# Article information:

Cross-modal translation priming and iconicity effects in deaf signers and hearing learners of American Sign Language | Bilingualism: Language and Cognition | Cambridge Core
<https://www.cambridge.org/core/journals/bilingualism-language-and-cognition/article/crossmodal-translation-priming-and-iconicity-effects-in-deaf-signers-and-hearing-learners-of-american-sign-language/0AB0B2A2281854404DA538F1B59DAE1C>

# Article summary:

1. Research on second language learning has extended beyond spoken languages to include investigations of bimodal bilinguals who have acquired a spoken and a signed language.

2. L2 sign acquisition is affected by the iconicity of signs, which is defined as the extent to which a sign resembles its meaning.

3. The N400 ERP component is sensitive enough to measure changes in the brain within the first few hours of L2 instruction and can provide important insights into how a second language begins to be integrated into an existing L1 language system.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article "Cross-modal translation priming and iconicity effects in deaf signers and hearing learners of American Sign Language" provides an overview of research on second language acquisition and processing in adults, with a focus on bimodal bilinguals who have acquired both spoken and signed languages. The article highlights the importance of iconicity in sign languages and its impact on L2 sign acquisition.

Overall, the article appears to be well-researched and informative. However, there are some potential biases and limitations to consider. For example, the article primarily focuses on studies that use event-related potentials (ERPs) to measure the brain's response to L2 words in proficient bilinguals and learners who have not yet attained L2 proficiency. While ERPs can provide important insights into language processing, they may not fully capture the complexity of language learning and use.

Additionally, the article does not explore potential counterarguments or alternative perspectives on the role of iconicity in L2 sign acquisition. For example, some researchers have argued that iconicity may actually hinder L2 sign acquisition by leading learners to rely too heavily on visual cues rather than developing more abstract linguistic representations (e.g., Kuntay & Slobin, 1996).

Furthermore, while the article notes that L2 sign acquisition is affected by the integration of new phonological and articulatory systems for L1 spoken-language users, it does not fully explore how this integration process works or what challenges it may pose for learners.

Overall, while the article provides a useful overview of research on L2 sign acquisition and processing, readers should be aware of its potential biases and limitations. Further research is needed to fully understand how iconicity impacts L2 sign acquisition and how best to support bimodal bilinguals in their language learning journeys.

# Topics for further research:

* Iconicity in sign language hindering L2 acquisition
* Alternative perspectives on iconicity in L2 sign acquisition
* Challenges of integrating phonological systems in L2 sign acquisition
* Linguistic representations in L2 sign acquisition
* Supporting bimodal bilinguals in language learning
* Limitations of using ERPs in language processing research

# Report location:

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