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**Acquisition of the Korean imperfective aspect markers -ko iss- and -a iss- by Japanese learners [Recurso electrónico] : a multiple-factor account / Ju-Yeon Ryu, Kaoru Horie, and Yasuhiro Shirai**

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. 818-822

Although cross-linguistic research on second language tense-aspect acquisition has uncovered universal tendencies concerning the association between verbal semantics and tense-aspect markers, it is still unclear what mechanisms underlie this link. This study investigates the acquisition of two imperfective aspect markers (-ko iss- and -a iss-) in Korean by Japanese learners to determine how cognitive universals, first language (L1) transfer, and input frequency interact. The current findings are compared with the results of Lee and Kim (2007), who studied the acquisition of the same aspect markers by L1 English learners. Both groups of learners acquired the progressive -ko iss- earlier than the resultative -a iss-/-ko iss-, while L1 Japanese learners acquired the resultative use of -ko iss- earlier than L1 English learners. Japanese learners' early acquisition of the resultative -ko iss- is likely due to L1 transfer, because Japanese has a similar imperfective marker (-te i-). We argue that cognitive universals (one-to-one principle), L1 transfer, and input frequency all contribute to the acquisition patterns of temporal morphology.

Language learning. -- 2015 (December), v. 65, n. 4, p. 791-823

1. Korean imperfective markers 2. L1 transfer 3. Pedagogical conditions 4. Prototype 5. Second language acquisition

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2

**Comparing elicited imitation and word monitoring as measures of implicit knowledge [Recurso electrónico] / Yuichi Suzuki, Robert DeKeyser**

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. 891-895

The present study challenges the validity of elicited imitation (EI) as a measure for implicit knowledge, investigating to what extent online error detection and subsequent sentence repetition draw on implicit knowledge. To assess online detection during listening, a word monitoring component was built into an EI task. Advanced-level Japanese L2 speakers with Chinese as their native language performed the EI task with the built-in word monitoring component, a metalinguistic knowledge test, and a probabilistic serial reaction time (SRT) task, which served as a measure of aptitude for implicit learning. Results showed that EI scores were correlated positively with metalinguistic knowledge, but they were not related to the SRT scores. Word monitoring performance, in contrast, was not related to metalinguistic knowledge but correlated positively with SRT scores only among L2 speakers with longer lengths of residence. These results suggest that online error detection can index implicit knowledge, whereas EI may measure automatized explicit knowledge.

Language learning. -- 2015 (December), v. 65, n. 4, p. 860-895

1. Elicited imitation 2. Explicit/implicit knowledge 3. Metalinguistic knowledge 4. Serial reaction time task 5. Word monitoring task

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3

**Network statistical models for language learning contexts [Recurso electrónico] : exponential random graph models and willingness to communicate / H. Colin Gallagher, Garry Robins**

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. 957-962

As part of the shift within second language acquisition (SLA) research toward complex systems thinking, researchers have called for investigations of social network structure. One strand of social network analysis yet to receive attention in SLA is network statistical models, whereby networks are explained in terms of smaller substructures of social ties. This article offers an overview and instructive demonstration of exponential random

graph models as applied to a cohort of English for Academic Purposes students (N= 75) and their willingness to communicate in the second language (L2 WTC). Results indicate that cross-cultural ties build off of intracultural ties through triadic closure (meeting through a mutual contact). Furthermore, situational subtypes of L2 WTC are associated with various network tie patterns.

Language learning. -- 2015 (December), v. 65, n. 4, p. 929-962

1. ERGM 2. Individual differences 3. Interpersonal relations 4. Social network analysis 5. Willingness to communicate

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4

**Overexplicit referent tracking in L2 english [Recurso electrónico] : strategy, avoidance, or myth? / Jonathon Ryan**

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. 854-859

The tendency of intermediate and advanced second language speakers to underuse pronouns and zero anaphora has been characterized as a developmental stage of overexplicitness, yet little consideration has been given to whether learners create sufficient contexts for their use. This study analyzed references across eight degrees of accessibility, revealing that this did not account for infrequent pronoun use by Chinese learners of English. Further analysis revealed that participants were seldom overexplicit when referring to highly accessible individuals, particularly those that represented continued topics, but were significantly more likely than native speakers to use lexical noun phrases elsewhere, particularly for main characters. This is discussed in relation to a possible role of overexplicitness as a clarity-based communication strategy.

Language learning. -- 2015 (December), v. 65, n. 4, p. 824-859

1. Accessibility theory 2. Developmental pragmatics 3. L2 pragmatics 4. Noun phrases 5. Overexplicitness 6. Referent tracking

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5

**Reconceptualizing reactivity of think-alouds and eye tracking [Recurso electrónico] : absence of evidence is not evidence of absence/ Aline Godfroid, Le Anne Spino**

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. 923-927

This study extends previous reactivity research on the cognitive effects of think-alouds to include eye-tracking methodology. Unlike previous studies, we supplemented traditional superiority tests with equivalence tests, because only the latter are conceptually appropriate for demonstrating nonreactivity. Advanced learners of English read short English texts embedded with pseudowords in an eye-tracking (n= 28), think-aloud (n= 28), or silent control condition (n= 46). Results indicated that neither eye tracking nor thinking aloud affected text comprehension. In terms of vocabulary recognition, thinking aloud had a small, positive effect, and the results for eye tracking were mixed. We discuss challenges and opportunities of equivalence testing and explore ways to improve study quality more generally in second language acquisition research.

Language learning. -- 2015 (December), v. 65, n. 4, p. 896-928

1. Equivalence tests 2. Eye tracking 3. Null hypothesis significance testing 4. Reactivity 5. Think-alouds

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6

**Traces of memory for a lost childhood language [Recurso electrónico] : the savings paradigm expanded / Ludmila Isurin, Christy Seidel**

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. 787-790

The loss of a childhood language, especially in adoptees, has attracted scholars' attention in the past, but a search for any memory traces has yielded conflicting results. In a psycholinguistic tradition known as the savings paradigm, a learn-and-relearn technique is employed to examine whether the relearning of lexical items once known, often in a second or foreign language, can lead to a rate of learning advantage for old (previously known) over new (previously unknown) words. The present study adopted this technique to examine remnants of a lost childhood language in TJ, an adoptee who did not know her linguistic background prior to her adoption at the age of 3 years. Delayed posttests provided evidence for the savings effect for old words: TJ showed better savings for words that were likely known in her childhood language at the age of 3. In contrast, the comparison group revealed no effect for old words over new ones.

Language learning. -- 2015 (December), v. 65, n. 4, p. 761-790

1. Adoptees 2. Language loss 3. Residual memory 4. Savings paradigm 5. Second language