

1**Context effects in the processing of phonolexical ambiguity in L2 [Texto impreso] / Anna Chrabaszcz, Kira Gor**

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. 448-452

In order to comprehend speech, listeners have to combine low-level phonetic information about the incoming auditory signal with higher-order contextual information to make a lexical selection. This requires stable phonological categories and unambiguous representations of words in the mental lexicon. Unlike native speakers, second language (L2) speakers, who perceive nonnative sounds through the prism of their first language (L1), operate with fuzzy phonological categories, which lead to phonologically ambiguous lexical representations (e.g., the words rock and lock can be confused if phonological representations for /r/ and /l/ are not sufficiently robust). The present study uses the AX discrimination task to establish the degree of sensitivity of L2 listeners to the Russian hard/soft phonological contrast. The same phonological contrasts are then used in the stimuli for the second task -listening comprehension task with word identification- to mark semantic, syntactic, and morphological distinctions in words. The goal of the study is to examine the contributions and relative efficiency of different contextual constraints (semantic, syntactic, and morphological) to the resolution of phonolexical ambiguity in L2 auditory sentence processing. The results suggest that when L2 phonological contrasts present a discriminability problem and create phonolexical ambiguity, L2 listeners rely on morphological constraints for disambiguation of word forms and syntactic constraints for disambiguation of words belonging to different parts of speech to a greater extent than on semantic constraints for disambiguation of nouns in the same form.

Language learning. -- 2014 (September), v. 64, n. 3, p. 415-455

1. Context bias 2. Hard and soft consonants 3. L2 4. Phonolexical ambiguity 5. Russian 6. Word identification

2**Definite discourse-new reference in L1 and L2 [Texto impreso]: a study of bridging in mandarin, korean, and english / Peter Robert Crosthwaite**

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. 489-492

Definite expressions may be used to introduce a referent into discourse when their familiarity between speaker and listener can be inferred, a strategy known as bridging. However, for a number of reasons, bridging may be difficult to acquire compared to the acquisition of indefinite introductions for noninferable referent types, with the native language of the second language (L2) learners suggested to be a major factor influencing L2 acquisition. Two experiments were conducted into the use of bridging, using a controlled picture sequence where neutral, weakly, or strongly inferable referents were to be introduced. The first study investigated native speaker data from English, Mandarin Chinese, and Korean, and the second study focused on a cross-section of learner data from Mandarin and Korean L2 English learners from six proficiency levels ranging from A1 (Basic user) to C2 (Proficient user) of the Common European Framework. The native results show that the three languages introduce inferable referents in markedly different ways: definite articles for English, omission of numeral + classifiers before the noun for Mandarin, and with Korean making no apparent distinction for inferability in terms of noun-phrase form. The L2 results show that the acquisition of the definite article + noun construction to introduce inferable referents in L2 English occurs at lower Common European Framework levels for the Mandarin group than the Korean group. Therefore, it is claimed that Mandarin L2 English learners may have less difficulty mapping L2 syntactic form to pragmatic function in their L2 narrative production than their Korean counterparts, as a possible consequence of positive transfer from their native language.

Language learning. -- 2014 (September), v. 64, n. 3, p. 456-492

1. Bridging 2. Crosslinguistic influence 3. Inferability 4. Korean 5. L2 English 6. Mandarin 7. Narratives 8. Second language acquisition

3

The effects of task complexity and input frequency on the acquisition of the past counterfactual construction through recasts [Texto impreso] / Andrea Révész, Rebecca Sachs, Mika Hama

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. 647-650

This investigation examined two techniques that may help learners focus on second language (L2) constructions when recasts are provided during meaning-based communicative activities: altering the cognitive complexity of tasks and manipulating the input frequency distributions of target constructions. We first independently assessed the validity of our cognitive task complexity manipulation by means of expert judgments, dual-task methodology, and eye tracking. Next, in our main study, we employed a pretest-posttest design with two treatment sessions. The participants were 51 adult English L2 learners, randomly assigned to one of four experimental groups or a control group. All experimental groups received recasts but differed as to whether they carried out simple tasks with lower reasoning demands or complex tasks with higher reasoning demands, and whether they received skewed or balanced input of the linguistic target, the past counterfactual construction. An oral production test and two written receptive tests were utilized to measure changes in participants' knowledge. Our results revealed no effects for the input frequency manipulations, but participants achieved higher oral production gains under the simple task condition.

Language learning. -- 2014 (September), v. 64, n. 3, p. 615-650

1. Balanced input 2. Dual-task methodology 3. Eye-tracking 4. Input frequency 5. Past counterfactuals 6. Recasts 7. Skewed input 8. Task complexity

4

Frequency affects object relative clause processing [Texto impreso] : some evidence in favor of usage-based accounts / Florencia Reali

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. 710-712

The processing difficulty of nested grammatical structure has been explained by different psycholinguistic theories. Here I provide corpus and behavioral evidence in favor of usage-based models, focusing on the case of object relative clauses in Spanish as a first language. A corpus analysis of spoken Spanish reveals that, as in English, the overwhelming majority of object relative clauses are pronominal. Spanish allows flexibility of order of surface constituents within the clause. The corpus data revealed significant asymmetries in the frequency of order of surface constituents in pronominal and nonpronominal object relative clauses. Two offline rating tasks and one self-paced reading task were next conducted, showing that complexity judgments and reading processing data mirrored the fine-grained distributional patterns revealed by the corpus analysis. I conclude that frequent object relative clauses may become easier to process as a consequence of use and repetition, and I discuss the implications of these findings for usage-based models of language representation and access.

