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The Bayesian Revolution in Second Language Research [Recurso electrónico] : An Applied Approach / Reza Norouzian, Michael de Miranda, Luke Plonsky

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

References: p. 1071-1075

Frequentist methods have long dominated data analysis in quantitative second language (L2) research. Recently, however, several empirical fields have begun to embrace alternatives known as Bayesian methods. Using an open-source approach, we provide an applied, nontechnical rationale for Bayesian methods in L2 research. First, we compare the conceptual underpinning of Bayesian and frequentist methods. Second, using real as well as carefully simulated examples, we introduce and apply Bayesian methods to various research designs. Third, to promote the use of Bayesian methods in L2 research, we introduce a free Web-accessed point-and-click software package (<https://rnorouzian.shinyapps.io/bayesian-t-tests>) as well as a suite of flexible R functions developed by the first author. Additionally, we demonstrate Bayesian methods for conducting secondary analysis on previously published literature. Finally, we discuss practical and theoretical dimensions of a Bayesian revolution in L2 research.

Language learning. -- 2018 (December), v. 68, n. 4, p. 1032-1075

1. Bayesian methods 2. Effect size 3. Frequentist methods 4. Research methods 5. Second language research

2

Beyond statistical learning [Recurso electrónico] : communication principles and language internal factors shape grammar in child and adult beginners learning polish through controlled exposure/ Christine Dimroth

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

References: p. 901-905

This study investigated the predictions of two approaches to second language acquisition. According to the usage-based approach, learner knowledge results from the strengths and weaknesses of input-driven statistical learning. According to the learner-varieties approach, pragmatic communication principles and language-internal constraints play major roles in language development. For this study, novice child and adult learners of Polish (speakers of Italian or German) attended several controlled-exposure sessions and retold a story after 14 hours of target language contact. Analyses focused on form-function associations in the learners' production data and on comparisons with properties of the input that the learners had encountered. In addition to support for input-driven factors, there was evidence for a uniform syntax, for individual creative constructions, and for reinterpreted morphological variation, pointing to an influence of communication principles and to an effect of system-internal factors. Findings revealed differences due to learners' age but not their language background.

Language learning. -- 2018 (December), v. 68, n. 4, p. 863-905

1. First exposure 2. Input 3. Learner varieties 4. Production 5. Usage-based approach

3

Different starting points for english language learning [Recurso electrónico] : a comparative study of Danish and Spanish young learners/ Carmen Muñoz, Teresa Cadierno, Isabel Casas

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

References: p. 1104-1109

This study compared receptive English grammar skills of two groups of 7- and 9-year-old Danish children at the beginning of second language (L2) instruction in English, and two groups of Spanish/Catalan children of the same age after several years of instruction. The study examined the influence of two language-related factors (receptive vocabulary skills, cognate linguistic distance) and two context-related factors (amount of formal instruction, frequency of exposure to English outside school), additionally focusing on the gender variable. Results revealed that the amount of formal instruction had a lesser role in the children's receptive grammar knowledge than

cognate linguistic distance and out-of-school contact with English (particularly with audiovisual material). These factors may explain why Danish children's receptive knowledge of English prior to school instruction is largely similar to that of Spanish children after several years of instruction, revealing a sharp contrast in their respective starting points for L2 learning.

Language learning. -- 2018 (December), v. 68, n. 4, p. 1076-1109

1. Cognate recognition 2. Crosslinguistic distance 3. Receptive skills 4. Out-of-school contact 5. Second language 6. Young learners

4

Generalization of syntactic knowledge in semiartificial language learning [Recurso electrónico] / Yan Tao, John N. Williams

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

References: p. 1028-1031

A hallmark of grammatical knowledge is the ability to parse novel syntactic structures. Previous artificial language studies have examined learning hierarchical structures, but few have involved meaningful language and shown generalization to novel structures. This study addressed this issue using the semiartificial language paradigm. The experimental group of monolingual English speakers was exposed to singly embedded sentences combining Chinese syntax with English lexis. A novel testing procedure was used where participants made plausibility judgments on grammatical sentences featuring two-level embedding. Only correct application of the rules underlying the training sentences permitted correct discrimination of plausible and implausible sentences. The experimental group performed above chance, an untrained control group performed at chance, and an untrained and unaware Chinese control group showed above-chance performance. Confidence judgments and rule recognition analysis suggested that learning was implicit. We concluded that the experimental group demonstrated structural generalization and might have acquired the syntactic rule system.

