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Determining the effectiveness of visual input enhancement across multiple linguistic cues [Recurso electrónico] / Ian Comeaux, Janet L. McDonald

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

References: p. 40-44

Visual input enhancement (VIE) increases the salience of grammatical forms, potentially facilitating acquisition through attention mechanisms. Native English speakers were exposed to an artificial language containing four linguistic cues (verb agreement, case marking, animacy, word order), with morphological cues either unmarked, marked in the same color, or marked in different colors. Cue validity (how often a cue was present and correct) and dominance were also manipulated. In Experiment 1, where the morphological cues were low in validity but highly dominant, VIE helped participants to acquire and strengthen one morphological cue (case marking) but not the other (verb agreement). In Experiment 2, where animacy was highly dominant, there was no benefit of VIE; indeed, the same color VIE condition impeded the acquisition of the marked cues. Thus, VIE may only be beneficial in certain circumstances and this may depend on the type of cue as well as its validity and dominance.

Language learning. -- 2018 (March), v. 68, n. 1, p. 5-45

1. Competition Model 2. Cue validity 3. Second language learning 4. Visual input enhancement

2

The emergence of the allophonic perception of unfamiliar speech sounds [Recurso electrónico] : the effects of contextual distribution and phonetic naturalness / Masaki Noguchi, Carla L. Hudson Kam

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

References: p. 171-176

In human languages, different speech sounds can be contextual variants of a single phoneme, called allophones. Learning which sounds are allophones is an integral part of the acquisition of phonemes. Whether given sounds are separate phonemes or allophones in a listener's language affects speech perception. Listeners tend to be less sensitive to acoustic differences between sounds that are allophones. This study investigated the mechanisms behind the learning of allophones by looking at adults' sensitivity to acoustic differences between two unfamiliar sounds when they were exposed to input in which the sounds behave like separate phonemes versus allophones in terms of their contextual distribution. The results of two experiments showed that adults became less sensitive to acoustic differences between two unfamiliar sounds after being exposed to input in which the sounds were in complementary distribution and that the emergence of allophonic perception was constrained by the phonetic naturalness of complementary distribution.

Language learning. -- 2018 (March), v. 68, n. 1, p. 147-176

1. Allophone perception 2. Constraints 3. Distributional learning 4. Language Learning 5. Phonetic naturalness

3

Empirical approaches to measuring the intelligibility of different varieties of English in predicting listener comprehension [Recurso electrónico] / Okim kang, Ron I. Thomson, Meghan Moran

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

References: p. 141-146

This study compared five research-based intelligibility measures as they were applied to six varieties of English. The objective was to determine which approach to measuring intelligibility would be most reliable for predicting listener comprehension, as measured through a listening comprehension test similar to the Test of English as a Foreign Language. The speakers included 18 English users representing six distinct varieties. These speakers' speech was evaluated by 60 listeners, users of the same English varieties who completed the listening comprehension test as well as five intelligibility tasks, all recorded by the speakers. The five measures of intelligibility included responses to true/false statements, scalar ratings of speech, perception of nonsense sentences, perception of filtered sentences, and transcription of speech; these measures were compared in terms of their relationship to listening comprehension scores using linear mixed-effects models. Results showed that the

measure of intelligibility based on listeners' responses to nonsense sentences was the strongest predictor of the listening comprehension scores.

Language learning. -- 2018 (March), v. 68, n. 1, p. 115-146

1. Assessment 2. Comprehension 3. English varieties 4. Intelligibility 5. Listening 6. Nonnative

4

Examining the temporal structure of the perception-production link in second language acquisition [Recurso electrónico] : a longitudinal study / Charles L. Nagle

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

References: p. 266-270

Most studies on the perception-production link have assumed a synchronous relationship according to which gains in perception transfer to production rapidly and efficiently. However, time-lagged and asymptotic relationships are also possible, where perception would guide production at a later stage or production would improve only once perception has reached a high level of accuracy. This study investigated the temporal dynamics of the perception-production link by modeling English speakers' ability to perceive and produce second language (L2) Spanish stops over time. Mixed-effects modeling of the d'perception and voice onset time (VOT) production data demonstrated significant development in both areas. Time-lagged change models indicated a change in d' significantly related to decreasing VOT in L2 /p/ at the following testing time, but no significant relationships emerged between perception and production of L2 /b/. Multiple patterns among individuals emerged. Results are interpreted in light of contemporary models of L2 speech learning.

Language learning. -- 2018 (March), v. 68, n. 1, p. 234-270

1. Longitudinal 2. Mixed-effects modeling 3. Pronunciation 4. Spanish 5. Speech perception 6. Speech production

5

Late bilinguals share syntax unsparingly between L1 and L2 [Recurso electrónico] : evidence from crosslinguistically similar and different constructions / Heeju Hwang, Jeong-Ah Shin, Robert J. Hartsuiker

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

References: p. 201-204

Languages often use different constructions to convey the same meaning. For example, the meaning of a causative construction in English (Jen had her computer fixed) is conveyed using an active structure in Korean (Jen-NOM her computer-ACC fixed), and yet little is known about how bilinguals represent and process such constructions. The present study investigated whether late bilinguals develop shared or language-specific representations for crosslinguistically different (causatives) and similar (transitives) constructions. Using between-language structural priming, Experiment 1 showed that proficient Korean-English bilinguals exhibited a stronger priming effect for transitives than did less proficient bilinguals. Using a picture-sentence verification task, Experiment 2 showed that proficient bilinguals were more likely to apply the rules of Korean causatives to the processing of English causatives than were less proficient bilinguals. Our results suggest that Korean-English bilinguals share syntactic representations for both similar and different constructions, indicating that the bilingual system is highly integrated.

