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A context-dependent view on the linguistic interdependence hypothesis [Recurso electrónico] : language use and SES as potential moderators / Mariëlle J.L. Prevoo, Maike Malda, Rosanneke A.G. Emmen, Nihal Yeniad, Judi Mesman

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. 467-469

The linguistic interdependence hypothesis states that the development of skills in a second language (L2) partly depends on the skill level in the first language (L1). It has been suggested that the theory lacked attention for differential interdependence. In this study we test what we call the hypothesis of context-dependent linguistic interdependence. In order to do so, we examined child language use and socioeconomic status as two moderators in the relation between L1 vocabulary and L2 vocabulary growth in a sample of 104 5- and 6-year-old bilingual children with a Turkish background in the Netherlands. Relative child language use moderated the relation between L1 vocabulary and L2 vocabulary growth. Positive transfer was only present for children who used L1 more than L2. Socioeconomic status (SES) predicted growth in Dutch vocabulary but was not a moderator of linguistic interdependence, indicating that linguistic interdependence effects are similar across SES groups. The findings suggest the linguistic interdependence hypothesis is context-dependent and only valid under circumstances of more L1 use.

Language learning. -- 2015 (June), v. 65, n. 2, p. 449-469

1. Bilingualism 2. Language use 3. Linguistic interdependence 4. Socioeconomic status (SES)

2

The detection and primed production of novel constructions [Recurso electrónico] / Kim McDonough, Angelica Fulga

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. 353-357

Situated within second language (L2) research about the acquisition of morphosyntax, this study investigated English L2 speakers' detection and primed production of a novel construction with morphological and structural features. We report on two experiments with Thai (n = 69) and Farsi (n = 70) English L2 speakers, respectively, carried out an aural construction learning task that provided low type-frequency input with the transitive construction in Esperanto - which is marked by accusative case marking (-n) and flexible word order (subject-verb-object and object-verb-subject - followed by aural comprehension tests and a priming activity (20 primes and 20 prompts). Results of the aural comprehension tests showed that 23% of the Thai participants (16/69) and 50% of the Farsi participants (35/70) detected the target construction in the input. Results of the primed production task revealed that only those participants who detected the target construction were able to be primed. The findings are discussed in relation to the role of speakers' previously learned languages in the detection and primed production of novel constructions.

Language learning. -- 2015 (June), v. 65, n. 2, p. 326-357

1. Esperanto 2. Low type-frequency input 3. Pattern detection 4. Structural priming 5. Transitive construction

3

Dynamic development in speaking versus writing in identical twins [Recurso electrónico] / HuiPing Chan, Marjolijn Verspoor, Louisa Vahtric

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. 320-324

Taking a dynamic usage-based perspective, this longitudinal case study compares the development of sentence complexity in speaking versus writing in two beginner Taiwanese learners of English (identical twins) in an extensive corpus consisting of 100 oral and 100 written texts of approximately 200 words produced by each twin over 8 months. Three syntactic complexity measures were calculated: mean length of T-unit,

dependent clauses per T-unit, and coordinate phrases per T-unit. The working hypothesis was that (a) the learners' oral texts would become more complex sooner than their written texts and that (b) the two learners would show similar developmental patterns. We found that these two learners initially demonstrated syntactic complexity in their oral language rather than in their written language, yet over time they were found to exhibit inverse trends of development. This observation was confirmed with dynamic modeling by means of a hidden Markov model, which allowed us to detect moments of self-organization in the learners' spoken and written output (i.e., moments where the interaction among various measures changes and takes on a new configuration).

Language learning. -- 2015 (June), v. 65, n. 2, p. 298-325

1. Developmental patterns 2. HMM 3. Self-organization 4. Speaking 5. Syntactic complexity 6. Usage-based 7. Writing

4

Embodied L2 construction learning [Recurso electrónico] / Søren W. Eskildsen, Johannes Wagner

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. 293-297

This study uses conversation analysis (CA) to investigate the coupling of specific linguistic items with specific gestures in second language (L2) learning over time. In particular, we are interested in how gestures accompany learning of new vocabulary. CA-informed studies of gesture have previously shown the importance of embodiment in L2 use and situated learning, substantiating the idea that gestures are ingrained in the ongoing work to achieve and maintain intersubjectivity. We investigate how the relation between talk and related embodied activities develops over time and indicates learning processes. Specifically, we show how gesture-talk combinations that the co-participants deploy at a certain point in time to display understanding are reused at later occasions. Examples investigated here are the prepositions *under* and *across*, and our data indicate that at least these specific linguistic constructions are deeply embodied in ways that change slowly over time around an iconic core, as the linguistic items are being learned, suggesting a strong link between L2 vocabulary learning and gestures.

Language learning. -- 2015 (June), v. 65, n. 2, p. 268-297

1. Conversation analysis 2. Embodied vocabulary learning 3. Gesture 4. L2 learning

5

Guidelines for reporting quantitative methods and results in primary research [Recurso electrónico] / John M. Norris, Luke Plonsky, Steven J. Ross, Rob Schoonen

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.

Adequate reporting of quantitative research about language learning involves careful consideration of the logic, rationale, and actions underlying both study designs and the ways in which data are analyzed. These guidelines, commissioned and vetted by the board of directors of Language Learning, outline the basic expectations for reporting of quantitative primary research with a specific focus on Method and Results sections. The guidelines are based on issues raised in: Norris, J. M., Ross, S., & Schoonen, R. (Eds.). (2015). *Improving and extending quantitative reasoning in second language research. Currents in Language Learning*, volume 2. Oxford, UK.

