

Introduction

The **Tip of the Tongue Phenomenon -TOT-** is considered to be a type of speech error in which speakers feel they do know the word but fail to retrieve it.

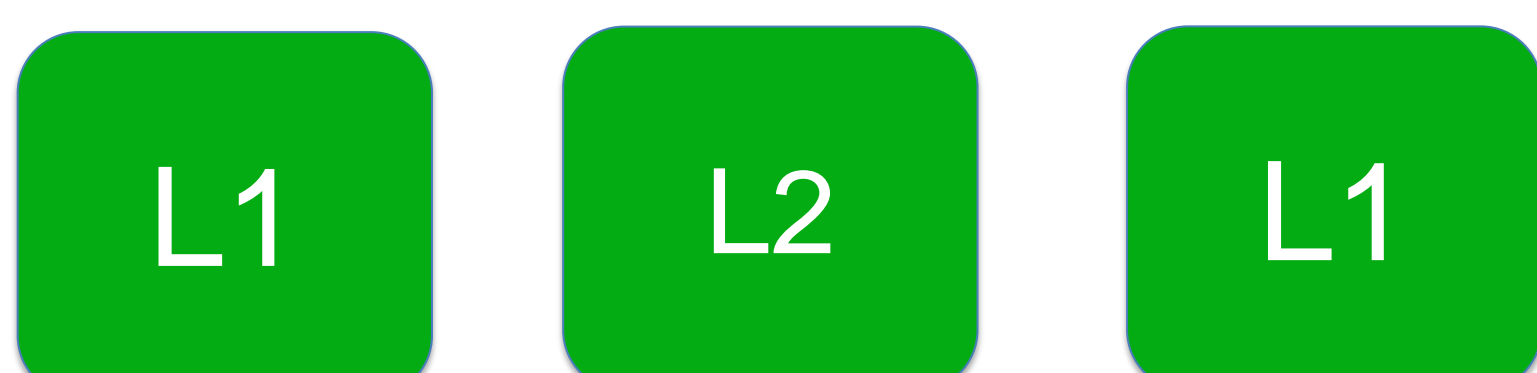
“an instrument for performing calculations by sliding beads along rods or grooves?”

.... That is a

Bilinguals show a higher number of TOTs than monolinguals (Gollan, 2006) which has been explained in terms of reduced frequency of use between the two languages (Gollan et al., 2008)

At the same time, the **Inhibitory Control Hypothesis -ICH-** (Green, 1998) proposes that bilinguals temporarily inhibit their strongest language (L1) to successfully speak their less dominant language (L2).

Support for ICH comes from a number of blocked naming language paradigms that reveal that after speaking in the L2 bilinguals are slower at producing the L1 and they make more errors (e.g., Misra et al., 2012).



Hypothesis

In this study we merge the two approaches to bilingual language processing, and we test the hypothesis that switching to the L1 after having spoken in the L2 will temporarily inhibit the L1, and will affect the rate of TOTs in the L1.

Methods and Design

Participants:

We expect to test ~ 40 Spanish-English bilinguals. They will be college age.

Design:

We will elicit TOTs during a language blocked paradigm to test if language switching modulates TOTs.

One group of bilingual speakers will perform three TOT blocks in the following order: L1-L2-L1. Instead, another group of matched bilingual speakers will first perform a TOT block in the L2, followed by a TOT block in the L1, and followed by a TOT block in the L2 again (i.e., L2-L1-L2).

