

1

Discussion [Recurso electrónico] : how different can perspectives on L2 development be? / Jan H. Hulstijn

Este artículo se encuentra disponible en su edición electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 228-232

In this article I discuss the contributions to this Special Issue of Language Learning on orders and sequences in second language (L2) development. Using a list of questions, I attempt to characterize what I see as the strengths, limitations, and unresolved issues in the approaches to L2 development represented in this Special Issue. I include short commentaries I solicited from the authors of the contributions, cited as personal communications. I conclude by arguing that, while it is completely legitimate to focus research and theory construction on the first few behavioral signs of acquisition of target structures (called emergence), there should also be room for research that looks at the entire developmental trajectory for a given set of related structures, from emergence to full mastery, to be examined in relevant target populations (differing in first language, differing in explicit knowledge), using several elicitation tasks, to be administered many times over the period that it takes to reach full mastery of all structures under investigation. Arguably, if such studies are to yield nontrivial findings, second language acquisition researchers should do their best to construct theories explaining these findings.

Language learning. -- 2015 (March), v. 65, n. 1, p. 210-232

1. Interlanguage development 2. Orders and sequences 3. Second language acquisition

2

Exploring regularities and dynamic systems in L2 development [Recurso electrónico] / Anke Lenzen-Verspoor

Este artículo se encuentra disponible en su edición electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 119-122

This article focuses on a theoretical and empirical exploration of developmental trajectories and individual learner variation in second language (L2) acquisition. Taking a processability perspective, I view learner language as a dynamic system that includes predictable universal developmental trajectories as well as individual learner variation, where the latter is not precisely predictable. Both dimensions are subject to specific processing constraints that are determined by the architecture of the human language processor. I claim that this view of L2 acquisition is compatible with the core notions of Dynamic Systems Theory. I present results from an empirical study of beginning L2 learners of English with German as their first language to support this claim. The results show (1) that there are developmental regularities in L2 acquisition that are common to all learners and (2) that the learner variation that occurs is consistent with the constraints of the developing L2 system.

Language learning. -- 2015 (March), v. 65, n. 1, p. 89-122

1. Morpho-syntactic development 2. Processability theory 3. Second language acquisition

3

An outline of processability theory and its relationship to other approaches to SLA [Recurso electrónico] / Manfred Pienemann

Este artículo se encuentra disponible en su edición electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 146-151

In this article I make the point that there has been a continuous focus on second language development in second language acquisition research for over 40 years and that there is clear empirical evidence for generalizable developmental patterns. I will both summarize some of the core assumptions of Processability Theory (PT) as an approach to explaining developmental patterns and learner variation and compare the position assumed by PT with the Dynamic Systems Theory approach proposed by de Bot, Lowie, and Verspoor and with O'Grady's processing-based approach to Emergentism. In addition, I will summarize the Teachability

Hypothesis and describe its limited relationship to PT in order to respond briefly to the article on the same issue by Zhang and Lantolf in this Special Issue.

Language learning. -- 2015 (March), v. 65, n. 1, p. 123-151
1. Acquisition order 2. Processability theory 3. Processing

4 Processing determinism [Recurso electrónico] / William O'Grady

Este artículo se encuentra disponible en su edición electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.
References: p. 27-32

I propose that the course of development in first and second language acquisition is shaped by two types of processing pressures - internal efficiency-related factors relevant to easing the burden on working memory and external input-related factors such as frequency of occurrence. In an attempt to document the role of internal factors, I consider a series of case studies involving contrasts that are rarely instantiated in the input, yet show early mastery. I conclude with some general remarks about the nature of development and the possibility that it unfolds more uniformly than often suggested.

Language learning. -- 2015 (March), v. 65, n. 1, p. 6-32
1. Development 2. Language acquisition 3. Processing

5 Researching acquisition sequences [Recurso electrónico] : idealization and de-idealization in SLA / Rod Ellis

Este artículo se encuentra disponible en su edición electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.
References: p. 205-209

Idealization plays a fundamental role in scientific inquiry. This article examines the case for maintaining the claim that the second language acquisition (SLA) of grammatical structures such as negation manifests identifiable stages of acquisition. It proposes that, while research has demonstrated the need for de-idealization, there is no need to abandon the idealization itself. Drawing on work on idealization in the philosophy of science, it argues that the sequence of acquisition should be seen as a minimal idealization that is of continuing value for the domains of both SLA and, in particular, teacher education. This thesis is explored by examining four studies of second language negation that investigated the same data set. These studies afford important insights about the variability evident in the different stages and, as such, identify the limitations of the idealization but do not justify its rejection. The article concludes with a discussion of other factors (e.g., the first language and the role of instruction), the investigation of which may reveal further limitations and thus contribute further to the de-idealization of the fundamental claim.

