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Applying the bundle-move connection approach to the development of an online writing support tool for research articles [Recurso electrónico] / Atsushi Mizumoto, Sawako Hamatani, and Yasuhiro Imao

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

References: p. 914-921

With advances in information and computer technology, genre-based writing pedagogy has developed greatly in recent years. In order to further this growth in technology-enhanced genre writing pedagogy, this study developed a data-driven and theory-based practical support tool for writing research articles. This web-based, innovative tool, powered by a combination of rhetorical moves and lexical bundles, has an autocomplete feature that suggests the most frequent lexical bundles in a move within a research article section. This innovative web-based tool was developed based on the proof of concept of the bundle-move connection approach. Preliminary user feedback was positive overall, and it was found that the writing support tool brought about beneficial effects that genre-writing pedagogy explicitly aims to achieve. In light of these findings, pedagogical implications of the tool are discussed, with particular focus on the potential role that it could play in the teaching and learning of technology-enhanced genre writing.

Language learning. -- 2017 (December), v. 67, n. 4, p. 885-921

1. Corpus 2. English for academic purposes 3. Genre analysis 4. Lexical bundles 5. Move 6. Writing

2

The development of sensitivity to grammatical violations in American Sign Language [Recurso electrónico] : native versus nonnative signers / Rama Novogrodsky ... [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. 812-818

Factors influencing native and nonnative signers' syntactic judgment ability in American Sign Language (ASL) were explored for 421 deaf students aged 7;6–18;5. Predictors for syntactic knowledge were chronological age, age of entering a school for the deaf, gender, and additional learning disabilities. Mixed-effects linear modeling analysis revealed main effects of each predictor and an interaction between signing status and learning disability. The native signers showed typical syntactic development that varied by chronological age, gender, additional learning disabilities, and age of entering a deaf school. In contrast, the syntactic development of nonnative signers was more variable. It was less tightly related to chronological age and more strongly influenced by the age at which they had entered the school where assessment occurred, which was highly related to length of exposure to a sign language.

Language learning. -- 2017 (December), v. 67, n. 4, p. 791-818

1. ASL 2. Assessment 3. Deaf 4. Sign language 5. Syntax

3

Early language learning [Recurso electrónico] : the impact of teaching and teacher factors / Suzanne Graham ... [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. 954-958

This study examined the progress in lexical and grammatical knowledge among 252 learners of French in England across the last two years of primary education and into the first year of secondary school in relation to teaching and teacher factors. It compared linguistic outcomes from two different approaches, one which emphasized oracy and the other which combined literacy with attention to oracy development. We also explored the relationship between linguistic outcomes and other teaching/teacher factors: teaching time, teacher level of French proficiency, and teacher level of training in language instruction. Learners completed a sentence repetition task and a photo description task, making small but statistically significant progress in both grammatical and lexical knowledge between test points. While teaching approach had little impact on such progress, other teaching and teacher factors did, particularly the French proficiency level of the primary school teacher and the amount of teaching time devoted to French

Language learning. -- 2017 (December), v. 67, n. 4, p. 922-958

1. Early language learning 2. Teacher proficiency 3. Teacher training 4. Teaching approach 5. Teaching time

4

Hearing and seeing tone through color [Recurso electrónico] : an efficacy study of web-based, multimodal chinese tone perception training / Aline Godfroid, Chin-Hsi Lin, and Catherine Ryu

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

References: p. 850-857

Multimodal approaches have been shown to be effective for many learning tasks. In this study, we compared the effectiveness of five multimodal methods for second language (L2) Mandarin tone perception training: three single-cue methods (number, pitch contour, color) and two dual-cue methods (color and number, color and pitch contour). A total of 303 true novice learners of L2 Mandarin (native speakers of English) completed a 3-week online training program. Results from pretests as well as immediate and delayed posttests indicated that multimodal training aided L2 learners' tone perception, with a small, practical advantage for pitch contours and numbers over color coding. Dual-cue methods did not yield better learning than single-cue training. Thus, the additive benefits of multimodal input (i.e., auditory and visual) did not extend to instruction featuring doubled visual input (i.e., visual and visual). We argue for embedding color in visuals in a way that helps make abstract information concrete.

