The encoding of salient alternatives in L2 discourse
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BACKGROUND
In L1 English, successful discourse comprehension & memory is supported by representations of salient alternatives
- “What did \textit{not} happen” as well as “what happened”
- Supported by \textbf{contrastive pitch accents} and \textbf{font emphasis}
- “SCOTT didn’t break the eye-tracker” $\rightarrow$ (someone else \textit{did})

METHOD OVERVIEW
STUDY: Hear (Expt. 1) or read (Expt. 2) 36 stories with pairs of alternatives

“Both the British and the French biologists were searching Malaysia and Indonesia for the endangered monkeys. Finally, the British spotted one of the monkeys in Malaysia and planted a radio tag on it.”

- True item: British
- Salient alternative: French

Manipulate emphasis on \textit{critical word}: British vs. BRITISH

TEST: (30 min later)
\textbf{True/false} memory test with 3 kinds of probes:
- \textbf{TRUE}: The endangered monkey was found by the British.
- \textbf{ALTERNATIVE}: The endangered monkey was found by the French.
- \textbf{OTHER FALSE}: The endangered monkey was found by the Germans.

For L1 speakers (Fraundorf et al., 2010, 2013):
- Emphasis \textbf{helps reject salient alternative} on memory test
- Emphasis \textbf{does NOT help reject other false} items
- Suggests encoding of particular salient alternatives

PRESENT STUDY
Can \textbf{L2 learners} use prominence cues similarly?
- Qualitative differences in L2 processing \textbf{\textit{vs}}.
- Quantitative differences driven by processing resources

Population: \textbf{L1 Korean learners of L2 English}
- Yonsei University students
- Moderate to high L2 English proficiency
- Mean age $\approx 24$
- Mean age of first English exposure $\approx 9$
- Daily use of English $\approx 13$

Test both \textbf{listening} (Expt 1) and \textbf{reading} (Expt 2)