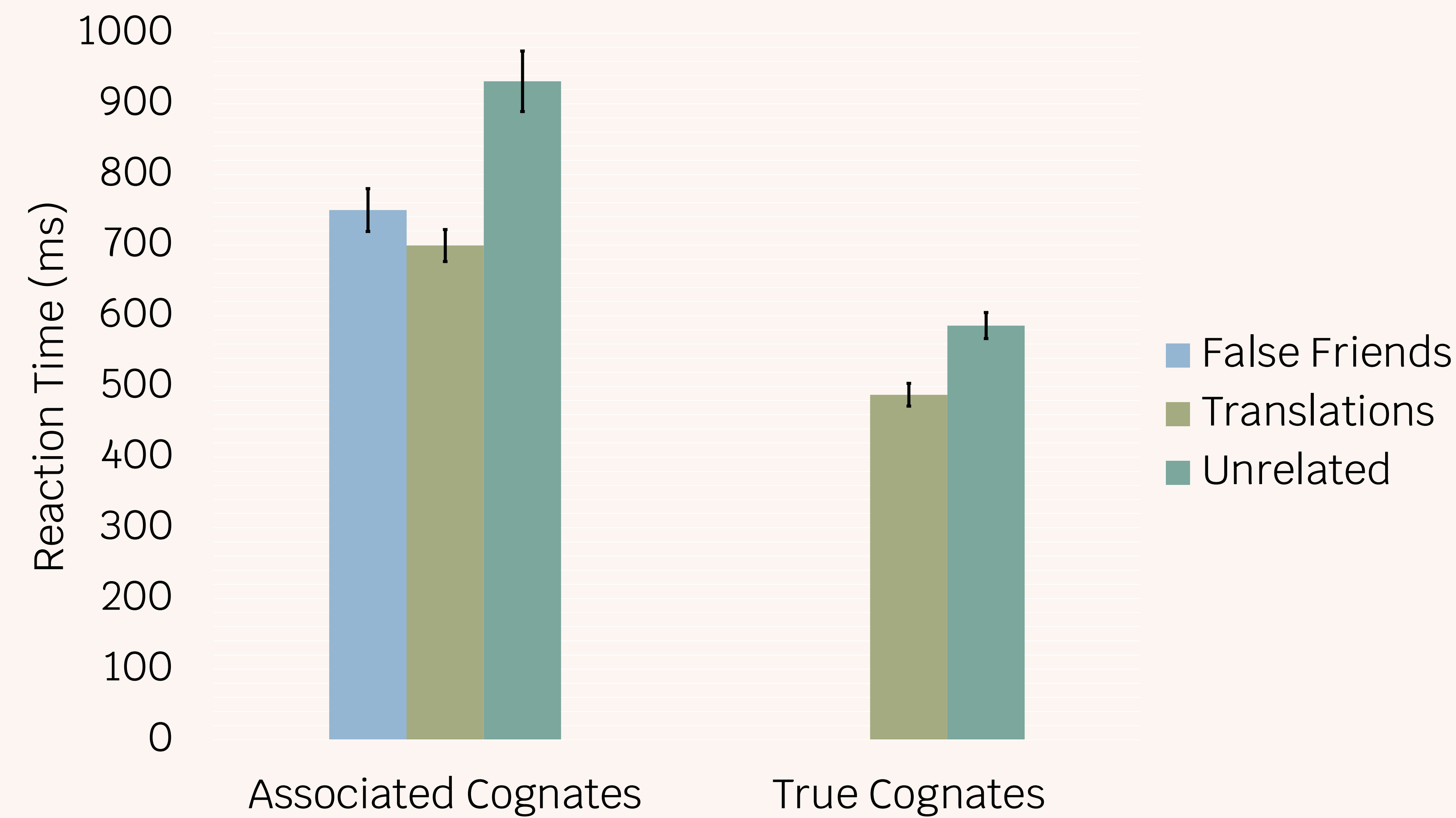


Table 1: Mean accuracy (percent) for each cognate type and related condition.

