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In native reading, we skip 15% of content and 65% of functional words (Rayner et al., 2007).

- 1) If we skip 65% of functional words in L2 reading, does it mean we are proficient in L2?
- 2) Does the way we read in L2 reflect our L2 proficiency?

Materials and methods

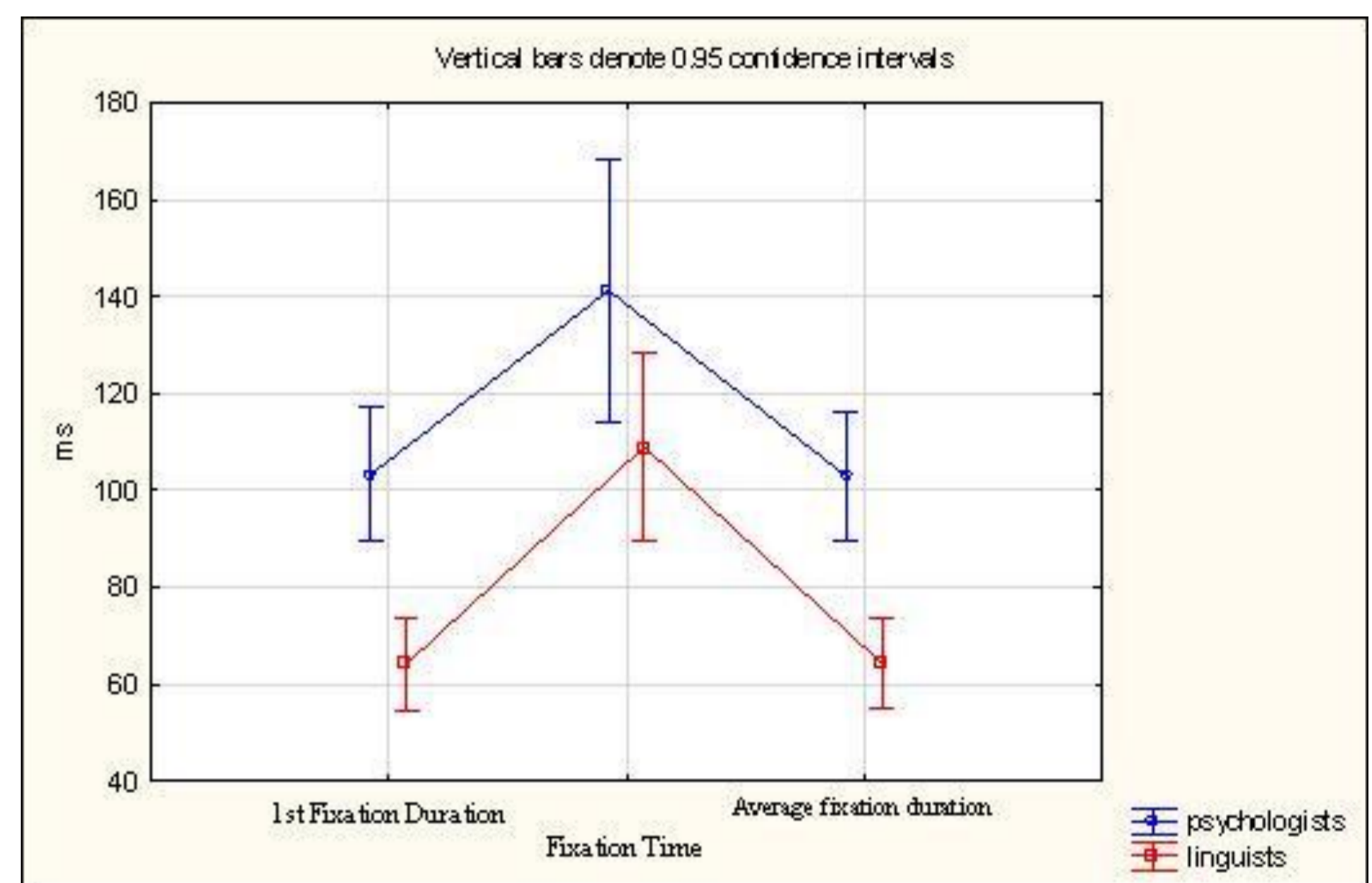
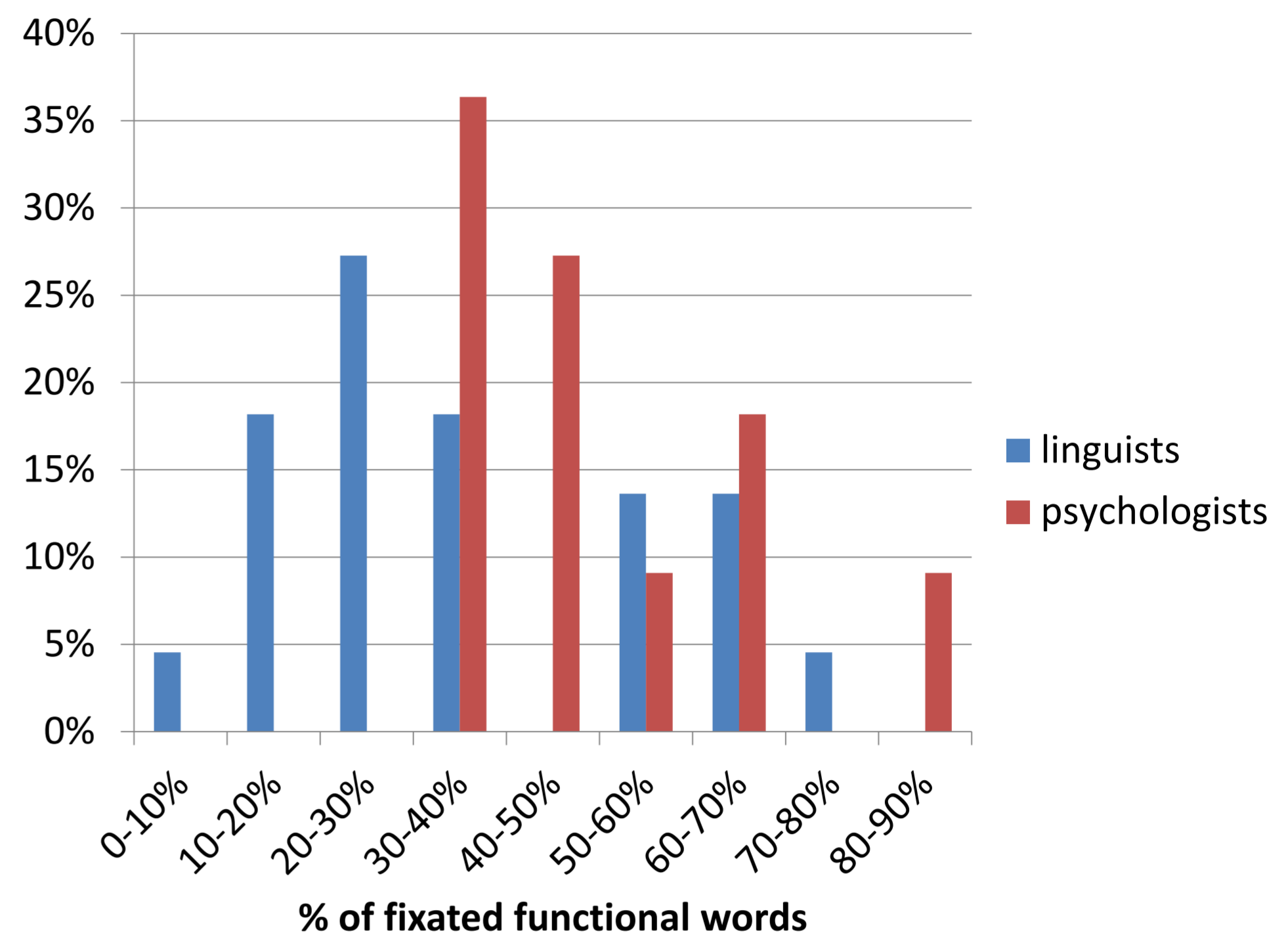
Sample: 22 Russian students of the English language department and 11 students of the psychology department.

