## Some questions about the storage of inflected nouns in case of Hungarian speakers and L2 learners

Alexandra Kajdi

PhD student

ELTE University, Budapest

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In the last decades the working mechanism of the bilingual mental lexicon is of growing interest; however, the number of studies concentrating on Hungarian as a second language is not remarkable. The aim of this research was to investigate how inflected nouns with stem alternations are stored in the mind in case of young adult native Hungarians and learners of Hungarian as a foreign language. The results were also expected to strengthen either the theory of the Dual-Mechanism Model or the cognitive notion of schemas. The subjects of the survey were divided into 3 groups: 12 native speakers of Hungarian, 12 beginner learners of Hungarian and 9 participants who have at least 15 years of Hungarian language acquisition and are not living in target language environment. The method was a 10-sentence-long paper-based wug-test with nonsense words showing resemblance to existing, real words that represent 10 main noun stem or stem alternation categories in the Hungarian language. The main hypothesis was the following: native Hungarians would favour the alternative stem when it suited into a pattern; beginners who were aware of the „rules" would tend to follow the broader category where alternation is optional; and the data acquired from the advanced learners would fall between the 2 other groups. Besides, minor hypotheses were also laid down concerning some given stem-types. The analysis of the results showed that the main hypothesis was only partly verified: instead of simply following the rules, schema-competition and individual creativity could be observed by both groups influenced by different factors eg. frequency. This leads to the conclusion that the traditional rule-based concept of the language is advised to be revised: some points of the cognitive schema-approach

should be considered as a potential source that could have beneficial effect on language teaching.

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