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Bilinguals' existing languages benefit vocabulary learning in a third language [Recurso electrónico] / James Bartolotti, Viorica Marian

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

References: p. 135-140

Learning a new language involves substantial vocabulary acquisition. Learners can accelerate this process by relying on words with native-language overlap, such as cognates. For bilingual third language learners, it is necessary to determine how their two existing languages interact during novel language learning. A scaffolding account predicts transfer from either language for individual words, whereas an accumulation account predicts cumulative transfer from both languages. To compare these accounts, 20 English-German bilingual adults were taught an artificial language containing 48 novel written words that varied orthogonally in English and German wordlikeness (neighborhood size and orthotactic probability). Wordlikeness in each language improved word production accuracy, and similarity to one language provided the same benefit as dual-language overlap. In addition, bilinguals' memory for novel words was affected by the statistical distributions of letters in the novel language. Results indicate that bilinguals utilize both languages during third language acquisition, supporting a scaffolding learning model.

Language learning. -- 2017 (March), v. 67, n. 1, p. 110-140

1. Bilingualism 2. Neighborhood size 3. Orthotactic probability 4. Third language acquisition 5. Vocabulary learning

2

Distributional effects and individual differences in L2 morphology learning [Recurso electrónico] / Patricia J. Brooks, Nicole Kwoka, Vera Kempe

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

References: p. 201-206

Second language (L2) learning outcomes may depend on the structure of the input and learners' cognitive abilities. This study tested whether less predictable input might facilitate learning and generalization of L2 morphology while evaluating contributions of statistical learning ability, nonverbal intelligence, phonological short-term memory, and verbal working memory. Over three sessions, 54 adults were exposed to a Russian case-marking paradigm with a balanced or skewed item distribution in the input. Whereas statistical learning ability and nonverbal intelligence predicted learning of trained items, only nonverbal intelligence also predicted generalization of case-marking inflections to new vocabulary. Neither measure of temporary storage capacity predicted learning. Balanced, less predictable input was associated with higher accuracy in generalization but only in the initial test session. These results suggest that individual differences in pattern extraction play a more sustained role in L2 acquisition than instructional manipulations that vary the predictability of lexical items in the input.

Language learning. -- 2017 (March), v. 67, n. 1, p. 171-207

1. Entropy 2. Inflectional morphology 3. Miniature natural language learning 4. Nonverbal intelligence 5. Second language learning 6. Statistical learning

3

Effects of task complexity on L2 writing behaviors and linguistic complexity [Recurso electrónico] / Andrea Révész, Nektaria-Efstathia Kourtali, Diana Mazgutova

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

References: p. 237-240

This study investigated whether task complexity influences second language (L2) writers' fluency, pausing, and revision behaviors and the cognitive processes underlying these behaviors; whether task complexity affects linguistic complexity of written output; and whether relationships between writing behaviors and linguistic complexity are moderated by task complexity. Participants were 73 advanced L2 writers, who completed simple or complex essay tasks. Task complexity was operationalized as the absence versus presence of content support. Participants' writing behaviors were recorded via keystroke logging software. Four writers, drawn from groups performing simple and complex tasks, additionally engaged in stimulated recall. Content support was found to lead to less pausing, more revision, and increased linguistic complexity. When content support was absent, more frequent pauses and revisions were associated with less sophisticated lexis. These results, combined with stimulated recall comments, suggest that content support likely reduced processing burden on planning processes, facilitating attention to linguistic encoding.

Language learning. -- 2017 (March), v. 67, n. 1, p. 208-241

1. Fluency 2. Linguistic complexity 3. Pausing 4. Revision 5. Second language writing 6. Task complexity

4

Negation in near-native french [Recurso electrónico] : variation and sociolinguistic competence / Bryan Donaldson

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

References: p. 166-170

This study investigated how adult second language (L2) speakers of French with near-native proficiency realize verbal negation, a well-known sociolinguistic variable in contemporary spoken French. Data included 10 spontaneous informal conversations between near-native speakers of French and native speakers (NSs) closely acquainted with them. Although some near-native speakers retained ne more frequently than their interlocutors, others produced ne at rates indistinguishable from the NSs. A variationist analysis of 1,877 examples of negation revealed that the near-native speakers had largely acquired the relevant linguistic and sociostylistic factors that condition NS use, although an important subset of the near-native speakers did not vary their ne use according to whether the negation appears in a lexicalized or nonlexicalized phrase. The results contribute to understanding L2 near-nativeness, specifically with respect to sociolinguistic competence in adult learners.

