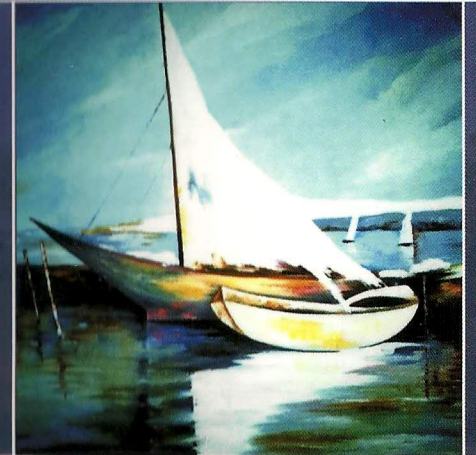


XIV. PSZICHOLINGVISZTIKAI NYÁRI EGYETEM

2012. május 20. - 2012. május 24.

Balatonalmádi

A borítón Erdélyi Ernő festménye látható.



PROGRAMFÜZET ÉS ABSZTRAKTOK

14TH SUMMER SCHOOL OF PSYCHOLINGUISTICS

PROGRAM AND ABSTRACTS

Támogatóink / Sponsored by



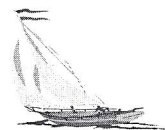
A konferencia a TÁMOP-4.1.1.A-10/KONV-2010-0006 "Komplex hallgatói, intézményi és munkaerő-piaci szolgáltatásfejlesztés a Pannon Egyetemen" című projekt keretében valósul meg.

Szerkesztő: Navracsics Judit
Felelős kiadó: Navracsics Judit

Készült a Pannon Egyetem nyomdájában
3 ív (A/5) terjedelemben
Műszaki vezető: Szabó László

37/2012

Veszprém, 2012.



14th Summer School of Psycholinguistics
XIV. Pszicholingvisztikai Nyári Egyetem
2012. május 20–24. / May 20–24, 2012
Balatonalmádi, Hotel Nereus
Lóczy tér 3.

2012. május 20. (vasárnap)

May 20, 2012 (Sunday)

12⁰⁰–14⁰⁰

ÉRKEZÉS, REGISZTRÁCIÓ / ARRIVAL, REGISTRATION

Elnök / Chair: Mirosław Pawlak

14³⁰

MEGNYITÓ / OPENING

14⁴⁰–15²⁰

David Singleton

Cross-linguistic Influence in L2 Writing: The Role of Short-term Memory

15²⁵–15⁴⁵

Kristina Cergol –
Lidija Cvikic

Deceptive Transparency in Croatian Speakers of English

15⁵⁰–16¹⁰

Ágnes Kovásznai

The Influence of L1 Properties on the Second Language Acquisition of the English Past Progressive

16¹⁵–16³⁵

KÁVÉSZÜNET / COFFEE BREAK

Elnök / Chair: Lidija Cvikic

16³⁵–16⁵⁵

Jakub Bielak –
Mirosław Pawlak –
Anna Mystkowska-Wiertelak

Teaching the English Passive Voice with the Help of Cognitive Grammar

17⁰⁰–17²⁰

Anikó Nagy –
Judit Sántha –
Tünde Polonyi

The Early Phase of Learning a Foreign Language at Finnish and Hungarian Young Adults

17²⁵–17⁴⁵

Judit Hardi

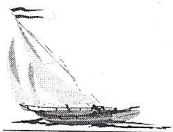
Foreign Language Anxiety in Hungarian EFL College Classes

18⁰⁰–19⁰⁰

SLA international research team meeting

19⁰⁰–22⁰⁰

FOGADÁS A SZÁLLODÁBAN / WELCOME RECEPTION IN THE HOTEL



morphological structure (Laufer 1997). The participants in this study were given sets of morphologically and semantically related (derived) and unrelated (deceptively transparent) word pairs in both languages. They were required to decide whether the words in each pair were related. Reaction times were measured and compared. Implications related to the organization of the mental lexicon and lexical access in Croatian speakers of English are discussed.

