

1

Age effects in first language attrition [Recurso electrónico]: speech perception by korean-english bilinguals / Sunyoung Ahn ... [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. 729-733

This study investigated how bilinguals' perception of their first language (L1) differs according to age of reduced contact with L1 after immersion in a second language (L2). Twenty-one L1 Korean-L2 English bilinguals in the United States, ranging in age of reduced contact from 3 to 15 years, and 17 control participants in Korea were tested perceptually on three L1 contrasts differing in similarity to L2 contrasts. Compared to control participants, bilinguals were less accurate on L1-specific contrasts, and their accuracy was significantly correlated with age of reduced contact, an effect most pronounced for the contrast most dissimilar to L2. These findings suggest that the earlier bilinguals are extensively exposed to L2, the less likely they are to perceive L1 sounds accurately. However, this relationship is modulated by crosslinguistic similarity, and a turning point in L2 acquisition and L1 attrition of phonology appears to occur at around age 12.

Language learning. -- 2017 (September), v. 67, n. 3, p. 694-733

1. Age effects 2. Age of arrival 3. Attrition 4. Critical period 5. Laryngeal contrast 6. Perceptual assimilation

2

Effects of sound, vocabulary, and grammar learning aptitude on adult second language speech attainment in foreign language classrooms [Recurso electrónico] / Kazuya Saito

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

References: p. 689-693

This study examines the relationship between different types of language learning aptitude (measured via the LLAMA test) and adult second language (L2) learners' attainment in speech production in English-as-a-foreign-language (EFL) classrooms. Picture descriptions elicited from 50 Japanese EFL learners from varied proficiency levels were analyzed through a range of pronunciation, fluency, vocabulary, and grammar measures. Results indicated that the learners' aptitude test scores in phonemic coding, rote and associative memory, and language analytic ability were moderately associated with the phonological/morphological accuracy, fluency, and lexicogrammar complexity of production, which are linguistic aspects thought to be instrumental in the acquisition of advanced L2 oral ability. In contrast, aptitude–proficiency links were not found with respect to relatively implicit and incidental learning aptitude (sound recognition) and foundational aspects of proficiency (appropriate use of frequent words).

Language learning. -- 2017 (September), v. 67, n. 3, p. 665-693

1. Aptitude 2. Fluency 3. Foreign language 4. Grammar 5. Pronunciation 6. Vocabulary

3

From early starters to late finishers? [Recurso electrónico]: a longitudinal study of early foreign language learning in school/ Nils Jaekel, Michael Schurig, Merle Florian, and Markus Ritter

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

References: p. 655-664

Foreign language education has now been implemented at the elementary school level across Europe, and early foreign language education has gained traction following language policies set by the European Commission. The long-term effects of an early start, however, have not received ample scientific scrutiny. The present study assessed early receptive skills of two cohorts of English language learners in Year 5 (beginning of secondary education in Germany) and two years later in Year 7. The factors distinguishing between these two cohorts were onset of foreign language education and the amount of language exposure. The effects of the earlier start were found in the results for Year 5, when the early cohort outperformed peers with less and later exposure to English. However, in Year 7, the late starters surpassed their early starting peers.

Language learning. -- 2017 (September), v. 67, n. 3, p. 631-664

1. Early foreign language learning 2. Learner characteristics 3. Longitudinal 4. Receptive language skills 5. Structural equation modeling

4

The optimal distribution of practice for the acquisition of L2 morphology [Recurso electrónico] : a conceptual replication and extension / Yuichi Suzuki

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

References: p. 541-545

This study examined optimal learning schedules for second language (L2) acquisition of a morphological structure. Sixty participants studied the simple and complex morphological rules of a novel miniature language system so as to use them for oral production. They engaged in four training sessions in either shorter spaced (3.3-day interval) or longer spaced (7-day interval) learning conditions. From the beginning of the third training session, the 3.3-day interval group started to provide more accurate target rules than the 7-day interval group. This superior performance by the 3.3-day interval group was maintained on both 7- and 28-day delayed posttests with small to medium effect sizes. No significant difference was found between the two groups for utterance speed, nor did linguistic complexity exert an influence on the effectiveness of different distributions of learning conditions.

