

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

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**LEXICAL ACCESS  
IN THE MENTAL LEXICON  
OF THIRD LANGUAGE LEARNERS**

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**ДОСТУП К ЛЕКСИЧЕСКОЙ  
ИНФОРМАЦИИ В МЕНТАЛЬНОМ  
ЛЕКСИКОНЕ ИЗУЧАЮЩИХ  
ТРЕТИЙ ЯЗЫК**

Ставрополь  
2017

УДК 81.232  
ББК 81.2  
А 59

**Alyunina O. G.**

**Lexical access in the mental lexicon of third language learners.** – Stavropol: Publisher NCFU, 2017. – 111 p.

**Алюнина О.Г.**

**А 59 Доступ к лексической информации в ментальном лексиконе изучающих третий язык.** – Ставрополь: Изд-во СКФУ, 2017. – 111 с.

ISBN 978-5-9296-0895-7

Монография выполнена на английском языке на основе материалов экспериментального исследования студентов, изучающих второй иностранный язык, и посвящена психолингвистическим вопросам когнитивной организации и функционирования ментального лексикона искусственных мультилингвов.

Адресована преподавателям, студентам и аспирантам филологических факультетов, изучающим проблемы языка, речи и многоязычия.

УДК 81.232  
ББК 81.2

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ISBN 978-5-9296-0895-7

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федеральный университет», 2017

## ACKNOWLEDGEMENTS

*First and foremost, I am greatly indebted to my supervisor Heather Marsden, who had a very professional and effective way of coaching me along the road of studying second language acquisition to the completion of my MA dissertation.*

*I would also very much like to thank my other supervisor Professor Dunstan Brown for providing me with numerous prompt and useful suggestions for improving my research project.*

*I am very grateful to Professor Marilyn Vihman for giving me a basis in bilingual language development.*

*I owe a lot to Professor Peter Sells, Tamar Keren-Portnoy, Bernadette Plunkett, Márton Sóskuthy for sharing their linguistic research experience. I give my thanks to all the staff of the Department of Language and linguistic Science at the University of York, which was a very pleasant environment for studies and professional development.*

*My special gratitude goes to the authorities of North Caucasian Federal University for giving me an opportunity to get top-rate post-graduate training at the University of York and assistance in conducting my experiments.*

*I would like to thank also all my NCFU students, who kindly agreed to take part in the experiment, and my family, friends, colleagues and students for their patience, prayers, and other support.*

## ABSTRACT

Research on bilingual word processing suggests that lexical access is nonselective with respect to language, in other words, that word representations of their both languages become active during word recognition. The present study was aimed at testing whether the nonselective access hypothesis holds for trilinguals and three languages and revealing the role the second language proficiency plays in the third language acquisition. Thirty-three Russian university students learning German as a third language who had started learning English (L2) as a foreign language at secondary school were asked to perform a translation recognition task from Russian (L1) into German (L3).

The word materials included Russian-German, English-German, Russian-English-German cognates, and noncognates. The participants were divided into two groups depending on the level of their proficiency in L2 English, which was determined based on academic records and language history questionnaires. As expected, both groups of participants demonstrated faster RTs and higher accuracies for cognates than for noncognates, additionally; Russian-English-German cognates were processed even more quickly than Russian-German and English-German cognates were. These findings are consistent with the view of language nonselective access implying all languages of a multilingual may affect word activation and recognition. The experiment did not reveal significant differences in RTs and error rates between the two L2 proficiency groups.

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