Language learning. -- 2018 (December), v. 68, n. 4, p. 1001-1031

1. Implicit learning 2. Hierarchical structure 3. Semiartificial language learning 4. Structural generalization

5

Individual differences in syntactic ability and construction learning [Recurso electrónico] : an exploration of the relationship/ Nick Riches, Laura Jackson

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

References: p. 996-1000

Syntactic abilities vary across individuals. Weak syntax is typically ascribed to limited competence (knowledge) or poor performance (processing). However, with many questioning this dichotomy, alternative explanations should be considered. Arguments related to language exposure are insufficient because language-impaired children often have good input. An alternative account, the learning hypothesis, assumes that individual variation in syntactic abilities reflects variation in construction-learning ability. To evaluate this claim, we tested construction learning in 49 5-year-old English-speaking children, targeting two complex constructions rarely attested in child-directed speech, though with no control of prior exposure. The results revealed that there was substantial variation in the children's construction-learning ability, which was strongly associated with their performance on static standardized language assessments (the Test of Reception of Grammar and the Renfrew Action Picture Task) and that nonadjacent open slots were problematic. While our findings supported the learning hypothesis, further research should determine causes of individual variation in syntactic ability.

Language learning. -- 2018 (December), v. 68, n. 4, p. 973-1000

1. Construction grammar 2. Children 3. Individual differences 4. Language development 5. Syntax

6

A meta-analysis and meta-regression of incidental second language word learning from spoken input [Recurso electrónico] / Johanna F. de Vos ... [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. 936-941

We meta-analyzed the effectiveness of incidental second language word learning from spoken input. Our sample contained 105 effect sizes from 32 primary studies employing meaning-focused word-learning activities with 1,964 participants with typical cognitive functioning. The random-effects meta-analysis yielded a mean effect size of $d=1.05$, reflecting generally large vocabulary gains from spoken input in meaning-focused activities. A meta-regression with three substantive and two methodological predictors also revealed that adult participants outperformed children in terms of word learning and that interactive learning tasks were more effective than noninteractive ones. Furthermore, learning scores were higher when measured with recognition than with recall tests. Methodologically, the use of a no-input control group seemed to protect against an overestimation of learning effects, evidenced by smaller effect sizes. Finally, whether a pretest–posttest design was used did not influence effect sizes. All data and the analysis script are publicly available.

Language learning. -- 2018 (December), v. 68, n. 4, p. 906-941

1. Age 2. Incidental learning 3. Meta-analysis 4. Meta-regression 5. Mixed-effects model 6. Second language acquisition 7. Word learning

7

An open for replication study [Recurso electrónico] : the role of feedback timing in synchronous computer-mediated communication / Diana C. Arroyo Yucel Yilmaz

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

References: p. 968-972

This study investigated the role of corrective feedback timing in the acquisition of Spanish noun–adjective gender agreement. Forty-five learners completed a communicative task via synchronous computer-mediated communication (SCMC) in one of three groups (immediate, delayed, control). The immediate-feedback group received error reformulations immediately after their errors. The delayed-feedback group did not receive feedback; however, at the end of the task, they were provided with an electronic document showing the errors they had made during the task with error reformulations. The control group performed the task without receiving feedback. The immediate-feedback group outperformed the delayed-feedback group in an oral production test, but there were no differences between the two feedback groups in a grammaticality judgment test. All study materials and data are made publicly available to encourage future replications.

Language learning. -- 2018 (December), v. 68, n. 4, p. 942-972

1. Computer-mediated communication 2. Corrective feedback 3. Feedback timing 4. Interaction 5. Recast