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Enhanced second language vocabulary learning through phonological specificity training in adolescents [Recurso electrónico] / Marco van de Ven, Eliane Segers, 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. 245-248

This longitudinal randomized trial study investigated the effects of phonological specificity training on second language (L2) vocabulary learning. Eighty-six Dutch secondary-school students participated in one of two experimental conditions or in an animacy judgment (active control) condition. Participants in the phonological specificity training (with phonological manipulation) and the picture selection (without phonological manipulation) experimental conditions had to select the corresponding picture from among competitors after hearing a word. Phonological specificity training resulted in increased learning (measured through word translation) compared to the control condition on the posttest whereas picture selection produced increased learning only for participants with larger initial vocabulary sizes. Both experimental conditions showed increased learning for participants with larger vocabulary sizes on the retention test. Compared to picture selection, phonological specificity training showed more learning immediately after intervention for words with nonnative contrasts. Results suggest that phonological features can augment (meaning-focused) L2 vocabulary learning interventions.

Language learning. -- 2019 (March), v. 69, n. 1, p. 222-250

1. Decoding fluency 2. Reading 3. Secondary education 4. Second language learning 5. Young learners

2

First language attrition as a function of age at onset of bilingualism [Recurso electrónico] : first language attainment of turkish–english bilinguals in the United Kingdom / Tugba Karayayla, Monika S. Schmid

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References: p. 134-140

This investigation aimed to provide insights into the controversial debate on the role that age at onset of bilingualism plays in human language capacity with a focus on what it entails for first language (L1) attrition. L1 performance of Turkish immigrants (n = 57) in the United Kingdom with age at onset ranging between 7 and 34 years was compared to that of Turkish monolingual controls (n = 29) across two linguistic properties: structural complexity and accent. Findings generally showed that although the immigrants achieved natively like proficiency with respect to the overall structural complexity of their L1, this was not the case for accent as those with an earlier age of onset were less likely to sound like native Turkish speakers. We discuss these findings in relation to two competing theoretical models of age effects and suggest that attrition data need to be better accommodated within these models.

Language learning. -- 2019 (March), v. 69, n. 1, p. 106-142

1. Age 2. Attrition 3. Bilingualism 4. Critical period 5. Entrenchment 6. First language 7. Turkish immigrants

3

Gesture and vocabulary learning in a Second Language [Recurso electrónico] / Xiaoyi Huang, Nayoung Kim, Kiel Christianson

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References: p. 191-195

When introducing new words in a second language (L2), presenting vocabulary with concurrent gestures might facilitate learners' recollection of new words. Previous research has suggested that this gestural advantage might hold only for gestures that overlap with the semantics of the words. Dual coding theory predicts that learners should learn input better when multiple sensory routes act as aids to retrieval. Our research replicated and extended previous studies examining the limits of gestures in learning L2 vocabulary. A within-participant design directly compared the effects of pairing low idiosyncratic gestures (gestures traditionally iconic with word meanings) versus high idiosyncratic gestures (gestures that likely need to be idiosyncratically paired with word

meanings) with L2 vocabulary presentation, relative to using no gestures. Results supported dual coding theory: All gestures were helpful if they were not confusable with other to-be-learned words and if the number of words presented was limited.

Language learning. -- 2019 (March), v. 69, n. 1, p. 177-197

1. Dual coding theory 2. Gesture 3. Language 4. Lexical learning 5. Mandarin Chinese 6. Second language 7. Vocabulary

4

Incidental learning and long-term retention of new word meanings from stories [Recurso electrónico] : the effect of number of exposures/ Rachael C. Hulme, Daria Barsky, Jennifer M. Rodd

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

References: p. 40-43

This study used a Web-based naturalistic story-reading paradigm to investigate the impact of number of exposures on incidental acquisition and long-term retention of new meanings for known words by native English-speaking adults. Participants read one of four custom written stories in which they encountered novel meanings (e.g., a safe concealed within a piece of furniture) for familiar words (foam). These meanings appeared two, four, six, or eight times in the narrative. Results showed reasonably good memory of the new meanings, assessed by cued recall of novel meanings and word forms, after only two exposures, emphasizing the importance of initial encounters. Accuracy in cued recall of novel meanings showed a linear, incremental increase with more exposures. There was no significant forgetting after 1 week, regardless of the number of exposures during training, demonstrating the efficiency with which adults acquire new word meanings incidentally through reading and retain them over time.

