

1

The differential effects of comprehensive feedback forms in the Second Language Writing Class [Recurso electrónico] : the case of French strong pronouns / Marisela Bonilla López ... [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. 845-850

This study investigated the potential of comprehensive corrective feedback forms as editing and learning tools and examined their effect on learners' cognitive and attitudinal engagement. Low-intermediate second language writers (N= 139) were randomly assigned to four experimental conditions (direct corrections of grammatical errors, metalinguistic codes for grammatical errors, direct corrections of grammatical and nongrammatical errors, or metalinguistic codes for grammatical and nongrammatical errors) and a control group (self-correction). Results from mixed-effects linear models showed that although direct corrections and codes were effective for enhancing learners' immediate grammatical and nongrammatical accuracy (i.e., during text revision), a long-term advantage (i.e., 4 weeks after feedback provision) was only evident for direct corrections. A mental effort measure of cognitive load revealed that participants' cognitive load was significantly lower when processing direct corrections targeting grammar issues. Questionnaire answers also yielded a significant attitudinal difference between the direct feedback groups and their metalinguistic counterparts.

Language learning. -- 2018 (September), v. 68, n. 3, p. 813-850

1. Accuracy 2. Attitudinal engagement 3. Cognitive load 4. Corrective feedback 5. Metalinguistic feedback

2

English learners' use of segmental and suprasegmental cues to stress in lexical access [Recurso electrónico] : an eye-tracking study / Katrina Connell ... [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. 664-668

This study investigated the use of segmental and suprasegmental cues to lexical stress in word recognition by Mandarin-speaking English learners, Korean-speaking English learners, and native English listeners. Unlike English and Mandarin, Korean does not have lexical stress. Participants completed a visual-world eye-tracking experiment that examined whether listeners' word recognition is constrained by suprasegmental cues to stress alone or by a combination of segmental and suprasegmental cues. Results showed that English listeners used both suprasegmental cues alone and segmental and suprasegmental cues together to recognize English words, with the effect of stress being greater for combined cues. Conversely, Mandarin listeners used stress in lexical access only when stress was signaled by suprasegmental cues alone, and Korean listeners did so only when stress was signaled by segmental and suprasegmental cues together. These results highlight the importance of a cue-based approach to the study of stress in word recognition.

Language learning. -- 2018 (September), v. 68, n. 3, p. 635-668

1. English 2. Eye tracking 3. Lexical access 4. Mandarin 5. Relative clauses 6. Sentence processing 7. Spanish

3

First language influence on second language offline and online ambiguous pronoun resolution [Recurso electrónico] / Sarah Schimke ... [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. 775-779

This study examined first language (L1) influence on second language (L2) ambiguous pronoun resolution by investigating (a) whether L1 influence takes place at the level of the pronominal form (form-dependent influence) and/or at the level of the construction in which the form appears (construction-dependent influence) and (b) whether effects differ in online compared to offline data. In Experiment 1, we replicated previously observed construction-dependent crosslinguistic differences between French and German and provided new data for Spanish. In Experiment 2, we assessed offline and online interpretation preferences of intermediate L1 French and L1 Spanish learners of German. Our results provide evidence of form-dependent L1 influence, in that

learners transferred a generalized antecedent bias associated with overt pronouns. Moreover, our results extend previous findings by showing that L1 influence on L2 pronoun resolution can occur during online processing.

Language learning. -- 2018 (September), v. 68, n. 3, p. 744-779

1. Exposure-based processing 2. First language influence 3. Pronoun resolution 4. Second language sentence processing

4

Modelling changes in the cognitive processing of grammar in implicit and explicit learning conditions [Recurso electrónico] : insights from an eye-tracking study / Bimali Indrarathne, Michael Ratajczak, Judit Kormos

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

References: p. 702-708

This study used eye-tracking to examine changes in how second language (L2) learners process target grammatical exemplars in written L2 input in implicit and explicit instructional conditions and how these changes relate to learning gains. In three separate sessions, 77 L2 learners of English read a story containing seven examples of a grammatical construction. The results of a growth curve analysis indicated significant main effects for the instructional condition and test sessions on total fixation duration and a significant interaction between these two variables. There was minimal attentional processing and no improvement in processing efficiency of the target construction in the unenhanced condition. Learners' attentional processing in the textually enhanced conditions decreased and, by the end of the experiment, they engaged in establishing and fine tuning form-meaning links. In the two explicit instructional conditions, participants' attention decreased over time and form-meaning representations of the target structure were strengthened.

