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Academic language in shared book reading [Recurso electrónico]: parent and teacher input to mono- and bilingual preschoolers / Rian Aarts ... [et al.]

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

References: p. 290-295

The current study examined academic language (AL) input of mothers and teachers to 15 monolingual Dutch and 15 bilingual Turkish-Dutch 4- to 6-year-old children and its relationships with the children's language development. At two times, shared book reading was videotaped and analyzed for academic features: lexical diversity, syntactic complexity, and abstractness. The AL features in the input of mothers varied considerably among individuals, were strongly intercorrelated and stable over time, and were positively related to children's language skills. For Turkish children, input in Turkish was related to vocabulary in Dutch as well. Compared to mothers, teachers provided input that was more academic. The teachers of the Turkish group used more abstract language but relatively less lexically diverse and syntactically complex talk than the teachers of the Dutch group. By simplifying their language lexically and syntactically, teachers might provide impoverished input to children learning Dutch as a second language.

Language learning. -- 2016 (June), v. 66, n. 2, p. 263-295

1. Academic language 2. Bilingual development 3. Caretakers' input 4. Shared reading

2

The cognate and false cognate knowledge of young emergent bilinguals [Recurso electrónico] / Ashley Simpson Baird, Natalia Palacios, Amanda Kibler

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

References: p. 467-470

This study examined young emergent bilinguals' cognate and false cognate knowledge and vocabulary outcomes on four early-language assessments in English and Spanish. Findings revealed that children were able to use shared phonology of words -before they had developed extensive knowledge about their orthography- to recognize and produce cognates. In addition, children were not confused by the similar phonology in semantically different words when recognizing and producing false cognates. This indicates that children who are just beginning to acquire literacy may also possess a "bilingual advantage" when identifying cognate items as do their older peers.

Language learning. -- 2016 (June), v. 66, n. 2, p. 448-470

1. Bilingual 2. Cognate 3. English 4. False cognate 5. Spanish

3

Collocational processing in light of the phraseological continuum model [Recurso electrónico] : does semantic transparency matter?/ Henrik Gyllstad, Brent Wolter

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

References: p. 319-323

The present study investigates whether two types of word combinations (free combinations and collocations) differ in terms of processing by testing Howarth's Continuum Model based on word combination typologies from a phraseological tradition. A visual semantic judgment task was administered to advanced Swedish learners of English (n= 27) and native English-speaking controls (n= 38). Reaction times and error rates were recorded for free combinations, collocations, and baseline items. There was a processing cost for collocations compared to free combinations, for both groups of participants. This cost likely stems from the semantically semi-transparent nature of collocations as they are defined in the phraseological tradition. Furthermore, phrasal frequency based on corpus values also predicted reaction times. These results lend initial support to the Continuum Model from a processing perspective and suggest that degree of semantic transparency together with phrasal frequency plays an important role in collocational processing.

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1. Advanced learners 2. Collocation 3. Free combination 4. Phraseology 5. Second language

4

Cross-language activation begins during speech planning and extends into second language speech [Recurso electrónico] / April Jacobs, Melinda Fricke, Judith F. Kroll

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

References: p. 349-353

Three groups of native English speakers named words aloud in Spanish, their second language (L2). Intermediate proficiency learners in a classroom setting (Experiment 1) and in a domestic immersion program (Experiment 2) were compared to a group of highly proficient English-Spanish speakers. All three groups named cognate words more quickly and accurately than matched noncognates, indicating that all speakers experienced cross-language activation during speech planning. However, only the classroom learners exhibited effects of cross-language activation in their articulation: Cognate words were named with shorter overall durations, but longer (more English-like) voice onset times. Inhibition of the first language during L2 speech planning appears to impact the stages of speech production at which cross-language activation patterns can be observed.

Language learning. -- 2016 (June), v. 66, n. 2, p. 324-353

1. Cascading processing 2. Cognate effect 3. Cross-language activation 4. Second language speech

5

Factors affecting grammatical and lexical complexity of long-term L2 speakers' oral proficiency [Recurso electrónico] / Cornelia Lahmann, Rasmus Steinkrauss, Monika S. Schmid

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

References: p. 379-385

There remains considerable disagreement about which factors drive second language (L2) ultimate attainment. Age of onset (AO) appears to be a robust factor, lending support to theories of maturational constraints on L2 acquisition. The present study is an investigation of factors that influence grammatical and lexical complexity at the stage of L2 ultimate attainment. Grammatical and lexical complexity were assessed in 102 spontaneous oral interviews. Interviewees' AOs ranged from 7 to 17 years old. Multifactorial analyses yielded consistently significant effects of gender and level of education for grammatical and lexical complexity. Additionally, native language use at work was a significant predictor for lexical complexity; conversely, AO did not emerge as a significant factor. We conclude that grammatical and lexical complexity at the stage of L2 ultimate attainment is the result of a complex interplay of variables that are general to language learning and performance rather than L2 specific.

Language learning. -- 2016 (June), v. 66, n. 2, p. 354-385

1. Grammatical complexity 2. Lexical complexity 3. Naturalistic L2 attainment 4. Spontaneous speech

6

First and second language acquisition in German children attending a kindergarten immersion program [Recurso electrónico]: a combined longitudinal and cross-sectional study / Kristin Bergstrom ... [et al.]

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

References: p. 413-418

This study investigated first (L1) and second (L2) language acquisition in two age-matched groups of 2- to 6-year-old kindergarten children over the course of 2.5 years. The immersion group participated in a partial English immersion program whereas the conventional instruction group received a conventional L2 course (30 minutes per week); the groups were comparable with respect to control variables (e.g., socioeconomic status). L1 and L2 competencies were assessed at four time points (pretest and three posttests). No detrimental effects of immersion on L1 development were found. Concerning L2 receptive skills, the immersion group outperformed the conventional instruction group in each posttest. Contact quality and quantity were found to relate to L2 acquisition through immersion. Immersion appears to be a successful method for early L2 learning; it fosters L2 receptive skills without any cost for the L1

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1. Input quantity and quality 2. Language instruction 3. Language development 4. Preschool 5. Second language learning

7

Linguistic proficiency assessment in second language acquisition research [Recurso electrónico] : the elicited imitation task / Stephanie Gaillard, Annie Tremblay

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

References: p. 444-447

This study investigated the elicited imitation task (EIT) as a tool for measuring linguistic proficiency in a second/foreign (L2) language, focusing on French. Nonnative French speakers (n= 94) and native French speakers (n= 6) completed an EIT that included 50 sentences varying in length and complexity. Three raters evaluated productions on five scales: meaning, syntax, morphology, vocabulary, and pronunciation. Participants also completed a cloze test and a language background questionnaire. Results from regression and principal component analyses showed a strong relationship between EIT performance and cloze test scores and significant relationships between EIT performance, sentence length, and learners' knowledge of and experience with French. Ratings were internally consistent, and all test items discriminated well between lower- and higher-level learners. We argue that this EIT exhibits good validity and reliability, discriminates among French learners of different proficiencies, and is a practical tool for L2 proficiency assessment.

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1. Elicited imitation 2. French 3. Proficiency assessment 4. Second language