Language learning. -- 2014 (September), v. 64, n. 3, p. 685-714

1. Complexity judgments 2. Corpus analysis 3. L1 processing 4. Nested structure 5. Object relative clauses 6. Self-paced reading 7. Spanish L1 8. Usage-based approaches

5

Instructed concept appropriation and L2 pragmatic development in the classroom [Texto impreso] / Rémi A. van Compernelle, Ashlie Henery

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. 577-578

In this article, we investigate the integration of concept-based pragmatics instruction, grounded in Vygotskian sociocultural psychology, in an intact second-semester French class (n = 13) over the course of an academic term. Our focus is on learners'; appropriation of the concepts of self-presentation, social distance, and power with respect to the French second-person pronoun system (i.e., tu versus vous) as revealed through language awareness questionnaires, appropriateness judgment tasks, and computer-mediated strategic interaction scenario performances. Following this three-tiered approach to analysis, our findings show that learners developed a deeper and more systematic understanding of tu and vous, that they were able to apply the concepts in planning language use, and that their use of tu and vous became more sensitive to maintaining symmetrical social relationships.

Language learning. -- 2014 (September), v. 64, n. 3, p. 549-578

1. Concept-based instruction 2. Pragmatic awareness 3. Pragmatic development 4. Second language pedagogy 5. Sociocultural theory

6

Language learner motivational types [Texto impreso] : a cluster analysis study / Mostafa Papi, Yasser Teimouri

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. 521-525

The study aimed to identify different second language (L2) learner motivational types drawing on the framework of the L2 motivational self system. A total of 1,278 secondary school students learning English in Iran completed a questionnaire survey. Cluster analysis yielded five different groups based on the strength of different variables within their motivational configurations. Further analyses revealed that the motivational groups have different motivational, emotional, and linguistic characteristics. In the second part of the study, the sample was divided into promotion-focus and prevention-focus groups based on the self-regulatory focus theory. Partial correlation analysis showed that while the ideal L2 self and instrumentality promotion were associated with motivated learning behavior for both the promotion-focus and prevention-focus groups, only the ought-to L2 self and instrumentality prevention were associated with motivated behavior for the prevention-focus group. The study highlights the importance of considering motivational types in L2 motivation research.

Language learning. -- 2014 (September), v. 64, n. 3, p. 493-525

1. Cluster analysis 2. L2 motivation 3. L2 motivational self system 4. Motivational types

7

Opening the window on comprehensible pronunciation after 19 years [Texto impreso] : a workplace training study / Tracey M. Derwing, Murray J. Munro, Jennifer A. Foote, Erin Waugh, Jason Fleming

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. 545-548

We present the outcomes of a pronunciation training program conducted in a workplace setting with second language speakers who had lived in an English-speaking environment for an average of 19 years. The research questions concerned whether improvement would occur in the learners' perception of certain segments and prosody; in the comprehensibility, accentedness, and fluency of their productions as judged by listeners; and in their speech intelligibility. Despite seemingly stable speech patterns, pre- and postintervention tests demonstrated significant improvement in perception and in comprehensibility and intelligibility. However, no difference was noted in fluency, and accent was perceived to be stronger in one posttest. Thus the pronunciation instruction was effective, even in putatively fossilized individuals. This study contributes to research showing the partial independence of accent and other speech dimensions.

Language learning. -- 2014 (September), v. 64, n. 3, p. 526-548

1. Accent 2. English in the workplace 3. Fossilization 4. Intelligibility 5. Perception 6. Pronunciation instruction

8

The perception of fluency in native and nonnative speech [Texto impreso] / Hans Rutger Bosker, Hugo Quené, Ted Sanders, Nivja H. de JongHenery

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. 609-614

Where native speakers supposedly are fluent by default, nonnative speakers often have to strive hard to achieve a nativelike fluency level. However, disfluencies (such as pauses, fillers, repairs, etc.) occur in both native and nonnative speech and it is as yet unclear how fluency raters weigh the fluency characteristics of native and nonnative speech. Two rating experiments compared the way raters assess the fluency of native and nonnative speech. The fluency characteristics were controlled by using phonetic manipulations in pause (Experiment 1) and speed characteristics (Experiment 2). The results show that the ratings of manipulated native and nonnative speech were affected in a similar fashion. This suggests that there is no difference in the way listeners weigh the fluency characteristics of native and nonnative speakers.

Language learning. -- 2014 (September), v. 64, n. 3, p. 579-614

1. Disfluencies 2. Fluency 3. Hesitations 4. Nonnative speech 5. Phonetic manipulations

9

Pursuing information [Texto impreso] : a conversation analytic perspective on communication strategies / Alfred R. Burch

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. 676-683

Research on second language (L2) communication strategies over the past three decades has concerned itself broadly with defining their usage in terms of planning and compensation, as well as with the use of taxonomies for coding different types of strategies. Taking a Conversation Analytic (CA) perspective, this article examines the fine-grained detail of a conversation between a first-language speaker and an L2 speaker of Japanese and proposes a respecification of the notions of planning and compensation as socially viewable participant concerns, rather than as individualistic psychological constructs. Furthermore, the complex multifunctional and multimodal nature of interaction draws attention to the difficulty of categorizing usage of communication strategies into valid and generalizable taxonomical coding schemes. This article argues that CA can provide a useful methodological toolkit for exploring communication strategies from an interactional perspective, which focuses on L2 users' competence and communicative success rather than deficiency.

Language learning. -- 2014 (September), v. 64, n. 3, p. 651-684

1. Communication strategies 2. Compensatory strategies 3. Conversation analysis 4. Embodied interaction 5. Japanese as a foreign language 6. Planning
