

MARCH 25 – 27, 2021 (ONLINE)

# LIR | LAP

Münster Conference  
Linguistic Representations and  
Language Processing



WELCOME!

# WELCOME TO LIR | LAP

Münster Conference  
**Linguistic Representations and  
Language Processing**

The Graduate School of Empirical and Applied Linguistics (GSEAL) at WWU Münster will be hosting a digital conference on Linguistic Representations and Language Processing (LIR-LAP) with a special focus on currently used methods and approaches. Our 3-day conference will take place on March, 25-27, 2021 via Zoom. We highly encourage junior/early stage career researchers interested in psycholinguistics, language acquisition and cognitive linguistics to submit their contributions. Our particular focus is methods currently used (or newly introduced) for studying cognitive processes at different levels of language, from phonological representations and syntactic processing to the processing of pragmatic features and discourse structures. Our research interests include but are not restricted to: *How variational linguistic features are being processed and acquired, the role of context in language processing, including processing of discourse features, language processing and intonation, language processing and language acquisition in multilingual speakers.*

We welcome contributions focusing on the development of stimuli, useful tools and software in research, as well as best practice examples in interdisciplinary studies.

# MARCH 25 PROGRAMME

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**08:45**

## WELCOME

ANNA KONSTANTINOVA  
DAVID WIRTHMÜLLER

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**09:00**

Fine phonetic detail in the context  
of social variation

KEYNOTE

STEFANIE JANNEDY

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**10:00**

The time course of the adoption  
of novel phonological variation

CESKO C. VOETEN

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**10:30**

The perception of word-initial  
obstruent clusters in Najdi Arabic

RANA ALSABHAN  
JANE SETTER

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**11:00**

## COFFEE BREAK

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**11:30**

The acquisition of reference in a German-Polish  
bilingual child. A longitudinal study on the interaction  
between morpho-syntactic factors and pragmatics

ANNA JACHIMEK

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**12:00**

What day-long audio-recordings can  
tell us about children's vocal development

NATALIA KUZMINYKH

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**12:30**

## LUNCH BREAK

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# MARCH 25

## PROGRAMME

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**13:30** Measuring semantic transparency  
in complex verbs **IRENE FALLY**

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**14:00** The recording of eye movements during  
sentence production: Challenges and  
opportunities **JUDITH SCHLENTER**  
**MARTINA PENKE**

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**14:30** Complements vs. adjuncts and  
mouse-controlled reading **ARMINE GARIBYAN**

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**15:00** **COFFEE BREAK**

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**15:30** How does the interaction between task-  
related parameters affect results of cued  
language switching experiments? **HONG LIU**

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**16:00** Syntax-discourse performance  
and pausing behavior in L2 writing:  
A keystroke-logging study **MATHIEU LECOUVET**

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**16:30** **COFFEE BREAK**

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**17:00** Comparing online and offline data in  
different types of language users **KEYNOTE**  
**SARAH SCHIMKE**

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# MARCH 26

## PROGRAMME

**09:00**

Using imitation and meaning tasks to tap into the (phonological) status of pitch accents

**KEYNOTE**

**BETTINA BRAUN**

**10:00**

What does the teddy tell Laila?  
The function of pitch in language acquisition

**ANTONIA GÖTZ**  
**CLARA HUTTENLAUCH**

**10:30**

Towards a cross-linguistic typology of how disjunctive questions are disambiguated

**MOHAMMAD BANI YOUNES**  
**SAM HELLMUTH**

**11:00**

**COFFEE BREAK**

**11:30**

Native language processing of cognates in general academic vocabulary in multilinguals

**VEDRANA GNJIDIĆ**

**12:00**

The role of input modality in L2 learning: The case of English adjective placement

**EVELIN BALOG**

**12:30**

**LUNCH BREAK**

# MARCH 26

## PROGRAMME

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**14:00**

The production and comprehension of grammatical gender in Welsh-English bilinguals

**TESNI GALVIN**  
**VIVIENNE ROGERS**

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**14:30**

Word recognition in child L2 learners: Cross-linguistic activation and the impact of cognitive control