ET Stimuli: question texts from the common L2 proficiency tests.

ET system: SMI Hi-Speed.

Statistics – ANOVA:

- Main independent Var - training profile (linguists&psychologists).
- Additional independent Var – type of functional word (the, you, what, I, at, to, that, it, if, a, their, so, my, of, in, not).
- Dependent Vars – first fixation duration, dwell time, average fixation duration, number of fixations, presence/absence of fixation on functional word.

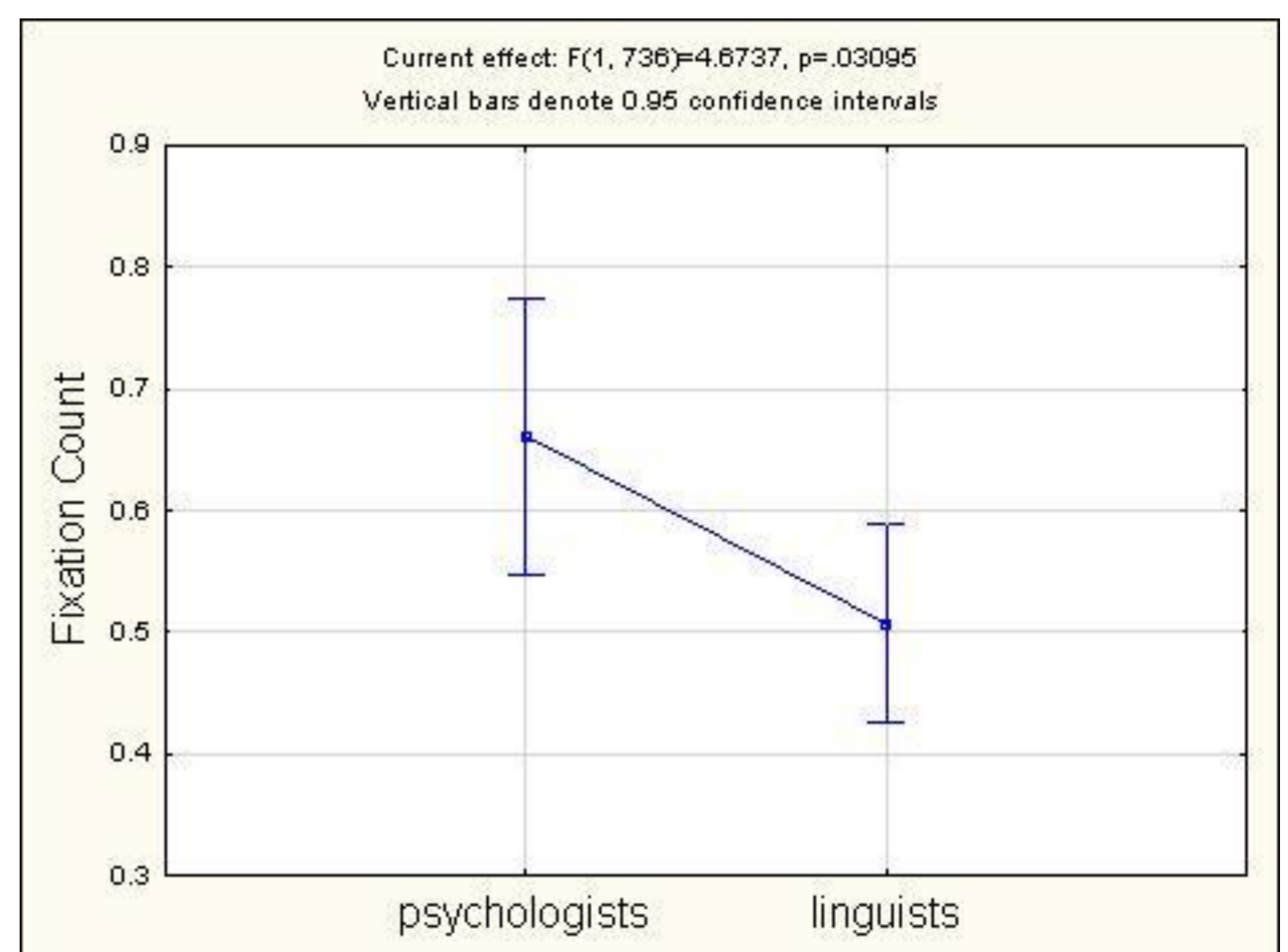


The main question of this research:
How do fixations on functional words differ in students with and without L2 training?

Results

The factor of training profile significantly affects:

1. the duration of the first fixation on the functional words ($F(1, 736) = 22.01, p < .001$);
2. the total dwell time on the functional words ($F(1, 736) = 7.54, p < .01$);
3. the average fixation duration on the functional words ($F(1, 736) = 23.16, p < .001$);
4. the number of fixations on the functional words ($F(1, 736) = 4.67, p < .05$).



All in all, the linguistic students make less and shorter fixations on the functional words than the students without linguistic training. Linguists skip 67% functional words like we do in native reading (Rayner et al., 2007)

Students with the specialized language training use similar model in L2 reading as in L1 reading. The above confirms our earlier assumption that during professional learning of L2 there is a transfer of the model of language processing in L1 to L2 (Demareva, Polevaia 2014).