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**O. G. Alyunina**

**LEXICAL ACCESS  
IN THE MENTAL LEXICON  
OF THIRD LANGUAGE LEARNERS**

**О. Г. Алюнина**

**ДОСТУП К ЛЕКСИЧЕСКОЙ  
ИНФОРМАЦИИ В МЕНТАЛЬНОМ  
ЛЕКСИКОНЕ ИЗУЧАЮЩИХ  
ТРЕТИЙ ЯЗЫК**

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Монография выполнена на английском языке на основе материалов экспериментального исследования студентов, изучающих второй иностранный язык, и посвящена психолингвистическим вопросам когнитивной организации и функционирования ментального лексикона искусственных мультилингвов.

Адресована преподавателям, студентам и аспирантам филологических факультетов, изучающим проблемы языка, речи и многоязычия.

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***Рецензенты:***

д-р филол. наук, профессор **С. Н. Бредихин**,  
канд. филол. наук, доцент **Е. А. Луговая**  
(ГБОУ ВО «Ставропольский государственный  
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## ABSTRACT

Research on bilingual word processing suggests that lexical access is nonselective with respect to language, in other words, that word representations of their both languages become active during word recognition. The present study was aimed at testing whether the nonselective access hypothesis holds for trilinguals and three languages and revealing the role the second language proficiency plays in the third language acquisition. Thirty-three Russian university students learning German as a third language who had started learning English (L2) as a foreign language at secondary school were asked to perform a translation recognition task from Russian (L1) into German (L3).

The word materials included Russian-German, English-German, Russian-English-German cognates, and noncognates. The participants were divided into two groups depending on the level of their proficiency in L2 English, which was determined based on academic records and language history questionnaires. As expected, both groups of participants demonstrated faster RTs and higher accuracies for cognates than for noncognates, additionally; Russian-English-German cognates were processed even more quickly than Russian-German and English-German cognates were. These findings are consistent with the view of language nonselective access implying all languages of a multilingual may affect word activation and recognition. The experiment did not reveal significant differences in RTs and error rates between the two L2 proficiency groups.

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