

1**The development of antonym knowledge in american sign language (ASL) and its relationship to reading comprehension in english [Texto impreso] / Rama Novogrodsky, Catherine Cladwell-Harris, Sarah Fish, Robert J. Hoffmeister**

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. 766-770

It is unknown if the developmental path of antonym knowledge in deaf children increases continuously with age and correlates with reading comprehension, as it does in hearing children. In the current study we tested 564 students aged 4-18 on a receptive multiple-choice American Sign Language (ASL) antonym test. A subgroup of 138 students aged 7-18 took the Stanford Achievement Test reading comprehension test. The results showed that antonym knowledge depended more strongly on age for deaf children with deaf parents than for deaf children with hearing parents. This indicates more developmentally typical acquisition for deaf children with deaf parents, consistent with early natural language exposure. Multiple regressions demonstrated that ASL antonym knowledge eliminated the advantage of deaf parents for reading. This establishes a language effect of ASL on reading comprehension in English.

Language learning. -- 2014 (December), v. 64, n. 4, p. 749-770

1. ASL 2. Reading comprehension 3. Antonyms 4. Deaf 5. Language delay

2**Explicit knowledge and processes from a usage-based perspective [Texto impreso] : the developmental trajectory of an instructed L2 learner/ Karen Roehr-Brackin**

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. 804-808

This article considers explicit knowledge and processes in second language (L2) learning from a usage-based theoretical perspective. It reports on the long-term development of a single instructed adult learner's use of two L2 constructions, the German Perfekt of gehen("go", "walk") and fahren("go by vehicle"), which was tracked over a period of more than 3 years. The results indicate that explicit knowledge and processes seemed to have a powerful impact on the participant's L2 learning and use, apparently enabling him to override the predicted bottom-up developmental path in certain circumstances and take a top-down approach instead. Specifically, it was found that the development of fahrenwas consistent with the predicted trajectory of moving from item-based to more schematic constructions. By contrast, the participant's use of gehenwas characterized by schematic constructions almost from the beginning, suggesting a shortcut facilitated by explicit knowledge and processes. Both potential benefits and pitfalls associated with this alternative learning path are highlighted. The findings are explicated with reference to usage-based and complexity/dynamic-systems-theoretic concepts, thus offering an integration of explicit knowledge and processes in L2 learning and use into this particular theoretical framework.

Language learning. -- 2014 (December), v. 64, n. 4, p. 771-808

1. Explicit knowledge and learning 2. Instructed L2 learning 3. Usage-based approach 4. Complexity theory 5. Dynamic systems theory 6. Longitudinal case study

3

Exploring utterance and cognitive fluency of L1 and L2 english speakers [Texto impreso] : temporal measures and stimulated recall/ Jimin Kahng

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. 848-854

Although fluency constitutes an essential component of second language (L2) proficiency, there are mixed results and gaps in the literature on how L2 speakers' fluency differs from fluent speech production in a first language (L1). The research reported in this article investigated utterance fluency and cognitive fluency of L1 English speakers and Korean learners of L2 English by eliciting and comparing quantitative evidence from temporal measures and qualitative evidence from stimulated recall responses. In addition, the L2 speaker group's proficiency was measured by an in-house institutional test so as to inspect how L2 fluency measures correlated to varying proficiency. The L1 and L2 speakers were different in speed, length of run, and silent pauses. In particular, a striking group difference in silent pause rate within a clause was found, consistent with the claim that pauses within clauses reflect processing difficulties in speech production. Different qualitative patterns in the stimulated recall responses by the lower and higher proficiency learners are discussed in relation to Ullman's declarative/procedural model and Segalowitz's fluency vulnerability points in L2 speech production.

Language learning. -- 2014 (December), v. 64, n. 4, p. 809-854

1. Second language speech 2. Speech production 3. Utterance fluency 4. Cognitive fluency 5. Pauses

4

How big is "big"? [Texto impreso] : interpreting effect sizes in L2 research / Luke Plonsky, Frederick L. Oswald

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. 905-912

The calculation and use of effect sizes -such as d for mean differences and r for correlations- has increased dramatically in second language (L2) research in the last decade. Interpretations of these effects, however, have been rare and, when present, have largely defaulted to Cohen's levels of small ($d = .2$, $r = .1$), medium ($.5$, $.3$), and large ($.8$, $.5$), which were never intended as prescriptions but rather as a general guide. As Cohen himself and many others have argued, effect sizes are best understood when interpreted within a particular discipline or domain. This article seeks to promote more informed and field-specific interpretations of d and r by presenting a description of L2 effects from 346 primary studies and 91 meta-analyses ($N > 604,000$). Results reveal that Cohen's benchmarks generally underestimate the effects obtained in L2 research. Based on our analysis, we propose a field-specific scale for interpreting effect sizes, and we outline eight key considerations for gauging relative magnitude and practical significance in primary and secondary studies, such as theoretical maturity in the domain, the degree of experimental manipulation, and the presence of publication bias.