Cognate Type	Related	Average Accuracy	Standard Deviation
Associated Cognate	False Friend	89.2%	31.0%
Associated Cognate	Translation	89.4%	30.8%
Associated Cognate	Unrelated	76.8%	42.2%
True Cognate	Translation	98.9%	10.3%
True Cognate	Unrelated	94.0%	23.7%

## Discussion

### Interference of lexical items:

- Having a false friend interferes with access to true meanings of words in bilingual word recognition
- This suggests that there is a single lexicon that stores words from both languages
- *Supports the Multilink Model*

### Replicated cognate facilitation effect:

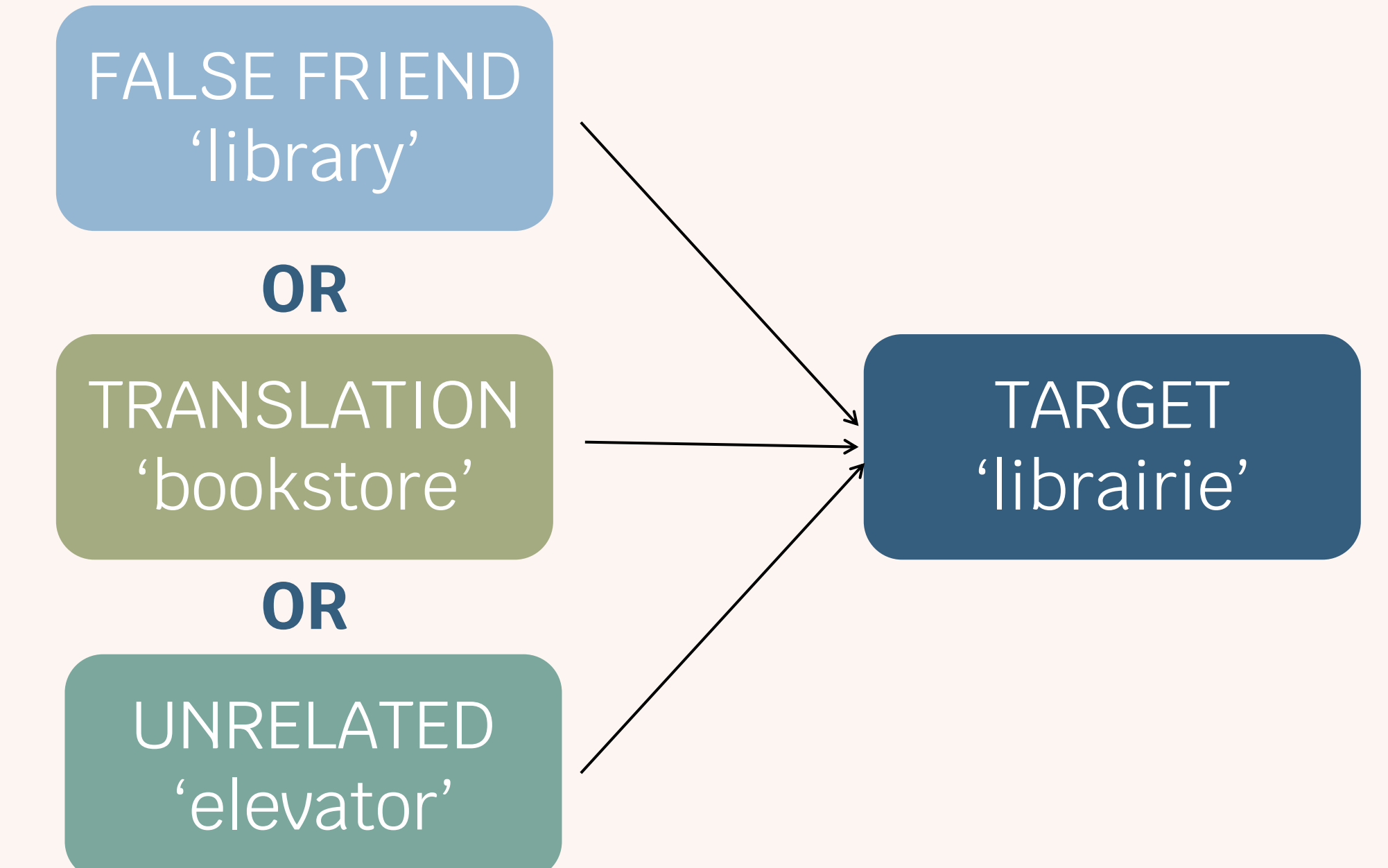
- True cognates are processed faster than non-cognate translation equivalents
- Words that sound similar across languages are processed faster than words that do not sound alike

