

1**Adults' and 8-year-olds' learning in a foreign word repetition task [Texto impreso] / Elisabet Service, Hely Yli-Kaitala, Sini Maury, Jeong-Young Kim**

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. 241-246

Although the significance of age in second language acquisition is one of the most hotly debated issues in the field, very few studies have directly addressed age differences in the language learning process. The present study investigated learning in a foreign-word repetition task. Young Finnish adults and 8-year-olds repeated back Korean words. Some words occurred once whereas others occurred five times. After the session, a surprise old/new recognition task was administered. Both groups' repetition accuracy improved for recurring but not nonrecurring words. Latencies got shorter for all words.

The groups were reliably able to recognize recurring but not nonrecurring words. However, the adults performed substantially better in this memory task with an explicit component. No advantages for children were detected.

Language learning. -- 2014 (March), v. 64, n. 2, p. 215-246

1. Age 2. Nonword repetition 3. Phonological memory 4. Second language acquisition

2**Cross-language similarity modulates effectiveness of second language grammar instruction [Texto impreso] / Leida C. Tolentino, Natasha Tokowicz**

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. 305-309

We investigated the effects of instruction method and cross-language similarity during second language (L2) grammar learning. English speakers learned a subset of Swedish using contrast and color highlighting (Salience Group), contrast and highlighting with grammatical explanations (Rule & Salience Group), or neither (Control Group with exposure only). Comprehension of grammatical features corresponding to three levels of L1-L2 similarity (similar, dissimilar, unique to L2) were contrasted in three posttests. Grammaticality judgments on L2 sentences: (a) improved across tests for all three training groups, (b) were least accurate for dissimilar features in all groups, and (c) were most accurate for cross-linguistically similar features in both the Control and Salience groups. Only a trend was found for high language-learning aptitude (as measured by the Words-In-Sentences instrument of the Modern Languages Aptitude Test) possibly facilitating the learning of grammatical features that are distinct from L1. The findings suggest that ideal instructional conditions for L2 morphosyntax may vary with cross-language similarity.

Language learning. -- 2014 (March), v. 64, n. 2, p. 279-309

1. Cross-language similarity 2. MLAT 3. L2 morphosyntax 4. Second language (L2) instruction 5. Swedish L2 learners

3**Cue reliance in L2 written production [Texto impreso] / Daniel Wiechmann, Elma Kerz**

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References: p. 359-364

Second language learners reach expert levels in relative cue weighting only gradually. On the basis of ensemble machine learning models fit to naturalistic written productions of German advanced learners of English and expert writers, we set out to reverse engineer differences in the weighting of multiple cues in a clause linearization problem. We found that, while German advanced learners succeeded in identifying important cues, their assignment of cue importance differed from that of the expert control group. Even at advanced levels, learners are found to rely on a smaller set of perceptually salient cues than native speakers do, focusing on cues that exhibit relatively high cue availability and relatively low cue reliability. Our findings suggest that the principles of the Unified Model of first and second language acquisition, which have been extensively supported for comprehension also underlie the written production of advanced second language learners.

Language learning. -- 2014 (March), v. 64, n. 2, p. 343-364

1. Adaptative boosting 2. Advancedness 3. Experience-based approaches 4. L2 learning 5. Random forest

4**L2 vocabulary learning from reading [Texto impreso] : explicit and tacit lexical knowledge and the role of learner and item variables / Irina Elgort, Paul Warren**

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. 399-405

This study investigates acquisition of second language (L2) vocabulary from reading a connected authentic text. Advanced and upper-intermediate L2 (English) participants read a long expository text for general understanding, with embedded critical vocabulary items (pseudowords). Explicit knowledge of the critical items was examined using a meaning generation task, while their tacit knowledge was probed using form and semantic priming in lexical decision tasks. Results revealed a complex landscape of contextual L2 word learning in which individual differences (age, L2 lexical proficiency, first language, gender, learning strategies, levels of enjoyment) and lexical and text characteristics (concreteness, frequency, distribution, and saliency of use) individually and together affect L2 lexical development from reading. Implications of these results for contextual L2 word learning are discussed.

Language learning. -- 2014 (March), v. 64, n. 2, p. 365-414

1. Age 2. Explicit knowledge 3. Priming 4. Proficiency 5. Strategies 6. Tacit knowledge 7. Vocabulary

5

A role for chunk formation in statistical learning of second language syntax [Texto impreso] / Phillip Hamrick

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. 274-278

Humans are remarkably sensitive to the statistical structure of language. However, different mechanisms have been proposed to account for such statistical sensitivities. The present study compared adult learning of syntax and the ability of two models of statistical learning to simulate human performance: Simple Recurrent Networks, which learn by predictive computation, and PARSER, which learns chunks as a byproduct of general principles of associative learning and memory. In the first stage, a semiartificial language paradigm was used to gather human data. In the second stage, a simulation paradigm was then used to compare the patterns of performance of the SRN and PARSER. After the human adults and the computational models were trained on sentences from the semiartificial language with probabilistic syntax, their learning outcomes were compared. Neither model was able to fully reproduce the human data, which may indicate less robust statistical learning effects in adults; however, PARSER was able to simulate more of the adult learning data than the SRN, suggesting a possible role for chunk formation in early phases of adult learning of second language syntax

Language learning. -- 2014 (March), v. 64, n. 2, p. 247-278

1. Chunking 2. PARSER 3. Second language acquisition 4. Simple Recurrent Network 5. Statistical learning 6. Syntax

6

The roles of first language and proficiency in L2 processing of spanish clitics [Texto impreso] : global effects / Aroline E. Seibert Hanson, Matthew T. Carlson

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. 336-338

We assessed the roles of first language (L1) and second language (L2) proficiency in the processing of preverbal clitics in L2 Spanish by considering the predictions of four processing theories—the Input Processing Theory, the Unified Competition Model, the Amalgamation Model, and the Associative-Cognitive CREED. We compared the performance of L1 English (typologically different from Spanish) to L1 Romanian (typologically similar to Spanish) speakers from various L2 Spanish proficiency levels on an auditory sentence-processing task. We found main effects of proficiency, condition, and L1 and an interaction between proficiency and condition. Although we did not find an interaction between L1 and condition, the L1 Romanians showed an overall advantage that may be attributable to structure-specific experience in the L1, raising new questions about how crosslinguistic differences influence the processing strategies learners apply to their L2.

Language learning. -- 2014 (March), v. 64, n. 2, p. 310-342

1. Clitics 2. L1 transfer 3. L2 processing 4. Spanish