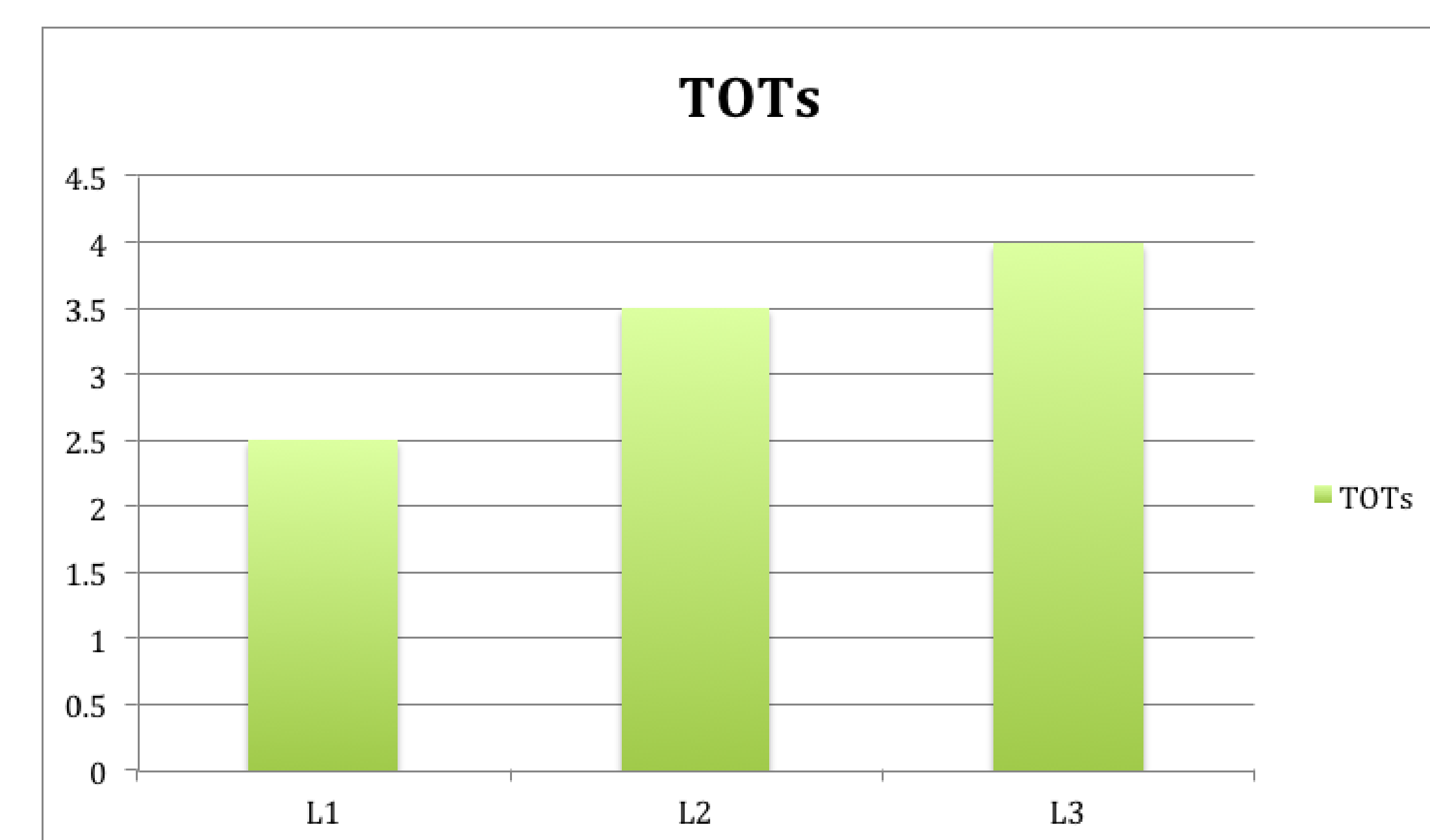
A schematization of the manipulation and expected outcomes is provided in Table 1.

Table 1

POPULATION TESTED	LANGUAGE ORDER	HYPOTHESES
YOUNGER BILINGUAL ADULTS	Block1-Block2-Block3 L1 L2 L1	Ha: More TOTs in Block3 than in Block 1 H0: No difference in TOTs between Block3 and Block 1
	Block1-Block2-Block3 L2 L1 L2	Ha: No difference in TOTs between Block3 and Block 1 H0: More TOTs in Block3 than in Block 1

Expected Results

We hypothesize that the number of TOT elicited their less dominant language (L2) to their native will be greater when bilingual participants will switch from e/more dominant language (L1), relative to when they switch from their L1 to their L2.



Discussion

The goal of this project is to find new steps to try to understand the TOT phenomenon in bilinguals. Furthermore, we will look at external variables, such as language proficiency to understand how that modulates TOT effects. The research will provide an understanding of TOT's in bilinguals and perhaps provide a new interpretation and findings of this phenomenon. In addition, it will lead to an examination of the findings for this relatively unexplored field.