ÁGNES KOVÁSZNAI

(Venczel József Iskolaközpont, Csíkszereda)

*The influence of L1 Properties on the Second Language Acquisition
of the English Past Progressive*

The main purpose of this cross-sectional study is to shed some light on the difficulties faced by native speakers of Hungarian in the acquisition of the English progressive. It investigates whether the aspectual properties of the native language inhibit or facilitate the second language acquisition of the English past progressive. We suppose that both the L1 of L2 speakers and Universal Grammar (UG) have a significant influence on the spread of the past progressive morphology. In order to investigate our speculation, we test the Full Transfer Full Access Hypothesis (Swartz and Sprouse 1994, 1996; White 1985, 1986; Haznedar 1997; Slabakova 1999). According to this hypothesis L1 grammar represents the initial state of second language acquisition, and during the course of development the interlanguage grammar is UG-constrained. Thus, when the L1 grammar is unable to accommodate properties of the L2 input, the learner resorts to UG options not instantiated in the L1.

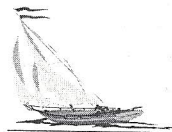
The subjects of our experiments were fourth seventh and eighth graders, Hungarian learners of English, aged 13 and 14 who study at the József Attila Elementary School, in Csíkszereda. In order to test the Full Transfer Full Access Hypothesis, participants were requested to complete two types of task: picture matching and acceptability interpretation task.

JAKUB BIELAK, MIROSLAW PAWLAK and ANNA MYSTKOWKA-
WIERTELAK

(Adam Mickiewicz University of Kalisz, Poland)

Teaching the English Passive Voice with the Help of Cognitive Grammar

In the context of numerous recent insights into the nature of language afforded by the development of cognitive linguistics (CL), a number of cognitively-oriented theoretical and applied linguists have proposed that certain CL constructs and descriptions be utilized in language teaching. Besides, these



scholars have often challenged the traditional nature of pedagogical grammar suggesting that it may greatly benefit from enrichment by developments in CL theories. One CL theory which may potentially contribute to the effectiveness of form-focused instruction is Cognitive Grammar (CG). While there are numerous theoretically-oriented proposals concerning the harnessing of CG in the service of grammatical instruction, empirical research testing the effectiveness of such applications and comparing their contributions with the effects of using other theoretical models or traditional descriptions of grammar is currently scant. Therefore, the study to be reported explored the effects of teaching the meanings, use and additionally the form of the English passive voice based on its CG description.

The design of the study included the comparison of the effectiveness of this kind of teaching with that of teaching the English passive on the basis of its standard pedagogical grammar description. In addition to presenting the design and results of the study, the most important arguments for using CG as a foundation of pedagogical grammar will be reviewed. As a final touch, some tentative implications of the study for the teaching of foreign language grammar will be considered.

ANIKÓ NAGY, JUDIT SÁNTHA and TÜNDE POLONYI

(University of Debrecen)

*The Early Phase of Learning a Foreign Language at
Finnish and Hungarian Young Adult*

The aim of our study was to examine the implicit aspects of learning a foreign language. We used digitized cartoon drawings of 20 animals performing 10 different picturable actions in dyadic pairs. The animals and actions could be combined freely to create a large number of different scenes corresponding to independent clauses of the type "The dog hugs the lion". In the present experiment, twenty Finnish and twenty-five Hungarian students learned novel names for these animals and their actions, as well as two morphosyntactic rules (object marking vs. grammatical gender marking) embedded in the new language. Unsupervised learning was accomplished by viewing scenes with accompanying sentences like "Garomi poh+a tunuke+r". Thus, both lexicon and grammar were learned simultaneously. Passive vocabulary developed fast, but syntactical learning was more difficult than lexical learning. An additional metalinguistic task showed that more participants became aware of the native-like morphosyntactic rule than the gender-marking rule. Finn participants performed better on all the tasks. This study attests to the efficacy of the language learning system in adults: limited exposure to novel items is sufficient for lexical learning and acquisition of some embedded regularities, while explicit metalinguistic knowledge of the regularities develops not until later.