

Introduction

- Multilinguals are better than monolinguals at novel word learning (Hirosh & Degani, 2018)
- However, this multilingual advantage may be limited to when learning takes place through the L1 (Bogulski, Bice, & Kroll, 2019)
- No direct comparisons within the same population between learning through the L1 vs. the L2
- Therefore, the current study compared 2 groups of Hebrew-English bilinguals learning novel German words specifically asking -

Is it better to learn German through the more dominant language Hebrew or through the more similar language English?

The current study

- How does **Language of Instruction (LOI - learning through the L1/L2)** affects novel word learning?
- Would these effects be modulated by the **form/meaning overlap** with previous languages known to the learner?

Method

Participants

- 59 Hebrew-English bilinguals
 - 30 learning through the L1 Hebrew
 - 29 learning through the L2 English
- A between-participant LOI manipulation
- No prior knowledge of German / Dutch / Yiddish

Stimuli

- 55 German words
- Form/meaning overlap between English (L2) & to-be-learned German
- Auditorily presented

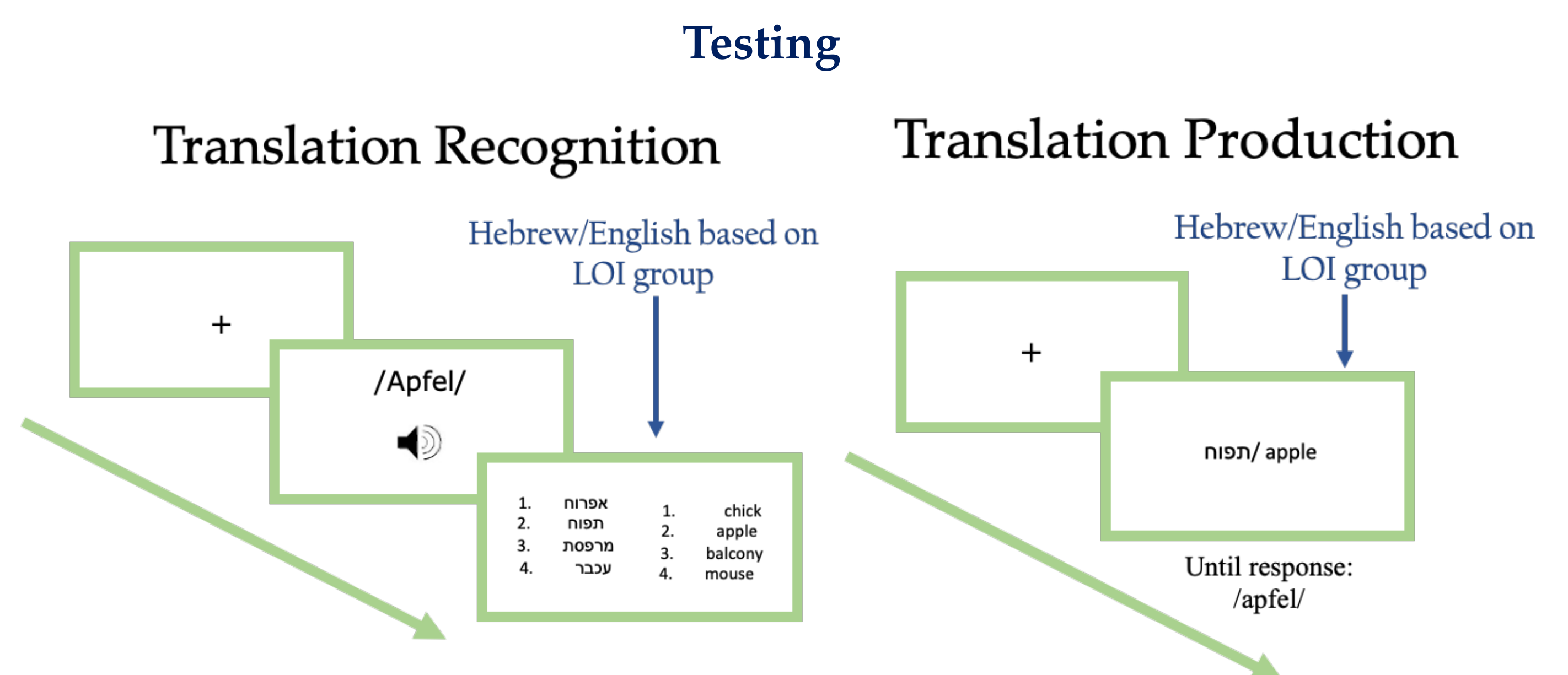
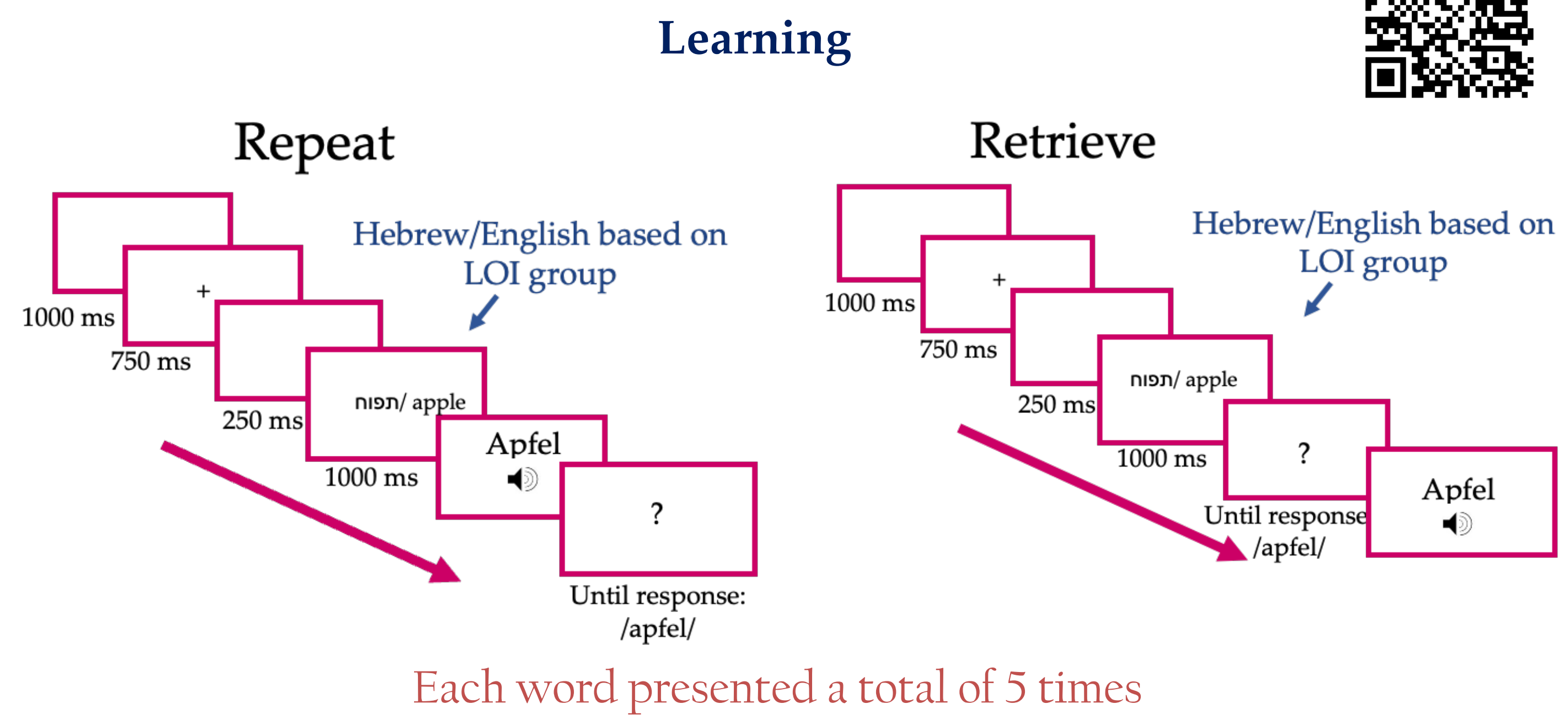
	To be learned - German (auditory)	Hebrew L1	English L2	German Meaning	Hebrew Meaning	English Meaning
Cognates (n=15)	/apfel/	תפוח /tapuax/	apple		N/A	
False-Cognates (n=15)	/gift/	רעל /raʕal/	poison		N/A	
Control (n=25)	/zaft/	מיץ /mits/	juice		N/A	N/A

