

1

**Bilingualism and biliteracy in Down syndrome [Recurso electrónico] : insights from a case study / Kelly Burgoyne ... [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. 967-971

We present the case study of MB-a bilingual child with Down syndrome (DS) who speaks Russian (first language [L1]) and English (second language [L2]) and has learned to read in two different alphabets with different symbol systems. We demonstrate that, in terms of oral language, MB is as proficient in Russian as English, with a mild advantage for reading in English, her language of formal instruction. MB's L1 abilities were compared with those of 11 Russian-speaking typically developing monolinguals and her L2 abilities to those of 15 English-speaking typically developing monolinguals and six monolingual English-speaking children with DS; each group achieving the same level of word reading ability as MB. We conclude that learning two languages in the presence of a learning difficulty need have no detrimental effect on either a child's language or literacy development.

Language learning. -- 2016 (December), v. 66, n. 4, p. 945-971

1. Adults 2. Blocking 3. Chinese 4. Classifiers 5. Prior knowledge 6. Second language learning

2

**Blocking effects in the learning of chinese classifiers [Recurso electrónico] : insights from first language processing / Jing Z. Paul, Theres Grüter**

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

References: p. 997-999

This study investigated order-of-learning effects on the acquisition of classifier-noun associations in Chinese in two experiments modeled after Arnon and Ramscar's (2012) study of artificial language learning. In Experiment 1, learners with no prior exposure to Chinese showed better learning of classifier-noun associations when exposed to larger units (sentences) before smaller ones (words) than vice versa, replicating Arnon and Ramscar's findings in a natural language. In Experiment 2, learners with 5 to 7 weeks of classroom exposure to Chinese completed the same procedure. No order-of-learning effects emerged, suggesting that even basic prior knowledge of Chinese eliminated the advantage of initial exposure to larger units. These findings shed light on the extent to which blocking effects arising from carefully controlled lab-based training scale up, from artificial to natural language learning and to learning contexts involving relevant experience beyond a controlled training phase. Implications for language instruction and curriculum design are discussed.

Language learning. -- 2016 (December), v. 66, n. 4, p. 972-999

1. Adults 2. Blocking 3. Chinese 4. Classifiers 5. Prior knowledge 6. Second language learning

3

**Effects of different types of corrective feedback on receptive skills in a second language [Recurso electrónico] : a speech perception training study / Andrew H. Lee, 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. 828-832

This study investigated the effects of different types of corrective feedback (CF) provided during second language (L2) speech perception training. One hundred Korean learners of L2 English, randomly assigned to five groups (n= 20 per group), participated in eight computer-assisted perception training sessions targeting two minimal pairs of English vowels. Four treatment groups each received a different type of CF; three groups received one of three types of auditory CF and a fourth group received a visual type of CF; the control group did not receive CF. Results of pretests, immediate posttests, and delayed posttests showed that, in comparison to the control group, the groups that received auditory CF improved significantly in trained over untrained words, whereas the group that received visual CF fared less well. These results are discussed in terms of the benefits of auditory CF types, especially CF combining target and nontarget forms.

Language learning. -- 2016 (December), v. 66, n. 4, p. 809-833

1. Corrective feedback 2. Second language 3. Speech perception training 4. Speech learning 5. Second language

4

**Pitch ability as an aptitude for tone learning [Recurso electrónico] / Anita R. Bowles, Charles B. Chang, Valerie P. Karuzis**

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

References: p. 802-808

Tone languages such as Mandarin use voice pitch to signal lexical contrasts, presenting a challenge for second/foreign language (L2) learners whose native languages do not use pitch in this manner. The present study examined components of an aptitude for mastering L2 lexical tone. Native English speakers with no previous tone language experience completed a Mandarin word learning task, as well as tests of pitch ability, musicality, L2 aptitude, and general cognitive ability. Pitch ability measures improved predictions of learning performance beyond musicality, L2 aptitude, and general cognitive ability and also predicted transfer of learning to new talkers. In sum, although certain nontonal measures help predict successful tone learning, the central components of tonal aptitude are pitch-specific perceptual measures.

