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Air writing as a technique for the acquisition of sino-japanese characters by second language learners [Recurso electrónico] / Margaret Thomas

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. 655-659

This article calls attention to a facet of the expertise of second language (L2) learners of Japanese at the intersection of language, memory, gesture, and the psycholinguistics of a logographic writing system. Previous research has shown that adult L2 learners of Japanese living in Japan (similarly to native speakers of Japanese) often spontaneously produce highly articulated movements of the fingertips or hands when learning or recalling Sino-Japanese orthographic characters (kanji). These movements, known in Japanese as *k^usho* (air writing), trace out abstract representations of kanji, or parts of kanji, presumably as a kinesthetic aid to learning and recall. The current study tests that presumption with respect to learning, by comparing the accuracy with which adult L2 learners of Japanese (N = 75) memorize the shapes of complex, novel kanji under three different learning conditions. Results show that *k^usho* is associated with a small but statistically significant advantage in accuracy of recall, compared to either passive visual inspection or the conventional technique of memorizing the shapes of kanji by iterative paper-and-pen copying.

Language learning. -- 2015 (September), v. 65, n. 3, p. 631-659

1. Acquisition of L2 Japanese orthography 2. Adult learners of Japanese 3. Air writing 4. Memorization of 'kanji' 5. Motoric memory

2

Degree of perceived accent in finnish as a second language for turkish children born in Finland [Recurso electrónico] / Melike Uzal, Teemu Peltonen, Minna Huotilainen, Olli Aaltonen

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. 500-503

This study investigated whether children born in a second language (L2) environment pronounce their L2 with foreign accents and, if so, when foreign accents first emerge. This study also examined the latest age of onset (AO) of extensive L2 experience at which native L2 pronunciation is possible and explored several factors that affect the degree of perceived accent for child L2 learners. Participants included 20 native Finnish children and 19 Finnish-born Turkish children 7-17 years of age (mean AO = 3) as well as 61 native Finnish raters who evaluated the speech samples for foreign accent using a 9-point scale. Only 4 of the 19 Turkish children spoke Finnish without foreign accents, which were first detectable at an AO of 2.5 years. AO was the main determiner of perceived accent, followed by home use of first language (L1), and the amount of L2 and L1 use. These findings suggest that there is an interplay between AO and language use factors in determining child L2 learners' accent.

Language learning. -- 2015 (September), v. 65, n. 3, p. 477-503

1. Child learners 2. Finnish 3. L2 phonology 4. Perceived accent 5. Sensitive period 6. Turkish

3

Experience effects on the development of late second language learners' oral proficiency [Recurso electrónico] / Kazuya Saito

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. 591-595

The aim of this study was to evaluate the effects of second language (L2) experience- operationalized as length of residence (LOR) in Canada- on late Japanese learners of English. Data collected from 65 participants consisted of three groups of learners (short-, mid-, and long-LOR groups) and two baseline groups of native Japanese and native English speakers, with 13 participants in each group. The global quality of the participants'

spontaneous speech production was initially judged by 10 native-speaking English raters for accentedness (linguistic nativelikeness) and comprehensibility (ease of understanding) and then submitted to segmental, prosodic, temporal, lexical, and grammatical analyses. According to the results, LOR was generally predictive of improved comprehensibility through its association with adequate and varied prosody, optimal speech rate, and proper lexicogrammar usage. In contrast, contributions of LOR to accentedness remained unclear, with less accented speech linked to refined segmental accuracy, vocabulary richness, and grammatical complexity. These findings suggest that learners continue to improve in their L2 oral proficiency over an extensive period of L2 immersion (e.g., 6 years of LOR), and they likely do so by paying selective attention to certain linguistic domains closely linked to comprehensibility-but not necessarily relevant to accentedness-for the purpose of successful L2 communication.