Language learning. -- 2014 (December), v. 64, n. 4, p. 878-912

1. Effect sizes 2. Quantitative research methods 3. Meta-analysis 4. Practical significance

5

L2 learners' assessments of accentedness, fluency, and comprehensibility of native and nonnative German speech [Texto impreso]/ Mary Grantham O'Brien

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. 744-748

In early stages of classroom language learning, many adult second language (L2) learners communicate primarily with one another, yet we know little about which speech stream characteristics learners tune into or the extent to which they understand this lingua franca communication. In the current study, 25 native English speakers learning German as a L2 with varying levels of German proficiency rated German speech produced by native speakers and fellow learners of German along three continua: accentedness, fluency, and comprehensibility. An examination of speech stream (i.e., phonological, fluency based, and lexical/grammatical) characteristics along with partial correlations indicates both that the raters distinguished among the three concepts but that they conflated the term fluency with proficiency. Self-reported proficiency in German and linguistic training were the best predictors of the ratings assigned.

Language learning. -- 2014 (December), v. 64, n. 4, p. 715-748

1. Accentedness 2. Fluency 3. Comprehensibility 4. L2 speech 5. German 6. L2 raters

6

Linguistic relativity in SLA [Texto impreso] : toward a new research program / Emanuel Bylund, Panos Athanasopoulos

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. 979-985

The purpose of the current article is to support the investigation of linguistic relativity in second language acquisition and sketch methodological and theoretical prerequisites toward developing the domain into a full research program. We identify and discuss three theoretical-methodological components that we believe are needed to succeed in this enterprise. First, we highlight the importance of using nonverbal methods to study linguistic relativity effects in second language (L2) speakers. The use of nonverbal tasks is necessary in order to avoid the circularity that arises when inferences about nonverbal behavior are made on the basis of verbal evidence alone. Second, we identify and delineate the likely cognitive mechanisms underpinning cognitive restructuring in L2 speakers by introducing the theoretical framework of associative learning. By doing so, we demonstrate that the extent and nature of cognitive restructuring in L2 speakers is essentially a function of variation in individual learners' trajectories. Third, we offer an in-depth discussion of the factors (e.g., L2 proficiency and L2 use) that characterize those trajectories, anchoring them to the framework of associative learning, and reinterpreting their relative strength in predicting L2 speaker cognition.

Language learning. -- 2014 (December), v. 64, n. 4, p. 952-985

1. Associative learning 2. Linguistic relativity 3. Second language learning 4. Thinking for speaking 5. Whorf

7**The role of repeated exposure to multimodal input in incidental acquisition of foreign language vocabulary [Texto impreso] / Marie-Josée Bisson, Walter J. B. Heuven, Kathy Conklin, Richard J. Tunney**

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. 874-877

Prior research has reported incidental vocabulary acquisition with complete beginners in a foreign language (FL), within 8 exposures to auditory and written FL word forms presented with a picture depicting their meaning. However, important questions remain about whether acquisition occurs with fewer exposures to FL words in a multimodal situation and whether there is a repeated exposure effect. Here we report a study where the number of exposures to FL words in an incidental learning phase varied between 2, 4, 6, and 8 exposures. Following the incidental learning phase, participants completed an explicit learning task where they learned to recognize written translation equivalents of auditory FL word forms, half of which had occurred in the incidental learning phase. The results showed that participants performed better on the words they had previously been exposed to, and that this incidental learning effect occurred from as little as 2 exposures to the multimodal stimuli. In addition, repeated exposure to the stimuli was found to have a larger impact on learning during the first few exposures and decrease thereafter, suggesting that the effects of repeated exposure on vocabulary acquisition are not necessarily constant

Language learning. -- 2014 (December), v. 64, n. 4, p. 855-877

1. Repeated exposures 2. Frequency effects 3. Incidental learning 4. Multimodality 5. Foreign language vocabulary acquisition

8**Size and depth of vocabulary knowledge [Texto impreso] : what the research shows / 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. 945-950

When discussing vocabulary, a distinction is often made between size of vocabulary (number of known words) and depth of knowledge (how well those words are known). However, the relationship between the two constructs is still unclear. Some scholars argue that there is little real difference between the two, while regression analyses show that depth typically adds unique explanatory power compared to size alone. Ultimately, the relationship between size and depth of vocabulary knowledge depends on how each is conceptualized and measured. In an attempt to provide an empirical basis for exploring the size-depth relationship, this critical synthesis identifies studies that contain measures of both size and depth. Based on a number of different conceptualizations of depth, various patterns emerged. For higher frequency words and for learners with smaller vocabulary sizes, there is often little difference between size and a variety of depth measures. However, for lower frequency words and for larger vocabulary sizes, there is often a gap between size and depth, as depth measures lag behind the measures of size. Furthermore, some types of word knowledge (e.g., derivative knowledge) seem to have generally lower correlations with size than other types

Language learning. -- 2014 (December), v. 64, n. 4, p. 913-951

1. Form-meaning link 2. Formulaic language 3. Meaning 4. Vocabulary depth 5. Vocabulary measurement 6. Vocabulary size