

1

Elementary school ELLs' reading skill profiles using cognitive diagnosis modeling [Texto impreso] : roles of length of residence and home language environment / Eunice Eunhee Jang ... [et al.]

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. 431-436

The study examined differences in reading achievement and mastery skill development among Grade-6 students with different language background profiles, using cognitive diagnosis modeling applied to large-scale provincial reading test performance data. Our analyses revealed that students residing in various home language environments show different reading achievement growth patterns. Earlier gaps in their reading achievement disappear the longer they reside in the target language community. Additionally, students who come from home environments where they use English and another language equally demonstrate higher skill mastery achievement levels, indicating that immigrant students' diverse home language environments do not adversely affect their reading achievement in the longer term. The study results support the evidence that multilingual home language environments are not a cause of low achievement; however, the achievement patterns of Canadian-born English language learners (ELLs) do differ from their immigrant counterparts, revealing that time alone is not a sufficient condition of reading skill achievement. ELLs' outperformance of monolinguals after 5 years of residence is a result of ongoing instructional support and a rich linguistic environment. The study results hold important policy implications: The evaluation of ELLs' academic achievement and school effectiveness for accountability purposes should be based on longitudinal data that track their developmental growths.

Language learning. -- 2013, v.63, n. 3, September, p. 400-436

1. English language learners 2. Reading skills 3. Cognitive diagnosis modeling 4. Home language environment 5. Length of residence

2

Hi-LAB [Texto impreso] : a new measure of aptitude for high-level language proficiency / Jared A. Link ... [et al.]

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. 562-566

Few adult second language (L2) learners successfully attain high-level proficiency. Although decades of research on beginning to intermediate stages of L2 learning have identified a number of predictors of the rate of acquisition, little research has examined factors relevant to predicting very high levels of L2 proficiency. The current study, conducted in the United States, was designed to examine potential cognitive predictors of successful learning to advanced proficiency levels. Participants were adults with varying degrees of success in L2 learning, including a critical group with high proficiency as indicated by standardized language proficiency tests and on-the-job language use. Results from a series of group discrimination analyses indicate that high-level attainment was related to working memory (including phonological short-term memory and task set switching), associative learning, and implicit learning. We consider the implications for the construct of high-level language aptitude and identify future directions for aptitude research.

Language learning. -- 2013, v.63, n. 3, September, p. 530-566

1. Language aptitude 2. High-level L2 proficiency 3. Cognitive abilities 4. Individual differences 5. Language assessment

3

Measuring implicit and explicit knowledge in second language research [Texto impreso] / Patrick Rebuschat

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. 619-626

This article reviews three types of measures which have been widely used in psychological research to assess the conscious or unconscious status of knowledge: retrospective verbal reports, direct and indirect tests, and subjective measures. The goal is to make these techniques available to a wide audience of second language (L2) researchers and to offer suggestions for their sound use in order to promote the study of implicit L2 learning. Each section begins with a brief definition of what it means to have acquired unconscious (implicit) knowledge according to the measure in question. This is followed by a description of representative studies that illustrate how the technique has been used and by a discussion of its limitations. Each section concludes with specific guidelines on how to apply the respective measure to the investigation of implicit and explicit L2 learning.

Language learning. -- 2013, v.63, n. 3, September, p. 595-626

1. Implicit learning 2. Explicit learning 3. Implicit knowledge 4. Explicit knowledge 5. Awareness 6. Verbal reports 7. Subjective measures 8. Second language acquisition

4

Motivation and vision [Texto impreso] : an analysis of future L2 self images, sensory styles, and imagery capacity across two target languages / Zoltán Dörnyei, and Letty Chan

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. 457-462

Recent theorizing on second language (L2) motivation has proposed viewing motivation as a function of the language learners' vision of their desired future language selves. This would suggest that the intensity of motivation is partly dependent on the learners' capability to generate mental imagery. In order to test this hypothesis, this study investigates whether learner characteristics are related to sensory and imagery aspects with indices of the strength of the learners' future L2 self-guides (ideal and ought-to L2 selves) and how these variables are linked to learning achievement in two target languages, English and Mandarin, assessed both by self-report and objective measures. One hundred seventy-two Year 8 Chinese students (ages 13-15) completed a questionnaire survey, and the results reveal several significant associations between the future self-guides and intended effort and actual grades, including a consistently positive relationship between the ideal self and the criterion measures. The findings also confirm the multisensory dimension of future self-guides, suggesting the importance of a broad imagery capacity (including both visual and auditory components) in the development of individuals' future self-identities. Finally, the ideal-self images associated with different languages were shown to form distinct L2-specific visions, which has various implications for future research with regard to the potential positive or negative interaction of these self images.