Language learning. -- 2015 (September), v. 65, n. 3, p. 563-595

1. Accentedness 2. Comprehensibility 3. Experience 4. L2 oral proficiency 5. Late bilingualism 6. Pronunciation

4

Investigation of native speaker and second language learner intuition of collocation frequency [Recurso electrónico] / Anna Siyanova-Chanturia, Stefania Spina

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. 556-562

Research into frequency intuition has focused primarily on native (L1) and, to a lesser degree, nonnative (L2) speaker intuitions about single word frequency. What remains a largely unexplored area is L1 and L2 intuitions about collocation (i.e., phrasal) frequency. To bridge this gap, the present study aimed to answer the following question: How do L2 learners and native speakers compare against each other and corpora in their subjective judgments of collocation frequency? Native speakers and learners of Italian were asked to judge 80 noun-adjective pairings as one of the following: high frequency, medium frequency, low frequency, very low frequency. Both L1 and L2 intuitions of high frequency collocations correlated strongly with corpus frequency. Neither of the two groups of participants exhibited accurate intuitions of medium and low frequency collocations. With regard to very low frequency pairings, L1 but not L2 intuitions were found to correlate with corpora for the majority of the items. Further, mixed-effects modeling revealed that L2 learners were comparable to native speakers in their judgments of the four frequency bands, although some differences did emerge. Taken together, the study provides new insights into the nature of L1 and L2 intuitions about phrasal frequency.

Language learning. -- 2015 (September), v. 65, n. 3, p. 533-562

1. Collocation frequency 2. Corpus 3. Intuition 4. Italian 5. L2 learners 6. Native speakers

5

Phonological development in hearing learners of a sign language [Recurso electrónico] : the influence of phonological parameters, sign complexity, and iconicity / Gerardo Ortega, Gary Morgan

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. 684-688

The present study implemented a sign-repetition task at two points in time to hearing adult learners of British Sign Language and explored how each phonological parameter, sign complexity, and iconicity affected sign production over an 11-week (22-hour) instructional period. The results show that training improves articulation accuracy and that some sign components are produced more accurately than others: Handshape was the most difficult, followed by movement, then orientation, and finally location. Iconic signs were articulated less accurately than arbitrary signs because the direct sign-referent mappings and perhaps their similarity with iconic co-speech gestures prevented learners from focusing on the exact phonological structure of the sign. This study shows that multiple phonological features pose greater demand on the production of the parameters of signs and that iconicity interferes in the exact articulation of their constituents.

Language learning. -- 2015 (September), v. 65, n. 3, p. 660-688

1. British Sign Language (BSL) 2. Iconicity 3. L2 acquisition 4. Phonology 5. Sign language

6

Reading in multiple orthographies [Recurso electrónico] : differences and similarities in reading in spanish and english for english learners/ Amanda P. Goodwin, Diane August, Margarita Calderon

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. 625-630

The current study unites multiple theories (i.e., the orthographic depth hypothesis and linguistic grain size theory, the simple view of reading, and the common underlying proficiency model) to explore differences in how 113 fourth-grade Spanish-speaking English learners (ELs) approached reading in their native language of Spanish, which is transparent, compared to their second language of English, which is more opaque. Contributions of different linguistic grain sizes (i.e., small grains assessed via phonological decoding and large grains assessed via morphological awareness), mediators (i.e., word reading, listening comprehension, and oral vocabulary), and transfer were explored. The results suggest that morphological awareness and phonological decoding contributed to reading comprehension in Spanish whereas only morphological awareness contributed to reading comprehension in English. For mediators, listening comprehension played a larger role than word reading in supporting reading comprehension in Spanish and English, but oral vocabulary only contributed in Spanish. No significant role of crosslanguage transfer was found. Theoretical and educational implications are discussed.