Language learning. -- 2015 (March), v. 65, n. 1, p. 181-209
1. Acquisition sequences 2. De-idealization 3. Idealization 4. L2 negation

6 Natural or artificial [Recurso electrónico] : is the route of L2 development teachable? / Xian Zhang, James P. Lantolf

Este artículo se encuentra disponible en su edición electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.
References: p. 177-179

The current study was designed to assess the central claim of the Teachability Hypothesis (TH), a corollary of general Processability Theory (PT), which predicts instruction cannot alter posited universal, hierarchically organized psycholinguistic constraints behind PT's developmental sequences. We employed an interventional design, which adhered to instructional procedures of Systemic Theoretical Instruction, and we taught four university learners at Stage 2 (subject-verb-object) Chinese topicalization for Stage 4 (object-first, e.g., Pizza tā

yě chī le, Pizza 他也吃了, 'Pizza he also ate'). We believe the findings show that, under the instructional conditions utilized in the study, the predictions of TH do not hold. We conclude it is possible to artificially construct a developmental route different from the one predicted by natural developmental sequences, in agreement with the claims of Vygotsky's developmental education.

Language learning. -- 2015 (March), v. 65, n. 1, p. 152-180

1. Concept-based instruction 2. Natural sequence 3. Processability theory 4. Sociocultural theory 5. Teachability hypothesis

7

Variability and variation in second language acquisition orders [Recurso electrónico] : a dynamic reevaluation / Wander Lowie¹, Marjolijn Verspoor

Este artículo se encuentra disponible en su edición electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 84-88

The traditional morpheme order studies in second language acquisition have tried to demonstrate the existence of a fixed order of acquisition of English morphemes, regardless of the second language learner's background. Such orders have been taken as evidence of the preprogrammed nature of language acquisition. This article argues for a process-based, dynamic explanation of development, in which each developmental step is based on the dynamic interaction of all processes involved. Due to the complexity of these interactions, the developmental process cannot be predetermined and fixed. Although stages of development like the acquisition order of morphemes are commonly observed as a grand sweep effect at the group level, these stages may be meaningless at the level of the individual language learner. This paradox shows we can only make the observations that our method allows us. If we are interested in grand sweep effects that may be generalizable to large populations of learners, we will have to carry out group studies with representative samples that can be analyzed using Gaussian statistics based on the normal distribution. But if we are interested in how an individual learner progresses over time as a result of changing variables in a changing context, we will have to conduct longitudinal studies and use nonlinear methods of analysis.

Language learning. -- 2015 (March), v. 65, n. 1, p. 63-88

1. Dynamic systems 2. Morpheme orders 3. Second language acquisition 4. Variability

8

What counts as a developmental sequence? Exemplar-based L2 learning of english questions [Recurso electrónico] / Søren W. Eskildsen

Este artículo se encuentra disponible en su edición electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 58-62

Drawing on usage-based linguistics and its exemplar-based path of language learning, from recurring multiword expressions to increasingly abstract, schematized constructions, this article examines evidence for the exemplar-based developmental sequences for yes/no interrogatives and WH interrogatives in English as a second language (L2). The empirical point of departure is an audio-visual corpus of American English L2 classroom interaction. The longitudinal data come from two Spanish-speaking students from Mexico and show that they learned yes/no interrogatives and WH interrogatives pattern by pattern. The degree of schematization was found to differ between them. In both cases, however, their resources for asking questions were not found to emerge at once on the basis of acquired syntactic rules (e.g., inversion) to be deployed across diverse linguistic patterns in a broad-sweeping manner, but emerged as lexically specific, exemplar-based patterns at different points in time.

Language learning. -- 2015 (March), v. 65, n. 1, p. 33-62

1. English question formation 2. Exemplar-based learning 3. Longitudinal research 4. Second language acquisition 5. Usage-based linguistics