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Acquisition of second language grammar under incidental learning conditions [Recurso electrónico] : the role of frequency and working memory/ Nadiia Denhovska, Ludovica Serratrice, John Payne

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 184-190

Although frequency is recognized as an important factor in second language (L2) acquisition, it has remained relatively underinvestigated in terms of its impact on the acquisition of grammatical knowledge under incidental learning conditions. This article reports the results of an experiment where 100 novice adult learners were exposed to a complex noun-adjective agreement pattern in Russian under four incidental learning conditions in which type and token frequencies of the stimuli were manipulated. The results show that accuracy was greater in the low type/low token condition and that low token frequency played a more significant role than low type frequency, supporting a "starting small" approach for productive knowledge acquisition. Working memory was differentially involved in production of acquired knowledge in different conditions and not engaged when learning was facilitated by frequency.

Language learning. -- 2016 (March), v. 66, n. 1, p. 159-190

1. Frequency 2. Grammar 3. Implicit learning 4. Morphology 5. Second language 6. Working memory

2

Concurrent statistical learning of adjacent and nonadjacent dependencies [Recurso electrónico] / Loan C. Vuong, Antje S. Meyer, Morten H. Christiansen

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 25-30

When children learn their native language, they have to deal with a confusing array of dependencies between various elements in an utterance. The dependent elements may be adjacent to one another or separated by intervening material. Prior studies suggest that nonadjacent dependencies are hard to learn when the intervening material has little variability, which may be due to a trade-off between adjacent and nonadjacent learning. In this study, we investigate the statistical learning of adjacent and nonadjacent dependencies under low intervening variability using a modified serial reaction time (SRT) task. Young adults were trained on mixed sets of materials comprising equally probable adjacent and nonadjacent dependencies. Offline tests administered after training showed better performance for adjacent than nonadjacent dependencies. However, online SRT data indicated that the participants developed sensitivity to both types of dependencies during training, with no significant differences between dependency types. The results demonstrate the value of online measures of learning and suggest that adjacent and nonadjacent learning can occur together even when there is low variability in the intervening material.

Language learning. -- 2016 (March), v. 66, n. 1, p. 8-30

1. Artificial grammar learning 2. Nonadjacent dependencies 3. Serial reaction time 4. Statistical learning

3

Focus on italian verbal morphology in multilingual classes [Recurso electrónico] / Anna Whittle, Roy Lyster

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 55-59

This quasi-experimental study investigated the effects of form-focused instruction on Italian verbal morphology (first- and second-person singular forms and third-person plural forms of the present indicative) in a multilingual primary school in Italy. The 10-hour instructional treatment was distributed over fifteen 40-minute biweekly lessons in three intact Grade 2 classes comprising native and nonnative speakers of Italian. The instruction was designed to increase the saliency and frequency of the target forms while providing opportunities for oral production practice and corrective feedback. To measure the effects of instruction, 14 Chinese L1 students from the three classes comprised the experimental group, while a similar group of nine Chinese L1 students attending Grade 2 classes at the same school during the following year served as the comparison group. Both groups participated in oral elicitation tasks that served as pre- and posttests. A one-way analysis of variance showed a strong treatment effect for the form-focused instruction and qualitative analysis of the production data revealed developmental strategies specific to the experimental group.

Language learning. -- 2016 (March), v. 66, n. 1, p. 31-59

1. Form-focused instruction 2. Italian verb inflections 3. Minority-language children 4. Multilingual classrooms

4

L1 and L2 distance effects in learning L3 dutch [Recurso electrónico] / Job J. Schepens, Frans van der Slik, Roeland van Hout

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 251-256

Many people speak more than two languages. How do languages acquired earlier affect the learnability of additional languages? We show that linguistic distances between speakers' first (L1) and second (L2) languages and their third (L3) language play a role. Larger distances from the L1 to the L3 and from the L2 to the L3 correlate with lower degrees of L3 learnability. The evidence comes from L3 Dutch speaking proficiency test scores obtained by candidates who speak a diverse set of L1s and L2s. Lexical and morphological distances between the L1s of the learners and Dutch explained 47.7% of the variation in proficiency scores. Lexical and morphological distances between the L2s of the learners and Dutch explained 32.4% of the variation in proficiency scores in multilingual learners. Cross-linguistic differences require language learners to bridge varying linguistic gaps between their L1 and L2 competences and the target language.

