

1**An Event-Related Potential (ERP) investigation of filler-gap processing in native and second language speakers [Texto impreso] / Andrea Dallas, Gayle DeDe, and Janet Nicol**

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. 794-799

The current study employed a neuro-imaging technique, Event-Related Potentials (ERP), to investigate real-time processing of sentences containing filler-gap dependencies by late-learning speakers of English as a second language (L2) with a Chinese native language background. An individual differences approach was also taken to examine the role of proficiency and working memory. Materials included a plausibility manipulation to look at whether a plausibility effect, the N400 effect, was found at the point of resolution, the verb, in filler-gap dependencies. The results suggest that, although the L2 speakers as a group are not sensitive to plausibility variations, correlational analysis indicates that more proficient L2 speakers, like the first-language (L1) speakers, are sensitive to plausibility variations while processing filler-gap sentences. Working memory was not found to be associated with more native-like processing of these constructions.

Language learning. -- 2013, v.63, n. 4, December, p. 766-799

1. Second language acquisition 2. Psycholinguistics 3. Filler-gap dependency 4. L2 processing

2**Doing planning and task performance in second language acquisition [Texto impreso] : an ethnomethodological respecification / Numa Markee, Silvia unitz**

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. 659-664

We use insights and methods from ethnomethodological conversation analysis and discursive psychology to develop an account of embodied word and grammar searches as socially distributed planning practices. These practices, which were produced by three intermediate learners of Italian as a Foreign Language (IFL), occurred massively in natural data that were gathered during a 3-week period from a third-semester IFL course at a university in the United States. We develop a behavioral analysis of these data that shows: (1) what participants do during planning talk and how they do such talk and (2) whether they actually do what they planned to do.

Language learning. -- 2013, v.63, n. 4, December, p. 629-664

1. Ethnomethodology 2. Conversation analysis 3. Planning 4. Word searches 5. Grammar searches 6. Socially distributed cognition

3**Individual differences in sequence learning ability and second language acquisition in early childhood and adulthood [Texto impreso]/ Gisela Granena**

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. 697-702

Language aptitude has been hypothesized as a factor that can compensate for postcritical period effects in language learning capacity. However, previous research has primarily focused on instructed contexts and rarely on acquisition-rich learning environments where there is a potential for massive amounts of input.

In addition, the studies conducted to date have investigated cognitive aptitudes weighted heavily in favor of explicit processes (e.g., language analysis) and have overlooked potential individual differences in implicit cognitive processes. This study examines whether sequence learning ability (one aspect of a cognitive aptitude hypothesized to be relevant for implicit language learning and processing) is involved in early and late second language learners' morphosyntactic attainment, as measured by two types of structures and tasks. Results revealed that sequence learning ability moderated scores on structures involving grammatical agreement relations in both early and late second language learners.

Language learning. -- 2013, v.63, n. 4, December, p. 665-703

1. Language aptitude 2. Age effects 3. Implicit learning 4. Chinese-Spanish bilinguals

4**Language production and reception [Texto impreso] : a processability theory study / Patti Spinner**

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. 739-739

Pienemann's Processability Theory (PT) predicts an order of emergence of morphosyntactic elements in second language (L2) production data. This research investigates whether the same order of emergence can be detected in L2 reception data, specifically, data from a timed audio grammaticality judgment task (GJT).

The results from three related studies are reported. Overall, evidence from two groups of learners of English as an L2 who took an audio GJT does not demonstrate the order of emergence predicted by PT. However, results from a production task followed the predicted order. These findings suggest that the processing routines in PT are operative during production only, raising questions about PT and the interconnectedness of the productive and receptive systems.

Language learning. -- 2013, v.63, n. 4, December, p. 704-739

1. Second language acquisition 2. Morphosyntax 3. Processability Theory 4. Grammaticality judgments

5

Participation structure and incidental Focus on Form in adult ESL classrooms [Texto impreso] / Hossein Nassaji

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. 864-869

This study examined the role of incidental focus on form (FonF) in adult English-as-a-second-language classrooms. Specifically, it explored the extent to which the amount, type, and effectiveness of FonF were related to differences in classroom participation structure, that is, the organization of classroom talk within which FonF may occur. The data consisted of 54 hours of audio- and video-recorded classroom interaction collected over two 12-week semesters from 35 lessons at three levels of language proficiency: beginner, intermediate, and advanced. The data were transcribed and coded in terms of types of FonF (reactive vs. preemptive, and student vs. teacher initiated) and types of participation structure (whole class, small group, and individual one on one). Individualized posttests were developed and administered to each student 1 week after each classroom observation to assess the effectiveness of FonF. The results revealed that incidental FonF occurred rather frequently in all classrooms but its occurrence varied depending on the type of participation structure. The results also demonstrated a relationship between participation structure and the effectiveness of FonF as well as an interaction between participation structure and class levels. These findings highlight the role of classroom participation structure as an important contextual factor that may impact the provision and success of incidental FonF.