**FREYA GASTMANN**  
**GREG POARCH**

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**15:00**

**COFFEE BREAK**

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**15:30**

Cognate facilitation effect and its role in second language rule learning

**NOÈLIA SANAHUJA**  
**KEPA ERDOCIA**

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**16:00**

Bilinguals process swearwords differently depending on the language, but not across the board: The revealing case of swearwords

**MICHAŁ B. PARADOWSKI**  
**MARTA GAWINKOWSKA**

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# MARCH 27

## PROGRAMME

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**09:00**

Neuroimaging and neurophysiological measures for investigating the activation of focus alternatives during language comprehension

KEYNOTE

KATHARINA SPALEK

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**10:00**

What are the potential and limits of establishing complex dialogue routines in interactive communication?

RAHEL OPPLIGER

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**10:30**

The influence of contextual features on the choice of the focus particle “auch” – A case of syntactic priming?

LAURA REIMER  
CHRISTINE DIMROTH

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**11:00**

**COFFEE BREAK**

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**11:30**

The difference in the vocabulary size of children with and without down syndrome: A meta analysis

JUDITH BOVELETH  
KATIE VON HOLZEN

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**12:00**

Do participant recall rates distinguish between assertion, implicature and presupposition?

ELEANOR MILLER

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**12:30**

**CLOSING**

ANNA KONSTANTINOVA  
DAVID WIRTHMÜLLER

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**MARCH 25**  
**THURSDAY**























**MARCH 26**  
**FRIDAY**







## Native language processing of cognates in general academic vocabulary in multilinguals

In my PhD thesis I will be examining L1 processing of form-similar cognates belonging to Croatian general academic vocabulary with unbalanced trilinguals, foreign language learners of two languages (English and German). I would like to present the rationale behind it and the methods I have chosen to use to investigate this topic.

General academic vocabulary includes words with abstract meanings, used across disciplines, not specific to any given scientific field. Despite the abstractness of the register, the processing of form-similar cognates (such as parcijalan/partial/partiell) over non-cognates in that register could be facilitated in late multilinguals, just as it is the case with concrete cognates in various research paradigms (e.g., in L1 word association, van Hell & de Groot 1998; in L1 lexical decision, van Hell & Dijkstra, 2002; or in L1 sentence reading, Lemhöfer, Huestegge, & Mulder 2018). Such a processing advantage could be related to stronger connections within the mental lexicon(s) of multilinguals, or a higher awareness of word root semantics, suffixes, prefixes, etc.

Cognates can be defined as potentials in the lexical material of different languages, i.e., as affordances (Singleton & Aronin, 2012). Otwinowska-Kasztelanic (2011) argues that the perception of cognates as affordances depends on the level of

foreign language proficiency and the number of languages – her results show a higher level of productive cognate awareness in advanced multilinguals than in advanced bilinguals.

Based on the non-selective language activation hypothesis and the notion that multilinguals make use of the features cognates share on different representation levels within the mental lexicon(s), the main hypothesis is that learning foreign languages facilitates processing of cognates in an abstract register of the native language. Also, a higher level of crosslinguistic awareness could additionally influence the activation potential of those shared features during language processing in the native language.

Experimental data in this study will be collected by using EEG and eye tracking methodology, which will enable a more direct approach to semantic processing. The pretesting of the experimental stimuli includes an online semantic categorisation task. The experimental focus is on the influence of L2 knowledge on L1 comprehension in this abstract register. The ability to actively use L1 and L2 knowledge in written cognate production in L1, L2, and L3 is taken as a (pen-and-paper) measure of crosslinguistic awareness. The level of CLA will later be examined as a factor influencing the reduction of the N400 amplitude in L1 cognate processing.