Language learning. -- 2016 (March), v. 66, n. 1, p. 224-256

1. Cross-linguistic difference 2. L1 distance effect 3. L2 distance effect 4. L3 learning 5. Lexicon 6. Morphology

5

Motivation, vision, and gender [Recurso electrónico] : a survey of learners of english in China / Chenjing (Julia) You, Zoltán Dörnyei, Kata Csizér

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 120-122

This study reports on the second phase of a large-scale stratified survey in China, examining the role of vision and imagery in the learners' motivation to learn English as a foreign language. Understanding visualization has been a featured area of recent developments in second language (L2) motivation theory, and this study is the first to offer a broad overview of the extent to which the capacity of vision contributes to the overall motivational setup of a whole language learning community. Besides surveying several imagery-related variables in an extensive sample of Chinese secondary school and university students ($N > 10,000$) by comparing male and female Chinese L2 learners' (often different) motivational dispositions with and without any prior visualization experience, the study also explores the visionary trajectories of learners who reported positive and negative changes in their imagery capacity over time, thereby examining the impact of the change in vision on motivational development.

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1. Chinese students 2. Gender 3. Language learning 4. Motivation 5. Vision

6

Nonnative speakers do not take competing alternative expressions into account the way native speakers do [Recurso electrónico] / Clarice Robenalt, Adele E. Goldberg

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 87-93

When native speakers judge the acceptability of novel sentences, they appear to implicitly take competing formulations into account, judging novel sentences with a readily available alternative formulation to be less acceptable than novel sentences with no competing alternative. Moreover, novel sentences with a competing alternative are more strongly dispreferred when they contain high- compared to low-frequency verbs. We replicate these findings with a group of native speakers and extend the paradigm to second language (L2) users. Previous work has found that compared to native speakers, L2 users are less able to generate online expectations during language processing, implying a reduced ability to differentiate between novel sentences with and without a competing alternative. We test this prediction and confirm that, while L2 speakers learn from positive exemplars, they show no evidence of taking competing grammatical alternatives into account, except at the highest quartile of speaking proficiency, where L2 judgments align with native speaker judgments.

Language learning. -- 2016 (March), v. 66, n. 1, p. 60-93

1. Argument structure 2. Discourse 3. Prediction 4. Second language 5. Syntax

7

Prominence patterns in a second language [Recurso electrónico]: intonational transfer from dutch to spanish and vice versa / Lieke van Maastricht, Emiel Kraemer, Marc Swerts

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 154-158

This research describes the production of prosodic cues to mark information structure in Spanish and Dutch. It compares speech by native (L1) and second language (L2) speakers and investigates prosodic transfer from the L1 to the L2, L2 proficiency as a factor in transfer effects, and transfer from the L2 to the L1. The results confirm that Spanish and Dutch natives use different prosodic cues to mark information status. Comparison of L1 and L2 data reveals that these prosodic differences lead to transfer from the L1 to the L2. The proficiency level of the speaker modulates transfer effects. To some degree, pitch accents used to mark focus appear to be transferred from the L2 to the L1 as well.

Language learning. -- 2016 (March), v. 66, n. 1, p. 124-158

1. Dutch 2. Pitch accents 3. Prosody 4. Second language learning 5. Spanish 6. Transfer

8

Semantic categorization of placement verbs in L1 and L2 danish and spanish [Recurso electrónico] / Teresa Cadierno, Iraide Ibarretxe-Antuñano, Alberto Hijazo-Gascón

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 219-223

This study investigates semantic categorization of the meaning of placement verbs by Danish and Spanish native speakers and two groups of intermediate second language (L2) learners (Danish learners of L2 Spanish and Spanish learners of L2 Danish). Participants described 31 video clips picturing different types of placement events. Cluster analyses revealed considerable differences in the semantic categorization of these events in Danish and Spanish as well as learning difficulties for the two learner groups. When Danish and Spanish differ in the number and nature of semantic distinctions, L2 verb meaning reconstruction becomes challenging when moving from a more to a less complex system and vice versa. Both learner groups used noncaused motion verbs, overgeneralized given placement verbs, and tended to use L2 verbs haphazardly.

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1. Cognitive linguistics 2. Danish 3. Placement 4. Semantic categorization 5. Spanish