Language learning. -- 2013, v.63, n. 4, December, p. 835-869

1. Focus on Form 2. Corrective feedback 3. Interactional feedback 4. Recasts 5. Participation structure 6. Reactive and preemptive 7. Classroom research 8. ESL

6

Processing of regular and irregular past-tense verb forms in first and second language reading acquisition [Texto impreso] / Marlies de Zeeuw, Rob Schreuder, and Ludo Vrhoeven

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. 761-765

We investigated written word identification of regular and irregular past-tense verb forms by first (L1) and second language (L2) learners of Dutch in third and sixth grade. Using a lexical decision task, we measured speed and accuracy in the identification of regular and irregular past-tense verb forms by children from Turkish-speaking homes (L2 learners) and monolingual Dutch-speaking homes (L1 learners). All beginning readers of Dutch had relatively more difficulties with the identification of irregular verb forms than regular verbs forms, but the effects were stronger for L2 learners than for L1 learners. These processing differences were only present in third grade, however, indicating that with increased target language experience, the reading of past-tense verb forms becomes more fluent and automatized in both L1 and L2 learners.

Language learning. -- 2013, v.63, n. 4, December, p. 740-765

1. Irregular morphology 2. Word reading 3. Second language acquisition

7

Relationship of L1 skills and L2 aptitude to L2 anxiety on the Foreign Language Classroom Anxiety Scale [Texto impreso] / Richard L. Sparks, and Jon Patton

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. 892-895

The Foreign Language Classroom Anxiety Scale (FLCAS) has been challenged on the grounds that it may also assess language learning skills. In this study, 128 students who had been administered measures of first language (L1) skills in elementary school were followed from 1st to 10th grade. Fifty-three students had completed second language (L2) courses in high school where they were administered the Modern Language Aptitude Test (MLAT), FLCAS, and measures of L1 skills. A full information likelihood procedure (FIML) was used to conduct a path analysis and hierarchical regressions. The results showed that the FLCAS accounted for significant unique variance in L1 skills in elementary school several years before the students' engaged in L2 study as well as significant unique variance on the MLAT and L1 skills measured in high school. Hierarchical regressions found that the FLCAS predicted growth in L1 skills (reading, spelling, language) in elementary school and also from elementary to high school. Findings suggest that the FLCAS is likely to be measuring individual differences in students' language skills and/or self-perceptions about their language learning skills rather than anxiety unique to L2 learning.

Language learning. -- 2013, v.63, n. 4, December, p. 870-895

1. L1 skills 2. L2 aptitude 3. L2 anxiety 4. Full information maximum likelihood (FIML) 5. Path analysis 6. Longitudinal

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Transition probabilities and different levels of prominence in segmentation [Texto impreso] / Mikhail Ordin, and Marina Nespor

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. 829-834

A large body of empirical research demonstrates that people exploit a wide variety of cues for the segmentation of continuous speech in artificial languages, including rhythmic properties, phrase boundary cues, and statistical regularities. However, less is known regarding how the different cues interact. In this study we addressed the question of the relative importance of lexical stress, phrasal prominence, and transitional probabilities (TP) between adjacent syllables for the segmentation of an artificial language. We explored how duration increase, pitch rise, and the combination of duration and pitch on the antepenultimate, the penultimate, and the final syllable of a three-syllabic word affect segmentation by native speakers of Italian. Our results indicate that, if the most frequent location of stress in the participants' native language and a lengthened syllable in the artificial language do not coincide, segmentation is disrupted. If there is no conflict between the location of stress in the native language of the participant and the lengthened syllable in the artificial language, segmentation is neither impeded nor facilitated. Pitch marked the edges of the TP-defined words in a continuous speech stream. When TPs and pitch cues are in conflict, segmentation fails; if pitch rise coincides with the edges of TP words, segmentation succeeds, but is not facilitated. Phrasal prominence comprising both pitch and duration facilitates segmentation when aligned with the word edges. Our findings show that language-specific peculiarities of how nuclear pitch accents are realized in the native language of the listener might interact with statistical cues in the segmentation of an unfamiliar language.

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1. Speech segmentation 2. Lexical stress 3. Phrasal prosody 4. Transitional probabilities 5. F0 6. Pitch 7. Duration