

Cross-modal perceptual learning in learning a tonal language

Xin Wang

Some limited evidence in the literature shows that visual input can facilitate learning novel sound-to-meaning mappings that are crucial to learning a second language. However, the mechanisms by which visual information influences auditory learning are still unclear. I will discuss some pilot data tackling the issue that to what extent visual input (i.e., training in one domain) can lead to effective learning in another domain (i.e., tonal categories in speech). The results have pedagogical implications for learning/teaching a tonal language.