## Methods

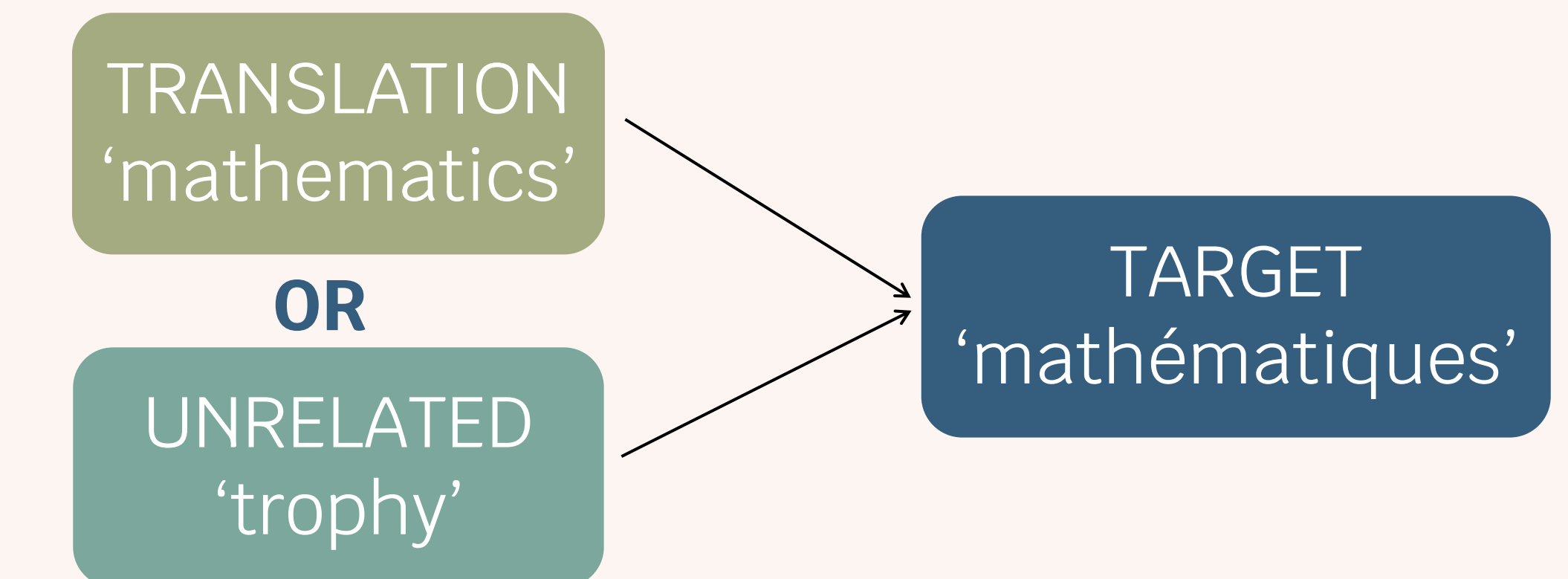
### Auditory Translation Priming Task



### Associated Cognates (n = 28)



### True Cognates (n = 28)



## Participants

- Native English speakers; second-language French speakers (n = 50; mean age = 26 years; started French mean age = 5.5 years)
- Daily (%) use of French = 8.5%
- French speaking self-rating = 6/10
- French listening self-rating = 7/10

## Future Considerations

Does interference only occur in novice learners of a second language, or is it also seen in speakers who are balanced bilinguals?

## References

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