## REFERENCES

Aronin, L., & Singleton, D. (2012). Affordances theory in multilingualism studies. *Studies in Second Language Learning and Teaching*, 2(3), 311. <https://doi.org/10.14746/ssllt.2012.2.3.3>

Lemhöfer, K., Huestegge, L., & Mulder, K. (2018). Another cup of TEE? The processing of second language near-cognates in first language reading. *Language, Cognition and Neuroscience*, 33(8), 968–991. <https://doi.org/10.1080/23273798.2018.1433863>

Otwinowska-Kasztelanic, A. (2011). Chapter 1: Awareness and affordances: multilinguals versus bilinguals and their perceptions of cognates. In G. De Angelis & J.-M. Dewaele (Eds.), *New Trends in Crosslinguistic Influence and Multilingualism Research* (pp. 1–18). *Multilingual Matters*.

<https://doi.org/10.21832/9781847694430-002>

van Hell, J. G., & De Groot, A. M. B. (1998). Conceptual representation in bilingual memory: Effects of concreteness and cognate status in word association. *Bilingualism: Language and Cognition*, 1(3), 193–211. <https://doi.org/10.1017/S1366728998000352>

van Hell, J. G., & Dijkstra, T. (2002). Foreign language knowledge can influence native language performance in exclusively native contexts. *Psychonomic Bulletin & Review*, 9(4), 780–789. <https://doi.org/10.3758/BF03196335>











**MARCH 27**  
**SATURDAY**











## IMAGES & ADDITIONS

Judith Schlenker / Martina Penke  
**The recording of eye movements during sentence production:  
 Challenges and opportunities**

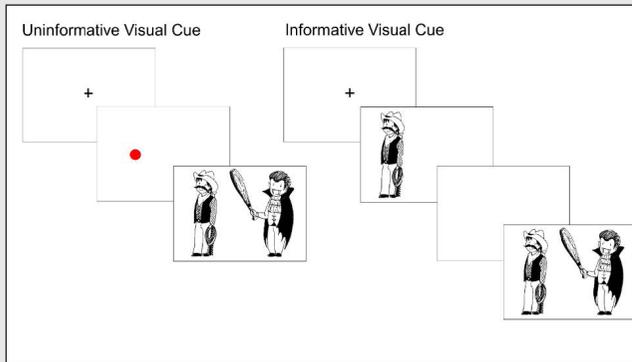


Figure 1. Experimental procedure in Schlenker et al. (under review).

Antonia Götz / Clara Huttenlauch  
**What does the teddy tell Laila? The function of pitch in  
 language acquisition**

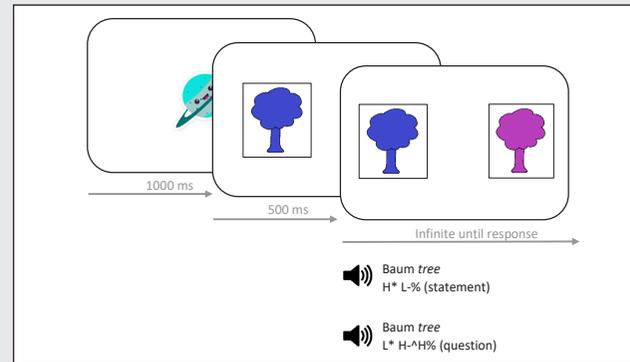


Figure 1. Schematic illustration of the trial sequence for the planned experiment.

Noèlia Sanahuja / Kepa Erdocia  
**The Cognate Facilitation Effect and its Role in Second  
 Language Rule Learning**

**Example of experimental materials**

(1) a. *Aktore-ak mediku-a pintatu du* (cognate, SOV)  
 a'. *Antzezle-ak sendagile-a margotu du* (non-cognate, SOV)  
 actor-S doctor-O painted has (V)  
 b. *Mediku-a aktore-ak pintatu du* (cognate, OSV)  
 b'. *Sendagile-a antzezle-ak margotu du* (non-cognate, OSV)  
 doctor-O actor-S painted has (V)  
 "The actor has painted the doctor".