Language learning. -- 2018 (September), v. 68, n. 3, p. 669-708

1. Attention 2. Eye-tracking 3. Exposure 4. Implicit instruction 5. Explicit instruction

5

Motivation, emotion, learning experience, and second language comprehensibility development in classroom settings [Recurso electrónico] : a cross-sectional and longitudinal study / Kazuya Saito ... [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. 738-743

This study presents a cross-sectional and longitudinal analysis of how 108 high school students in English as a foreign language (EFL) classrooms enhanced the comprehensibility of their second language (L2) speech according to different motivation, emotion, and experience profiles. Students' learning patterns were primarily associated with their emotional states (anxiety vs. enjoyment) and secondarily with their motivational dispositions (clear vision of ideal future selves). Students' anxiety together with weaker Ideal L2 Self related negatively to their performance at the beginning of the project—performance that they had achieved after several years of EFL instruction. Students' enjoyment together with greater Ideal L2 Self predicted the extent to which they practiced and developed their L2 speech within the 3-month framework of the project. Results suggest that more frequent L2 use with positive emotions directly impacts acquisition, which may in turn lead to the lessening of negative emotions and better long-term L2 comprehensibility.

Language learning. -- 2018 (September), v. 68, n. 3, p. 709-743

1. Comprehensibility 2. Development 3. Emotion 4. Foreign language learning 5. Motivation 6. Second language speech

6

On the role of input in Second Language Acquisition [Recurso electrónico] : the case of French strong pronouns / Elena Shimanskaya

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

References: p. 810-812

This study examined the acquisition of a linguistic property that is underrepresented in the input available to second language (L2) learners, namely, interpretation of French strong pronouns as [-animate]. To understand how pronouns are used and interpreted and how this topic is treated in pedagogical grammars, three types of analyses were conducted: corpus analysis, review of pedagogical materials, and experimental study with native and L2 speakers of French. Corpus data suggested that French strong pronouns were not inherently specified as [+animate] and that native speakers used these forms to refer to inanimate objects, at least when strong pronouns were used as objects of prepositions. Additionally, experimental data revealed that advanced L2 speakers also accepted inanimate interpretations. Taken together, the findings suggested that targetlike interpretation of pronouns can be acquired despite the scarcity of input, negative transfer from learners' first language, and lack of explicit instruction of the target property.

Language learning. -- 2018 (September), v. 68, n. 3, p. 780-812

1. Animacy 2. Corpus research 3. French 4. Second language sentence processing 5. Second language 6. Strong pronouns

7

Sentence processing in Spanish as a heritage language [Recurso electrónico] : a self-paced reading study of relative clause attachment/ Jill Jegerski

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

References: p. 630-634

Heritage Spanish is often influenced by English, and previous research on late Spanish-English bilinguals suggests that their relative clause attachment preferences in Spanish are affected by English exposure. Nevertheless, recent work with heritage speakers has revealed that early (high-proficiency) Spanish-English bilinguals demonstrate a monolingual-like high-attachment preference in Spanish. Offline data from this self-paced reading study showed the same preference for bilinguals of intermediate proficiency in a meaning-oriented rather than a metalinguistic task. However, unlike in previous research, a group of late bilinguals also showed high-attachment preference, possibly because of insufficient exposure to English. Online data showed no effects for either bilingual group and a nonsignificant numerical trend toward high attachment for a monolingual group. Thus, even moderately proficient heritage speakers seem to be adept at managing interaction between two language systems, so it appears not to affect their interpretation of relative clauses.

Language learning. -- 2018 (September), v. 68, n. 3, p. 598-634

1. Attachment 2. Bilingual 3. Heritage language 4. Heritage speakers 5. Relative clauses 6. Sentence processing 7. Spanish
