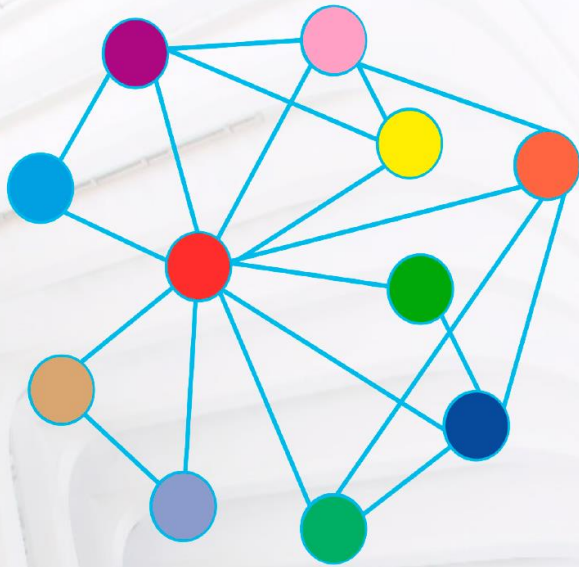




Universidad de Oviedo  
Facultad Filosofía y Letras  
Filología Inglesa, Francesa y Alemana



# I Congreso Internacional INVESTIGACIÓN EN MULTILINGÜISMO INNOVACIÓN Y NUEVOS RETOS

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## Cognate production in bilingual vs. monolingual learners

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Bilingual vs monolingual learners learning a FL have proved higher wealth of learning strategies, increased metalinguistic awareness, more conscious cross-linguistic comparisons, and better memory performance (e.g. Gabryś-Baker 2005, Otwinowska 2016). Bilingual learners will thus benefit more largely from cognateness effects. Cognates are words which share same or similar form, and meaning in the source (L1) and target language (L2) (cf. Otwinowska 2016). In the present paper we want to explore the contributing role of bilingualism to cognate production through a lexical availability task. Here, we asked 82 pre-university Spanish learners of EFL (B1 level) to complete a lexical availability task and scrutinized the data produced for presence of cognates. They were Spanish monolingual. Additionally, we had 9 bilingual learners (Spanish plus an additional language, B1 EFL) extracted from the same population. Informants were required to provide words or multi-word lexical items as response to 15 stimulus words or centres of interest. Results point to a rather scarce presence of cognates in the data. This confirms Otwinowska's (2016) findings that intermediate learners benefit scarcely from cognate effects. Additionally, we found that cognate words have a facilitative effect in lexical learning, and contribute to increasing word knowledge, learners who produce more cognates show higher lexical knowledge in general. Differences between monolingual and bilingual EFL learners could not be attested for cognate production. The nonshared language of the bilinguals is always further apart from English than Spanish which is the shared language of all learners, thus any possible facilitative effects might be ruled out.

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Otwinowska, A. (2016). *Cognate Vocabulary in Language Acquisition and Use*. Bristol: Multilingual Matters.

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### Biodata

María Pilar Agustín Llach is Mphil in English philology (2005, Universidad de La Rioja), Mphil in Spanish Applied Linguistics (2006, Universidad Antonio de Nebrija), and PhD in English Applied Linguistics (2007, Universidad de La Rioja). She works at the Department of Modern Languages of the Universidad de La Rioja since 2007 and collaborates with other language departments (e.g. Universidad Antonio de Nebrija, Madrid). Among her main research interest is the examination of vocabulary acquisition and teaching in light of different variables such as age, gender, proficiency level, mother tongue influence, bilingualism, or learning context (CLIL vs. non-CLIL). Other vocabulary-related issues such as lexical errors, lexical transfer, and instruments used to measure vocabulary knowledge are included in her research agenda