Language learning. -- 2015 (September), v. 65, n. 3, p. 596-630

1. English 2. English learners 3. Grain-size 4. Morphology 5. Oral language 6. Phonology 7. Reading comprehension 8. Simple view 9. Spanish

7

Reenvisioning language anxiety in the globalized classroom through a social imaginary lens [Recurso electrónico] / Peter I. De Costa

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. 528-532

The last three decades have witnessed a notable growth in research on affect. Among the various affective variables, foreign language anxiety has been heavily studied. This interest in foreign language anxiety is consistent with increased attention to emotions in the neurosciences, cognitive psychology, and the social sciences. Instead of attempting to establish a grand unified theory on affect, this article focuses on and reenvision the affective variable of language anxiety while recognizing that second language acquisition has benefited much from earlier research insights. In taking an interdisciplinary approach and drawing on the notion of the social imaginary, this study also seeks to expand the field's current theoretical horizon and respond to calls for epistemological diversity in the field of second language acquisition.

Language learning. -- 2015 (September), v. 65, n. 3, p. 504-532

1. Designer immigrant 2. Language anxiety 3. Social imaginary

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Response to Pienemann's critique of Zhang and Lantolf 2015 [Recurso electrónico] / James P. Lantolf, Xian Zhang

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. 759-760

We respond here to Pienemann's critique of our study that appeared earlier this year in the Language Learning Special Issue entitled "Orders and Sequences in the Acquisition of L2 Morphosyntax, 40 Years On" and guest edited by Jan Hulstijn, Rod Ellis, and Soren Eskildsen. Pienemann objected to our claim that the Teachability Hypothesis is a corollary of general Processability Theory; to our use of elicited imitation, one of the three tasks in our study, because only spontaneous speech can generate data that are relevant for assessing the predictions of Processability Theory and Teachability Hypothesis; and to our alleged departure from the

requirements of Processability Theory with regard to what counts as evidence of a stage having been attained or not. We also address the issue of the relationship between morphological and syntactic development raised by Lenzing.

Language learning. -- 2015 (September), v. 65, n. 3, p. 752-760

1. Elicited imitation 2. Piaget 3. Processability theory 4. Teachability hypothesis 5. Vygotsky

9

Structural competition in second language production [Recurso electrónico] : towards a constraint-satisfaction model / Gavin Austin, Nattama Pongpaiboj, and Danijela Trenki

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. 716-722

Second language (L2) learners often show inconsistent production of some aspects of L2 grammar. One view, primarily based on data from L2 article production, suggests that grammatical patterns licensed by learners' native language (L1) and those licensed by their L2 compete for selection, leading to variability in the production of L2 functional morphology. In this study, we show that the idea of structural competition has broader applicability, in correctly predicting certain asymmetries in the production of both the definite article and plural marking -s by Thai learners of English. At the same time, we recognize that learners' growing sensitivity to structural regularities in the L2 might be an additional contributing factor, and therefore make a novel proposal for how the L1-L2 structural competition model and the sensitivity-to-L2-structural regularities account could be integrated and their respective contributions studied under the constraint-satisfaction model of language processing. We argue that this approach is particularly suited to studying bilingual processing as it provides a natural framework for explaining how highly disparate factors, including partially activated options from both languages, interact during processing.

Language learning. -- 2015 (September), v. 65, n. 3, p. 689-722

1. Articles 2. Cross-linguistic influences 3. L2 functional morphology 4. Plural 5. Production 6. Structural competition

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Validating an elicited imitation task as a measure of implicit knowledge [Recurso electrónico] : comparisons with other validation studies / Nina Spada, Julie Li-Ju Shiu, Yasuyo Tomita

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. 747-751

This study builds on research investigating the construct validity of elicited imitation (EI) as a measure of implicit second language (L2) grammatical knowledge. It differs from previous studies in that the EI task focuses on a single grammatical feature and time on task is strictly controlled. Seventy-three EFL learners and 20 native English speakers completed the EI and four other tests hypothesized as measures of implicit or explicit L2 knowledge. Factor analytic results indicated that learners' EI scores loaded on the factor labeled implicit L2 knowledge, confirming previous findings. Results from other tests and methodological issues concerning EI design and use suggest that the construct validation of EI as a measure of implicit L2 grammatical knowledge awaits further investigation.

Language learning. -- 2015 (September), v. 65, n. 3, p. 723-751

1. Elicited imitation 2. Explicit knowledge 3. Implicit knowledge 4. Second language acquisition 5. Validation