

“The role of cognitive factors in learning additional languages: How research findings can assist teachers?”



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Language learners vary in their cognitive abilities and underlying first language skills. These variations can influence the success of second language learning to a great extent. In this talk, I will present the findings of two recent research projects that investigated the role of cognitive factors in language learning and comprehension. In one of the studies, we used eye-tracking to examine how working memory capacity impacts on learning a new grammatical construction through exposure to written texts. In the other project, we researched the benefits of single modal and dual modal language input for students with different first language literacy profiles. The findings of these studies show that guided discovery tasks and multi-modal presentation are beneficial for all learners and can offset the disadvantages caused by weaker cognitive skills.

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Where: Seminarraum 40832 (Geiwi 8. Stock)

Judit Kormos is a Professor in Second Language Acquisition at Lancaster University. Her research interests include the psycholinguistic aspects of second language acquisition, specific learning differences and cognitive factors in language learning. She was a key partner in the award-winning DysTEFL project sponsored by the European Commission and is a lead educator in the Dyslexia and Foreign Language Teaching massive open online learning course offered by FutureLearn. She is the author of the books *Speech production and second language acquisition* and *The second language acquisition processes of students with specific learning difficulties*. She has published several research articles in international journals on the role of cognitive differences in second language learning.