**Figure 1. Example experimental trial**

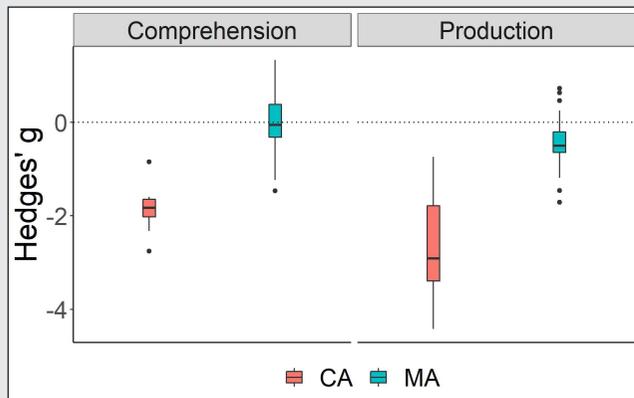
The illustration shows two scenes. The left scene shows a doctor pointing to a patient. The right scene shows a patient pointing to a doctor. Below the scenes, the text 'Aktoreak medikua pintatu du' is shown with a speaker icon.

**Note.** Given these two scenes, participants could potentially listen to four different sentences, two referring to the picture on the left —one SOV and one OSV— and the other two referring to the picture on the right —SOV or OSV. Depending on the sentence heard, participants had to choose either the right or the left picture.

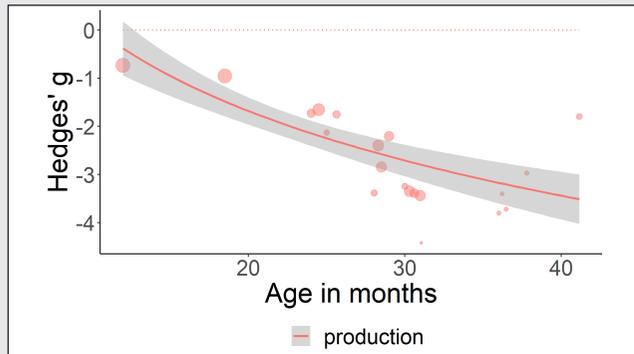
Example of experimental materials, Figure 1. Example experimental trial

IMAGES & ADDITIONS

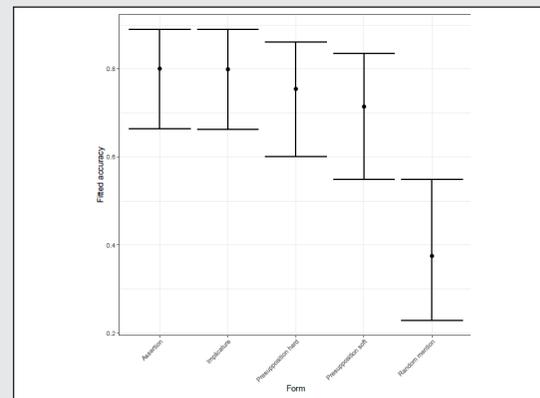
Judith Boveleth / Dr. Katie von Holzen  
**The Difference in the Vocabulary Size of Children with and without Down Syndrome: A Meta-Analysis**



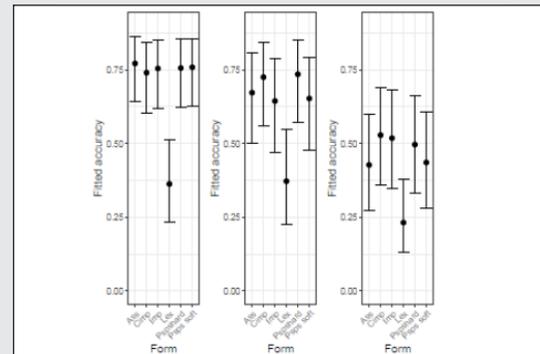
*Boxplot illustrating estimated effect sizes*  
**Figure 1.** Effect size Hedges' g for comprehension and production each matched on both chronological age (CA) and mental age (MA). The dashed line indicates zero (no effect).



Eleanor Miller  
**Do participant recall rates distinguish between assertion, implicature and presupposition?**



**Figure 1** Recall rates per Form (Exp.1); Forms (left to right): assertion, implicature, strong presupposition, weak presupposition, lexical control.



**Figure 2** Exp. 2. Effect of Form on Recall (left to right: assertion, conventional implicature, implicature, control, strong presupposition, weak presupposition); per condition (left to right): neither Distraction nor Delay; with a Distraction; with a Delay



# THANKS LIR | LAP

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