Language learning. -- 2017 (March), v. 67, n. 1, p. 141-170

1. French 2. 'Ne' deletion 3. 'Ne' retention 4. Near-native 5. Second language acquisition 6. Variation

5

Pedagogical gestures as interactional resources for teaching and learning tense and aspect in the ESL grammar classroom [Recurso electrónico] / Yumi Matsumoto, Abby Mueller Dobs

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

References: p. 38-42

This study investigated the functions of gesture in teaching and learning grammar in the context of second language (L2) classroom interactions. The data consisted of video-recorded interactions from a beginner- and an advanced-level grammar classroom in an intensive English program at a U.S. university. The sequences of talk-in-interaction selected for sequential analysis involved gestures that are used by teachers for explaining English temporal concepts, and those by students to respond to their teacher's gesture. Our analysis revealed that teachers and students repeatedly used abstract deictic gestures and metaphoric gestures in the classroom, which can become important interactional resources for instruction as well as assessment of student learning. Furthermore, students effectively used gestural catchments to demonstrate their understanding of temporal concepts and to construct interactional alignments with their teachers. These findings suggest that gesture is an important element of interactional competence for teaching and learning in L2 grammar classrooms.

Language learning. -- 2017 (March), v. 67, n. 1, p. 7-42

1. Gestural catchment 2. Gesture 3. Grammar 4. Interactional competence for teaching and learning 5. Microgenetic development 6. Pedagogical functions 7. Sequential analysis

6

Using evidence in L2 argumentative writing [Recurso electrónico]: a longitudinal case study across High School and University / Amanda K. Kibler, Christine Hardigree

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

References: p. 105-109

This 8-year longitudinal case study of Fabiola, a Spanish-English bilingual, investigated her argumentative writing development, focusing on her use of evidence to support and develop arguments over time from high school through university. Data sources included 36 writing samples. Texts across grade levels and course types were analyzed to determine changes in evidential types (quotations and paraphrases), evidential functions, and reporting verbs used to introduce evidence. Interview transcripts were analyzed to identify Fabiola's changing perspectives on use of evidence in argumentative writing. Evidentials were found to vary according to course type, but more dramatic changes (in type, function, and range of reporting verbs used) were found over time as language proficiency and writing expertise developed, providing longitudinal support for other studies that have examined writers at only one point in time.

Language learning. -- 2017 (March), v. 67, n. 1, p. 75-109

1. Adolescent 2. Argumentation 3. Bilingual 4. English 5. Evidence 6. Language learner 7. Longitudinal 8. Second language writing

7

Video-based interaction, negotiation for comprehensibility, and second language speech learning [Recurso electrónico] : a longitudinal study / Kazuya Saito, Yuka Akiyama

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

References: p. 70-74

This study examined the impact of video-based conversational interaction on the longitudinal development (one academic semester) of second language production by college-level Japanese English-as-a-foreign-language learners. Students in the experimental group engaged in weekly dyadic conversation exchanges with native speakers in the United States via telecommunication tools. The native speaker interlocutors were trained to provide interactional feedback (recasts) when the nonnative speakers' utterances hindered successful understanding (i.e., negotiation for comprehensibility). The students in the comparison group received regular foreign language instruction without any interaction with native speakers. The coded video data showed that the experimental students worked on improving all linguistic domains of language, likely in response to their native speaker interlocutors' interactional feedback (recasts, negotiation) during the treatment. The pretest-posttest data of the students' spontaneous production showed that they made significant gains in the dimensions of comprehensibility, fluency, and lexicogrammar but not in those of accentedness and pronunciation.

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1. Fluency 2. Grammar 3. Interaction 4. Listening 5. Pronunciation 6. Second language speech 7. Vocabulary