Language learning. -- 2017 (September), v. 67, n. 3, p. 512-545

1. Acquisition of morphology 2. Distribution of practice 3. Lag effects 4. Linguistic complexity 5. Replication 6. Second language

5

Second language users' restriction of linguistic generalization errors [Recurso electrónico] : the case of english un- prefixation development / Xiaopeng Zhang

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

References: p. 592-597

This study adopted Ambridge's research paradigm to examine the effects of entrenchment, preemption, and verb semantics in second language (L2) acquisition of English un- prefixation. Three groups of Chinese learners of English (second- and fourth-year English majors and teachers of English) rated the acceptability of 48 un- prefixed verbs and their bare forms. Frequency of bare forms (e.g., close) was a factor associated with the preference of the fourth-year learners and the teachers to reject ungrammatical un- verbs (e.g., unclose). However, competing forms (e.g., open) did not appear to be linked to participants' judgments of the acceptability of ungrammatical un- verbs, lending support to the entrenchment rather than the preemption hypothesis. Ratings of the extent to which verbs incorporate the semantics of un- verbs emerged as significant predictors for the fourth-year learners' and the teachers' judgements of the acceptability of grammatical un- verbs, supporting the semantic verb class hypothesis.

Language learning. -- 2017 (September), v. 67, n. 3, p. 569-598

1. Entrenchment 2. L2 development 3. Overgeneralization errors 4. Preemption 5. Semantics 6. Un- prefixation

6

Semantic priming in dutch children [Recurso electrónico] : word meaning integration and study modality effects / Frauke van der Ven, Atsuko Takashima, Eliane Segers, and Ludo Verhoeven

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

References: p. 565-568

Research in adults has shown that novel words are encoded rather swiftly but that their semantic integration occurs more slowly and that studying definitions presented in a written modality may benefit integration. It is unclear, however, how semantic integration proceeds in children, who (compared to adults) have more malleable brains and less reading knowledge. In this study, 68 Dutch-speaking children studied novel words, together with their meanings presented orally or in writing. After 22 hours, children showed semantic priming effects for novel

words, demonstrating semantic integration, but the amount of priming did not differ between the two study modalities. Thus, children appeared to integrate newly learned word meanings independently of the modality in which they studied the definitions. This implies that semantic integration in 10- to 13-year-olds can occur, as with adults, within 24 hours, but may be unaffected by the modality in which the meanings are studied.

Language learning. -- 2017 (September), v. 67, n. 3, p. 546-568

1. Consolidation 2. First language 3. Semantic priming 4. Study format 5. Vocabulary learning

7

You say dientito, I say dentito [Recurso electrónico] : navigating complex word formation in second language spanish / Matthew T. Carlson and Chip Gerfen

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

References: p. 625-630

Native speakers seamlessly marshal morphological resources to create new words, displaying striking consistency even where multiple options are available, as when a stem contains a phonological alternation. This is true even when these options appear to be idiosyncratically applied in existing words. For example, in derived words, the alternation of diphthongs and monophthongs in certain Spanish stems defies traditional morphophonological analysis, but native speakers nonetheless agree on when to use one and when to use the other in novel derivations. Here we ask how second language learners of Spanish cope with this subtlety. Recently, native speakers' agreement has been attributed to the way phonotactic and morpholexical properties influence morphological processing. In a lexical decision experiment, we show that while the polarity of learners' responses differed from earlier native speaker results, their response latencies exhibit striking sensitivity to the very same ingredients shown to predict nativelike behavior.

Language learning. -- 2017 (September), v. 67, n. 3, p. 599-630

1. Lexical processing 2. Morphology 3. Phonology 4. Second language 5. Semantics 6. Spanish