Procedure

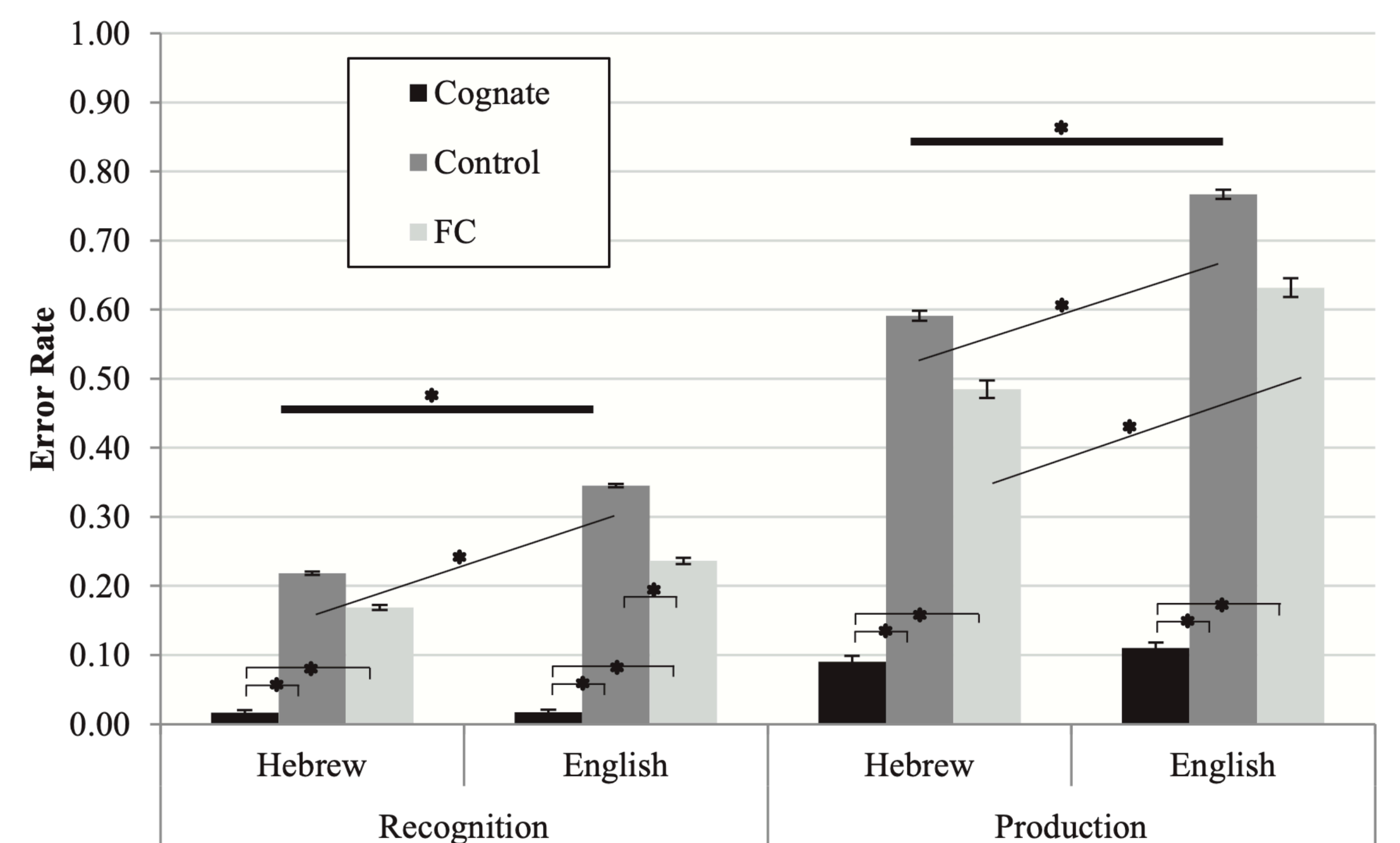
Overall Procedure & Tasks

Session 1	Session 2 (2 days later)
Hebrew Proficiency Test	<i>Test:</i> Translation Recognition
<i>Learning Cycle 1:</i> Hebrew/English to German introduction	<i>Learning Cycle 1:</i> Hebrew/English to German introduction
<i>Learning Cycle 2:</i> Hebrew/English to German <i>production</i> attempt	<i>Test:</i> Hebrew/English to German Translation Production
<i>Test:</i> Translation Recognition	Inhibitory Control Task
English Proficiency Test	Phonological Memory Task
Language History Questionnaire	Working Memory Task
	Vocabulary Post Test

Full Article



Results



- Overall learning through the L1 was better, especially for control words
- Cognate words learned better irrespective of LOI
- FC learned better than control through the L2

Discussion

LOI

Better learning through the more dominant L1, especially in the absence of form-overlap b/w the L2 and the novel language

- Experience with inhibition of the L1
- Increased proficiency & more available resources for learning

Language Similarity

- Form/Meaning overlap b/w the L2 and the L3 affected learning
- Item based (but not whole-language) similarity affect learning

References

- Bogulski, C. A., Bice, K., & Kroll, J. F. (2019). Bilingualism as a desirable difficulty: Advantages in word learning depend on regulation of the dominant language. *Bilingualism: Language and Cognition*, 22(5), 1052-1067.
- Hirosh, Z., & Degani, T. (2018). Direct and indirect effects of multilingualism on novel language learning: An integrative review. *Psychonomic Bulletin & Review*, 25(3), 892-916.
- Hirosh, Z., & Degani, T. (2021). Novel Word Learning Among Bilinguals Can Be Better Through the (Dominant) First Language Than Through the Second Language. *Language Learning*.