Language learning. -- 2016 (December), v. 66, n. 4, p. 774-808

1. Aptitude 2. Mandarin Chinese 3. Musical experience 4. Pitch perception 5. Second language 6. Tone learning

---

5

**Learning additional languages as hierarchical probabilistic inference [Recurso electrónico] : insights from first language processing / Bozena Pajak, Alex B. Fine, Dave F. Kleinschmidt, T. Florian Jaeger**

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

References: p. 932-944

We present a framework of second and additional language (L2/Ln) acquisition motivated by recent work on socio-indexical knowledge in first language (L1) processing. The distribution of linguistic categories covaries with socio-indexical variables (e.g., talker identity, gender, dialects). We summarize evidence that implicit probabilistic knowledge of this covariance is critical to L1 processing, and propose that L2/Ln learning uses the same type of socio-indexical information to probabilistically infer latent hierarchical structure over previously learned and new languages. This structure guides the acquisition of new languages based on their inferred place within that hierarchy and is itself continuously revised based on new input from any language. This proposal unifies L1 processing and L2/Ln acquisition as probabilistic inference under uncertainty over socio-indexical structure. It also offers a new perspective on crosslinguistic influences during L2/Ln learning, accommodating gradient and continued transfer (both negative and positive) from previously learned to novel languages, and vice versa.

Language learning. -- 2016 (December), v. 66, n. 4, p. 900-944

1. Hierarchical probabilistic inference 2. Second language acquisition 3. Speech adaptation 4. Statistical learning

---

6

**Lexical-semantic organization in bilingually developing deaf children with ASL-dominant language exposure [Recurso electrónico] : evidence from a repeated meaning association task / Wolfgang Mann, Li Sheng, Gary Morgan**

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

References: p. 895-899

This study compared the lexical-semantic organization skills of bilingually developing deaf children in American Sign Language (ASL) and English with those of a monolingual hearing group. A repeated meaning-association paradigm was used to assess retrieval of semantic relations in deaf 6-10-year-olds exposed to ASL from birth by their deaf parents, with responses coded as syntagmatic or paradigmatic. Deaf children's responses in ASL and English were compared at the within-group level, and their ASL was compared to the English responses of age-matched monolingual hearing children. Finally, the two groups were compared on their semantic performance in English. Results showed similar patterns for deaf children's responses in ASL and English to those of hearing

monolinguals, but subtle language differences were also revealed. These findings suggest that sign bilinguals' language development in ASL and English is driven by similar underlying learning mechanisms rooted in the development of semantic frameworks.

Language learning. -- 2016 (December), v. 66, n. 4, p. 872-899

1. Deaf 2. Lexical-semantic organization 3. Individual variation 4. Semantic development 5. Sign bilingual 6. Vocabulary knowledge 7. Word association

---

7

**Modeling systematicity and individuality in nonlinear second language development [Recurso electrónico] : the case of english grammatical morphemes / Akira Murakami**

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

References: p. 866-871

This article introduces two sophisticated statistical modeling techniques that allow researchers to analyze systematicity, individual variation, and nonlinearity in second language (L2) development. Generalized linear mixed-effects models can be used to quantify individual variation and examine systematic effects simultaneously, and generalized additive mixed models allow for the examination of systematicity, individuality, and nonlinearity within a single model. Based on a longitudinal learner corpus, this article illustrates the usefulness of these models in the context of L2 accuracy development of English grammatical morphemes. I discuss the strengths of each technique and the ways in which these techniques can benefit L2 acquisition research, further highlighting the importance of accounting for individual variation in modeling L2 development.

Language learning. -- 2016 (December), v. 66, n. 4, p. 834-871

1. Generalized additive mixed model 2. Grammatical morphemes 3. Individual variation 4. Learner corpus 5. Mixed-effects model 6. Statistical modeling

---

8

**The role of inhibitory control in second language phonological processing [Recurso electrónico] / Isabelle Darcy, Joan C. Mora, Danielle Daidone**

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

References: p. 768-772

This study investigated the role of inhibition in second language (L2) learners' phonological processing. Participants were Spanish learners of L2 English and American learners of L2 Spanish. We measured inhibition through a retrieval-induced inhibition task. Accuracy of phonological representations (perception and production) was assessed through a speeded ABX categorization task and a delayed sentence repetition task. We used a measure of L2 vocabulary size to tease out L2 proficiency effects. Higher inhibitory control was related to lower error rate in segmental perception. Inhibition was also related to consonant but not to vowel production accuracy. These results suggest a potential role for inhibition in L2 phonological acquisition, with inhibition enhancing the processing of phonologically relevant acoustic information in the L2 input, which in turn might lead to more accurate L2 phonological representations.

Language learning. -- 2016 (December), v. 66, n. 4, p. 741-773

1. English 2. Inhibitory control 3. Spanish 4. Retrieval induced inhibition 5. Vowel and consonant production 6. Vowel perception

---