Language learning. -- 2015 (June), v. 65, n. 2, p. 470-476

1. Data analysis 2. Research design 3. Research reporting 4. Statistical significance 5. Statistics

6

L2 processing of plural inflection in English [Recurso electrónico] / Yoonsang Song

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. 264-267

This study investigates (1) whether late second language (L2) learners can attain native-like knowledge of English plural inflection even when their first language (L1) lacks an equivalent and (2) whether they construct hierarchically structured representations during online sentence processing like native speakers. In a self-paced reading task, native English speakers and advanced Korean learners of English were tested on their (in) sensitivity to plural errors in two different structures. The results indicate that despite the L1-L2 difference, the learners were sensitive to plural errors in both structures, and that their sensitivity to the errors was affected by the structural distance of the feature-checking dependency related to plural inflection, like the native speakers' sensitivity. These findings suggest that (1) L2 learners can acquire target-like L2 inflection knowledge, even if such inflection is not present in their L1, contra the representational deficit account and that (2) they are sensitive to structural distance because they compute hierarchically structured representations during real-time language comprehension, contra the shallow structure hypothesis.

Language learning. -- 2015 (June), v. 65, n. 2, p. 233-267

1. Korean 2. L2 inflectional morphology 3. Plural inflection 4. Representational deficit account 5. Self-paced reading 6. Shallow Structure Hypothesis 7. Surprisal

7

Learner variables in second language listening comprehension [Recurso electrónico] : an exploratory path analysis / Larry Vandergrift, Susan Baker

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. 412-416

Listening comprehension plays a key role in language acquisition, yet little is known about the variables that contribute to the development of second language (L2) listening ability. This study sought to obtain empirical evidence for the impact of some of the learner variables and the degree to which they might predict success in L2 listening. The learner variables of interest included: first language (L1) listening ability, L1 vocabulary knowledge, L2 vocabulary knowledge, auditory discrimination ability, metacognitive awareness of listening, and working memory capacity. Data from 157 Grade Seven students in the first year of a French immersion program indicated a significant relationship among most of the variables and L2 listening ability. A number of path analyses were then conducted, based on hypothetical relationships suggested by current theory and research, in order to uncover relationships between the variables in determining L2 listening comprehension ability. The best fit to the data supported a model in which general skills (auditory discrimination and working memory) are initially important, leading to more specific language skills (L1 and L2 vocabulary) in determining L2 listening comprehension. In positing a provisional model, this study opens up useful avenues for further research on model building in L2 listening.

Language learning. -- 2015 (June), v. 65, n. 2, p. 390-416

1. L2 listening model 2. Learner variables in listening 3. Listening comprehension 4. Listening variables 5. Path analysis

8

Lexical specificity training effects in second language learners [Recurso electrónico] / Caressa Janssen, Eliane Segers, James M. McQueen, Ludo Verhoeven

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. 384-389

Children who start formal education in a second language may experience slower vocabulary growth in that language and subsequently experience disadvantages in literacy acquisition. The current study asked whether lexical specificity training can stimulate bilingual children's phonological awareness, which is considered to be a precursor to literacy. Therefore, Dutch monolingual and Turkish-Dutch bilingual children were taught new Dutch words with only minimal acoustic-phonetic differences. As a result of this training, the monolingual and the bilingual children improved on phoneme blending, which can be seen as an early aspect of phonological awareness. During training, the bilingual children caught up with the monolingual children on words with

phonological overlap between their first language Turkish and their second language Dutch. It is concluded that learning minimal pair words fosters phoneme awareness, in both first and second language preliterate children, and that for second language learners phonological overlap between the two languages positively affects training outcomes, likely due to linguistic transfer.

Language learning. -- 2015 (June), v. 65, n. 2, p. 358-389

1. Intervention 2. Lexical specificity 3. Linguistic transfer 4. Phonological awareness 5. Second language learning

9

Phonological memory and the acquisition of grammar in child L2 learners [Recurso electrónico] / Josje Verhagen, Paul Leseman, Marielle Messer

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. 444-448

Previous studies show that second language (L2) learners with large phonological memory spans outperform learners with smaller memory spans on tests of L2 grammar. The current study investigated the relationship between phonological memory and L2 grammar in more detail than has been done earlier. Specifically, we asked how phonological memory relates to specific L2 grammar skills, after controlling for L2 vocabulary, and using different phonological memory tasks. Participants were 36 Turkish child learners of Dutch and 34 Dutch first-language (L1) children. All participants completed a Dutch narrative task to assess their production of subject-verb agreement, auxiliaries, and verb placement, and a Dutch vocabulary test. Phonological memory was measured through serial recall of Dutch words, high-probability nonwords, and low-probability nonwords. The results show weak correlations between phonological memory and grammar in the L1 group due to ceiling effects. For the L2 group, moderate to strong correlations between phonological memory and grammar were found. Regression analyses showed that word recall significantly predicted all three L2 grammar skills, above and beyond vocabulary. These findings indicate that the ability to temporarily store L2 material in phonological memory is important for L2 grammar learning, but that specifics of the memory tasks also play a role.

Language learning. -- 2015 (June), v. 65, n. 2, p. 417-448

1. Child L2 acquisition 2. Grammar 3. (Non)word recall 4. Phonological memory 5. Vocabulary