Language learning. -- 2019 (March), v. 69, n. 1, p. 18-43

1. Acquisition 2. First language 3. Homonyms 4. Incidental learning 5. Number of exposures 6. Story reading 7. Vocabulary learning

5

Noncolloquial arabic in tunisian children with autism spectrum disorder [Recurso electrónico] : a possible instance of language acquisition in a noninteractive context / Mikhail Kissine ... [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. 66-70

We have documented the significant presence of spontaneous and productive use of Modern Standard Arabic (MSA) in the speech of five Tunisian boys with autism, an unusual phenomenon. In typical development, MSA is not fully acquired before the late school years. The Arabic language in Tunisia is in a state of diglossia, and (unlike the colloquial Tunisian Arabic variety) MSA is virtually never used in everyday conversation. Television programs broadcast across the Arabic-speaking world constitute the most important source of MSA for preschool children. Typically developing children require active social interaction to develop language, but some children with autism may use television and cartoons as noninteractional input to acquire language. This study highlighted the existence of a noninteractional language-learning strategy that may partly compensate for the sociopragmatic deficits that characterize autism.

Language learning. -- 2019 (March), v. 69, n. 1, p. 44-70

1. Arabic 2. Autism 3. Diglossia 4. Language acquisition 5. Input 6. Interaction 7. Television

6

Primed from the start [Recurso electrónico] : syntactic priming during the first days of language learning / Kirsten Weber, Morten H. Christiansen, Peter Indefrey, Peter Hagoort

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

References: p. 215-219

New linguistic information must be integrated into our existing language system. Using a novel experimental task that incorporates a syntactic priming paradigm into artificial language learning, we investigated how new grammatical regularities and words are learned. This innovation allowed us to control the language input the learner received, while the syntactic priming paradigm provided insight into the nature of the underlying syntactic processing machinery. The results of the present study pointed to facilitatory syntactic processing effects within the first days of learning: Syntactic and lexical priming effects revealed participants' sensitivity to both novel words and word orders. This suggested that novel syntactic structures and their meaning (form–function mapping) can be acquired rapidly through incidental learning. More generally, our study indicated similar mechanisms for learning and processing in both artificial and natural languages, with implications for the relationship between first and second language learning.

Language learning. -- 2019 (March), v. 69, n. 1, p. 198-221

1. Artificial language 2. Comprehension 3. Lexical priming 4. Miniature language 5. Second language learning 6. Syntactic priming

7

Segmentation of highly vocalic speech via statistical learning [Recurso electrónico] : initial results from Danish, Norwegian, and English / Fabio Trecca ... [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. 167-174

Research has shown that contoids (phonetically defined consonants) may provide more robust and reliable cues to syllable and word boundaries than vocoids (phonetically defined vowels). Recent studies of Danish, a language characterized by frequent long sequences of vocoids in speech, have suggested that the reduced occurrence of contoids may make speech in it intrinsically harder to segment than in closely related languages such as Norwegian. We addressed this hypothesis empirically in an artificial language learning experiment with native speakers of Danish, Norwegian, and English. We tested whether artificial speech consisting of concatenated contoid–vocoid syllables is easier to segment than speech consisting of vocoid–vocoid syllables where the first segment is a semivowel and the second a full vowel. Contrary to what was expected, we found no effect of the phonetic makeup of the syllables on speech segmentability. Possible interpretations and implications of this result are discussed.

Language learning. -- 2019 (March), v. 69, n. 1, p. 143-176

1. Crosslinguistic 2. Danish 3. Bilingualism 4. Language distance 5. Statistical learning 6. First language 7. Turkish immigrants

8

Talker and acoustic variability in learning to produce nonnative sounds [Recurso electrónico] : evidence from articulatory training/ Natalia Kartushina, Clara D. Martin

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References: p. 100-105

Compared to low-variability training, high-variability training leads to better learning outcomes and supports generalization of learning. However, it is unclear whether the learning advantage is driven by multiple talkers or by enhanced acoustic variability across target sounds. The current study addressed this issue in nonnative production learning. Spanish speakers were trained to produce the French /e/–/ɛ/ vowel contrast. The stimuli were recorded by five native French talkers for the multiple-talker (MT) group or by one talker for the single-talker (ST) group, but acoustic dispersion of the vowels and context were matched between the two groups. Both training paradigms improved production accuracy, with slightly greater improvement in the ST group. However, only MT training enhanced the compactness of vowel categories and generalized to the production of sounds elicited by an unfamiliar speaker. This suggests that talker variability supports the establishment of abstract phonemic categories in production.

Language learning. -- 2019 (March), v. 69, n. 1, p. 71-105

1. Acoustic variability 2. Phonetic training 3. Production learning 4. Second language 5. Speech learning 6. Talker variability