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Age effects in a study abroad context [Texto impreso] : children and adults studying abroad and at home / Ángels Llanes, Carmen Muñoz

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 84-90

This study examines the effects of learning context and age on second language development by comparing the language gains, measured in terms of oral and written fluency, lexical and syntactic complexity, and accuracy, experienced by four groups of learners of English: children in a study abroad setting, children in their at-home school, adults in a study abroad setting, and adults in their at-home university. Results show that the study abroad context was superior to the at-home context, and more advantageous for children than for adults in comparative gains, although adults outsourced children in absolute gains. The interaction between learning context and age suggests that studying abroad was particularly beneficial for children, who also had more opportunities for oral language practice.

Language learning. -- 2013, v.63, n.1, march, p. 63-90

1. Study abroad
2. Learning context
3. Age of L2 learning
4. Age-related differences
5. L-2 acquisition
6. Oral skills
7. Written skills

2

Expanding the role of connectionism in SLA theory [Texto impreso] / Robert Nelson

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References: p. 27-32

In this article, I explore how connectionism might expand its role in second language acquisition (SLA) theory by showing how some symbolic models of bilingual and second language lexical memory can be reduced to a biologically realistic (i.e., neurally plausible) connectionist model. This integration or hybridization of the two models follows the principles of what philosophers of science call intertheoretic reduction. Such a reduction serves two important purposes: It expands the explanatory scope of the symbolic models and it explains how some features of these models can actually emerge through learning in neural systems. To this end, I present a connectionist simulation of experimental data and show both the general feasibility of such a reduction and the specific manner in which the salient phenomenological distinction between form and meaning may be an emergent product of cortical memory processes. I argue this intertheoretic reduction of the symbolic to the neural serves an important goal of SLA, as these neural models can provide the theory of learning lacking in symbolic models of SLA.

Language learning. -- 2013, v.63, n.1, march, p. 1-33

1. SLA
2. Connectionism
3. Intertheoretic reduction
4. Lexicon
5. Lexical memory

3

Explicit and implicit lexical knowledge [Texto impreso] : acquisition of collocations under different input conditions / Suhad Sonbul, Norbert Schmitt

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 155-159

To date, there has been little empirical research exploring the relationship between implicit and explicit lexical knowledge (of collocations). As a first step in addressing this gap, two laboratory experiments were conducted that evaluate different conditions (enriched, enhanced, and decontextualized) under which both adult native speakers (Experiment 1) and advanced nonnative speakers of English

(Experiment 2) acquire collocations. Three different tests of collocational knowledge were used to assess gains after treatment: two traditional explicit tests (form recall and form recognition) and an innovative implicit test (priming). Results from mixed-effects modeling showed that all conditions led to significant long-term gains in explicit form recall and recognition both for natives and nonnatives, while no condition facilitated implicit collocational priming effects either for natives or nonnatives.

Language learning. -- 2013, v.63, n.1, march, p. 121-159

1. Vocabulary 2. Collocations 3. Explicit knowledge 4. Implicit knowledge 5. Priming 6. Mixed-effects modeling

4

Incidental learning of collocation [Texto impreso] / Stuart Webb, Jonathan Newton, Anna Chang

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References: p. 115-120

This study investigated the effects of repetition on the learning of collocation. Taiwanese university students learning English as a foreign language simultaneously read and listened to one of four versions of a modified graded reader that included different numbers of encounters (1, 5, 10, and 15 encounters) with a set of 18 target collocations. A surprise vocabulary test that was made up of four tests measuring receptive and productive knowledge of the form of the target collocations and receptive and productive knowledge of the form and meaning of these collocations was administered after the treatments. The results showed that (a) collocations can be learned incidentally through reading while listening to a graded reader and (b) the number of encounters has a positive effect on learning. If learners encounter collocations 15 times within a graded reader, sizeable learning gains may occur.

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1. Incidental vocabulary learning 2. Collocation 3. Repetition 4. Frequency effects 5. Graded readers 6. EFL

5

The effects of teachers' motivational strategies on learners' motivation [Texto impreso] : a controlled investigation of second language acquisition / Christo Moskovsky, Fakieh Alrabai, Stefania Paolini, Silvia Ratcheva

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 59-61 : 47 refs.

While consensus exists about the critical role of learners' motivation in second language acquisition, controlled investigations of the effects of teachers' motivational strategies are limited. The research reported here used a quasi-experimental design to assess the effects of motivational strategies used by Saudi English as a foreign language (EFL) teachers (N= 14) on Saudi EFL learners' (N= 296) self-reported learning motivation. The experimental treatment involved class-time exposure to 10 preselected motivational strategies over an 8-week period; the control group received traditional teaching methods. Multivariate analyses revealed a significant rise in learner motivation over time exclusively or predominantly among experimental vs. control learners, which held robust even when controlling for pretreatment group differences. These results provide compelling evidence that teachers' motivational behaviors cause enhanced motivation in second language learners.

Language learning. -- 2013, v.63, n.1, march, p. 34-62

1. Foreign language motivation 2. Teacher strategies 3. EFL 4. Language teaching