Language learning. -- 2018 (March), v. 68, n. 1, p. 177-205

1. Bilinguals 2. Causatives 3. Crosslinguistic similarity 4. English 5. Korean 6. Shared syntax 7. Syntactic representation

6

Learning words and definitions in two languages [Recurso electrónico] : what promotes cross-language transfer? / Giang Pham ... [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. 230-233

This study used a brief vocabulary training paradigm to examine two factors for cross-language transfer: how similar the first language (L1) is to the second language (L2) and L1-L2 proficiency levels. Fifty-four sequential bilingual children (aged 6–8) with similar L2 English proficiency levels were assigned to three equal groups: a Vietnamese-English group with low L1 proficiency, a Spanish-English group with low L1 proficiency, and a Spanish-English group with high L1 proficiency. Individual training consisted of two mediated learning experiences conducted in the L1 targeting eight vocabulary items using narrative-based activities. Four of eight target words were cognates between Spanish and English. Pre- and posttesting measured definition quality in the L1 and L2. All groups showed improvement in the L1 following training, but only the Spanish-English group with high L1 proficiency improved in L2 English, revealing a degree of spontaneous cross-language transfer among children with high L1-L2 proficiency.

Language learning. -- 2018 (March), v. 68, n. 1, p. 206-233

1. Children 2. Dynamic assessment 3. Mediated learning experiences 4. Sequential bilingualism 5. Vocabulary

7

Self-efficacy, attitudes, and choice of strategies for english pronunciation learning [Recurso electrónico] / Veronica G. Sardegna, Juhee Lee, Crystal Kusey

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

References: p. 108-114

This article proposes a structural model of English language learners' self-efficacy beliefs, attitudes toward learning pronunciation skills, and choice of pronunciation learning strategies. Participants' responses (N= 704) to two self-reported questionnaires—Strategies for Pronunciation Improvement (SPI) inventory and Learner Attitudes for Pronunciation (LAP) inventory—were analyzed using structural equation modeling (SEM) to determine the direct and indirect relationships among the latent variables. The results showed that perceived practical and linguistic values related to pronunciation learning led students to be concerned about their pronunciation and thus increased their intentional behavior to improve their pronunciation skills. Also, the greater the intentional behavior, the more likely students were to select strategies to advance their pronunciation skills. Furthermore, a multigroup SEM analysis revealed that self-efficacy about pronunciation skills significantly influenced girls' emotions, whereas self-efficacy had a negligible effect on boys' emotions. Pedagogical implications of these findings and possible avenues for future research are discussed.

Language learning. -- 2018 (March), v. 68, n. 1, p. 83-114

1. English as a foreign language 2. Language attitudes 3. Pronunciation strategies 4. Self-efficacy 5. Structural equation modeling

8

Talking it through [Recurso electrónico] : collaborative dialogue and second language learning / Ahlem Ammar, Rania Mohamed Hassan

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

References: p. 75-82

This quasi-experimental study examined the potential benefits of zero-error dictation, a teaching technique based on dialogue-driven dictation, and the extent to which target linguistic features and proficiency levels mediated its effects on second language (L2) learners' accurate use of French grammatical morphology. Seventy-nine learners of L2 French in four Grade 5 and 6 classes in the Montreal area were assigned to two conditions: traditional dictation (comparison) group and zero-error dictation (experimental) group. The instructional intervention, which consisted of five sessions spread over a 5-week period, targeted four different morphological features. Learners' knowledge of the target features was tested immediately before the experimental intervention started and immediately after it ended. Findings indicated that the experimental treatment group outperformed the comparison group and that learners' gain scores varied across the target structures and learner proficiency levels.

Language learning. -- 2018 (March), v. 68, n. 1, p. 46-82

1. Collaborative dialogue 2. Instructed second language acquisition 3. Learner proficiency 4. Linguistic type 5. Zero-error dictation

9

A usage-based approach to preposition placement in English as a second language [Recurso electrónico] / Daniel Jach

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

References: p. 298-304

This study examined the acquisition of preposition placement in English as a second language from a usage-based perspective. German and Chinese learners of English and English native speakers rated the acceptability of English oblique whrelative clauses in a magnitude estimation task. Results indicated that acceptability depended on interactions among preposition fronting and stranding, participant group, participants' first language, and their English proficiency. Most importantly, while stranding was more acceptable than fronting across learner groups, fronting was more acceptable to German than to Chinese learners of English. In line with the usage-based approach, input frequency and crosslinguistic similarity appeared to have a significant influence on the acquisition of preposition fronting and stranding in English. These findings are discussed in light of prior usage-based studies pointing to the role of input frequency and similarity in language acquisition as well as in light of recent research on construction learning across languages.

Language learning. -- 2018 (March), v. 68, n. 1, p. 271-304

1. Chinese 2. English 3. German 4. Preposition placement 5. Relative clauses 6. Second language 7. Usage-based