Language learning. -- 2013, v.63, n. 3, September, p. 437-462

1. L2 motivational self system 2. Ideal L2 self 3. Ought-to L2 self 4. Imagery 5. Sensory styles

5

Reliably biased [Texto impreso] : the role of listener expectation in the perception of second language speech / Stephanie Lindemann, Nicholas Subtirelu

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. 588-594

Second language pronunciation research and teaching relies on human listeners to assess second language speakers' performance. Most applied linguists working in this area have been satisfied that listener ratings are reasonably reliable when well-controlled research protocols are implemented. We argue, however, that listeners demonstrate a certain amount of reliability in their ratings of speakers stemming from shared expectations of a speaker's language and social groups, rather than from the speech itself. In this article, we discuss evidence from perceptual psychology, sociolinguistics, and phonetics demonstrating a sizable listener influence on speech perception. We conclude by suggesting ways for research and teaching to acknowledge and contend with the role of the listener.

Language learning. -- 2013, v.63, n. 3, September, p. 567-594

1. Language attitudes 2. Speech perception 3. L2 pronunciation assessment

6

Stability and change in one adult's second language english negation [Texto impreso] / Eric Hauser

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. 494-498

This article reports on how, against a background of relatively stable patterns of second language negation, a Japanese-speaking adult learning English made use of a negative formula, 'I don't know', and how, in and through interaction, analyzed it into its component parts and began using 'don't' more productively. Making use of the micro-analytic techniques of conversation analysis to analyze data collected over a seven-month period, two relatively stable patterns of negation are described. This is followed by a description of how the learner used the formula and, over time, analyzed it. This often involved repetition and/or self-repair. Changes in how 'don't' was used included coming to use it with the verb 'like', as well as coming to use it with 'you'.

Language learning. -- 2013, v.63, n. 3, September, p. 463-498

1. CA-SLA 2. Formulaic speech 3. L2 english 4. L2 negation 5. Longitudinal research

7

The acquisitional value of recasts in instructed second language speech learning [Texto impreso] : teaching the perception and production of english /ɹ/ to adult japanese learners / Kazuya Saito

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. 524-529

The current study investigated the impact of recasts together with form-focused instruction (FFI) on the development of second language speech perception and production of English /ɹ/ by Japanese learners. Forty-five learners were randomly assigned to three groups-FFI recasts, FFI only, and Control-and exposed to four hours of communicatively oriented lessons. Whereas many FFI activities including explicit instruction were embedded into the treatment in order for the experimental groups to notice and practice /ɹ/ in a meaningful discourse, an instructor provided recasts only to the FFI-recast group in response to their mispronunciation of /ɹ/. Perception was measured using a two-alternative forced choice identification task, while pronunciation performance was elicited using controlled and spontaneous production tests and assessed by 10 naïve native-speaking listeners. According to the statistical comparisons, whereas the FFI-only group attained perception and production improvement particularly under trained lexical conditions, the FFI-recast group demonstrated similar but generalizable gains both in trained and untrained lexical contexts. The results indicate that (a) FFI itself impacts various domains of L2 speech learning processes (perception, controlled, and spontaneous production) and (b) recasts promote learners' attentional shift away from lexical units as a whole to phonetic aspects of second language speech (i.e., vocabulary to sound learning).

Language learning. -- 2013, v.63, n. 3, September, p. 499-529

1. Recasts 2. Second language speech acquisition 3. Pronunciation teaching 4. Listening teaching 5. English /ɹ/

8

What a Bayesian analysis can do for SLA [Texto impreso] : new tools for the sociolinguistic study of subject expression in L2 spanish/ Aarnes Gudmestad; Leanna House; Kimberly L. Geeslin

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. 396-399 : 49 refs.

This study constitutes the first statistical analysis to employ a Bayesian multinomial probit model in the investigation of subject expression in first and second language (L2) Spanish. The study analyzes the use of third-person subject-expression forms and demonstrates that the following variables are important for subject expression: perseveration, switch reference, number of the verb, specificity, verbal tense/mood/aspect, object pronoun, referent cohesiveness, the interaction of switch reference and referent cohesiveness, and the interaction of native language and four independent variables (number, specificity, tense/mood/aspect, and object pronoun). However, only certain parameters of these independent variables predicted use. The analysis highlights that, for advanced L2 speakers and native speakers, all forms of subject expression (i.e., lexical noun phrases, null subjects, personal pronouns, and other pronouns) allow variation and should be examined for a thorough understanding of subject expression in Spanish. The study offers theoretical and empirical evidence for the need to conduct cross-disciplinary research in second language acquisition.

Language learning. -- 2013, v.63, n. 3, September, p. 371-399

1. Quantitative methods 2. Variation 3. Spanish 4. Subject expression 5. Advanced learners