Language learning. -- 2017 (December), v. 67, n. 4, p. 819-857

1. Audiovisual perception 2. Chinese as a second language 3. Color 4. Multimedia learning 5. Tone

5

The interface of explicit and implicit knowledge in a second language [Recurso electrónico] : insights from individual differences in cognitive aptitudes / Yuichi Suzuki, Robert DeKeyser

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

References: p. 784-790

Recent research has called for the use of fine-grained measures that distinguish implicit knowledge from automatized explicit knowledge. In the current study, such measures were used to determine how the two systems interact in a naturalistic second language (L2) acquisition context. One hundred advanced L2 speakers of Japanese living in Japan were assessed using tests of automatized explicit knowledge and implicit knowledge, along with tests of phonological short-term memory and aptitude tests for explicit and implicit learning. Structural equation modeling demonstrated that aptitude for explicit learning significantly predicted acquisition of automatized explicit knowledge, and automatized explicit knowledge significantly predicted acquisition of implicit knowledge. The effects of implicit learning aptitude and phonological short-term memory on acquisition of automatized explicit knowledge and implicit knowledge were limited. These findings provide the first empirical evidence that automatized explicit knowledge, which develops through explicit learning mechanisms, may impact the acquisition of implicit knowledge.

Language learning. -- 2017 (December), v. 67, n. 4, p. 747-790

1. Adults 2. Aptitude 3. Explicit knowledge 4. Implicit knowledge 5. Interface 6. Naturalistic context 7. Phonological short-term memory 8. Second language acquisition

6

The processing of english derived words by chinese-english bilinguals [Recurso electrónico] / Junmin Li, Marcus Taft, and Joe Xu

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

References: p. 881-884

This study examined the sensitivity of Chinese-English bilinguals to derivational word structure in English. In the first experiment, English monolinguals showed masked priming effects for prime-target pairs related both transparently (e.g., hunter-HUNT) and opaquely (e.g., corner-CORN) but not for those related purely in terms of

form (e.g., freeze-FREE), whereas bilinguals showed priming in all three conditions. Furthermore, stronger form priming was found for bilinguals who were less experienced in English. A second experiment showed that bilingual participants found it harder to identify items as nonwords when the words possessed a suffix (e.g., animalful) than when they did not (e.g., animalfil), and this was true in terms of accuracy even for bilinguals with less exposure to English. Overall, these findings suggest that Chinese-English bilinguals, regardless of proficiency, have some sensitivity to morphological structure and that greater proficiency leads to priming effects that tend to pattern more like those of monolinguals.

Language learning. -- 2017 (December), v. 67, n. 4, p. 858-884

1. Bilingual lexical processing 2. Chinese-English bilinguals 3. Derived words 4. Morphological awareness 5. Morphological processing

7

The Academic Spoken Word List [Recurso electrónico] / Thi Ngoc Yen Dang, Averil Coxhead, and Stuart Web

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

References: p. 991-996

The linguistic features of academic spoken English are different from those of academic written English. Therefore, for this study, an Academic Spoken Word List (ASWL) was developed and validated to help second language (L2) learners enhance their comprehension of academic speech in English-medium universities. The ASWL contains 1,741 word families with high frequency and wide range in an academic spoken corpus totaling 13 million words. The list, which features vocabulary from 24 subjects across four equally sized disciplinary subcorpora, is graded into four levels according to Nation's British National Corpus and Corpus of Contemporary American English lists, and each level is divided into sublists of function words and lexical words. Depending on their vocabulary levels, language learners may reach 92–96% coverage of academic speech with the aid of the ASWL.

Language learning. -- 2017 (December), v. 67, n. 4, p. 959-997

1. Academic spoken discourse 2. Corpus research 3. English for academic purposes 4. Vocabulary
