

1

Assessing children's understanding of complex syntax [Recurso electrónico] : a comparison of two methods / Pauline Frizelle, Paul Thompson, Mihaela Duta, Dorothy V. M. Bishop

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

References: p. 284-288

We examined the effect of two methods of assessment—multiple-choice sentence–picture matching and an animated sentence-verification task—on typically developing children's understanding of relative clauses. A sample of children between the ages of 3 years 6 months and 4 years 11 months took part in the study (N= 103). Results indicated that (a) participants performed better on the sentence-verification than on the multiple-choice task independently of age, (b) each testing method revealed a different hierarchy of constructions, and (c) the impact of testing method on participants' performance was greater for some constructions than others. Our results suggest that young children can understand complex sentences when they are presented in a manner that better reflects how people process language in natural discourse. These results have implications for the study of language comprehension in suggesting that results from multiple-choice tasks may not generalize to other methods.

Language learning. -- 2019 (June), v. 69, n. 2, p. 255-291

1. Assessment 2. Complex syntax 3. Children 4. Development 5. Language 6. Relative clause

2

Assessing phraseological development in word sequences of variable lengths in second language texts using directional association measures [Recurso electrónico] / Alvin Cheng-Hsien Chen

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

References: p. 470-475

This study evaluated second language (L2) phraseological development using a directional association measure (delta P) that assesses the directional formulaicity of recurrent multiword combinations. The study examined (a) whether learners develop their sensitivity to the distributional properties of recurrent multiword combinations as their proficiency grows and (b) how this development is mediated by the directionality of lexical associations and combination length. The formulaicity of recurrent multiword combinations was assessed from bigrams to five-grams in L2 argumentative essays by assigning them forward and backward delta P scores, computed from two representative native speaker corpora. Mixed-effect modeling of delta P variation showed that formulaicity increased with proficiency. Although participants generally showed higher backward-directed formulaicity, they demonstrated a more pronounced growth in forward-directed formulaicity across proficiencies. Backward-directed formulaicity, however, improved at a slower rate, suggesting sophistication in phrasal complexity. Longer sequences mitigated these directional differences.

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1. Delta P 2. Formulaic language 3. n-gram 4. Phraseology 5. Transitional probability 6. Writing assessment

3

Contrasting explicit with implicit measures of children's representations [Recurso electrónico] : the case of segmental phonology / Steph Ainsworth, Stephen Welbourne, Anna Woollams, Anne Hesketh

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

References: p. 358-363

Current theories of phonological development make contrasting predictions about the role of vocabulary growth and orthographic knowledge in the emergence of segmental phonological representations. Testing these predictions in children is made difficult by the metacognitive nature of tasks used to assess phonological representations. In this study, we used novel tasks to measure the sensitivity of 88 children (3 years 2 months–5 years 7 months) to phonological segments, without requiring them to have any explicit awareness of the sounds in words. We contrasted these measures with measures requiring explicit segmental analysis of word forms. Results showed that, although explicit segmental analysis is related to letter–sound knowledge, tasks measuring implicit segmental sensitivity provide evidence of segmental phonology related to vocabulary growth and not

mediated by orthography. Findings highlight the importance of tapping into the structure of children's phonological representations using tasks that minimize the requirement for explicit awareness.

Language learning. -- 2019 (June), v. 69, n. 2, p. 323-365

1. Letter knowledge 2. Lexical restructuring 3. Phonological awareness 4. Phonological representations 5. Vocabulary

4

The development of implicit and explicit knowledge of collocations [Recurso electrónico] : a conceptual replication and extension of Sonbul and Schmitt (2013) / Mark Toomer, Irina Elgort

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

References: p. 430-437

Sonbul and Schmitt (2013) showed that exposure to second language (L2) collocations in reading texts can produce gains in explicit knowledge, but they found no evidence of gains in implicit knowledge. This study is a conceptual replication and extension of Sonbul and Schmitt's research. Sixty-two advanced English as a second language (ESL) speakers read texts containing repeated occurrences of low-frequency medical collocations in three sessions over 2 days. The incidental learning treatments included reading only (no typographic enhancement), bolding, and bolding-plus-glossing. Collocational knowledge was assessed in tests of explicit knowledge (cued recall, form recognition) and a test of implicit knowledge (primed lexical decision). Repeated exposure to bolded collocations produced greater explicit knowledge than repeated exposure to typographically unenhanced collocations. Evidence of implicit knowledge development was observed in the unenhanced (reading only) treatment but not in the remaining treatments. These results replicated Sonbul and Schmitt's findings for explicit knowledge and extended their findings for implicit knowledge.

Language learning. -- 2019 (June), v. 69, n. 2, p. 405-439

1. Collocations 2. Explicit knowledge 3. Glossing 4. Implicit knowledge 5. Replication 6. Typo-graphic enhancement 7. Vocabulary

5

Domain-general cognitive ability predicts bilingual children's receptive vocabulary in the majority language [Recurso electrónico]/ Elma Blom

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

References: p. 314-320

This study investigated the influence of cognitive ability on bilingual children's vocabulary development in both their languages. Sixty-nine bilingual immigrant children participated, with data collected at three annual intervals. At Time 1, the participants were 5 or 6 years old. Receptive vocabulary was tested in the minority (Turkish, Tarifit) and majority (Dutch) languages. Cognitive measures targeted working memory, selective attention, and executive attention. Cross-lagged correlations were computed to establish the directionality of relationships. Significant partial correlations were followed by stepwise multiple regression analyses in which further control was exerted. Results showed that cognitive ability predicted receptive vocabulary 1 year later. Sequential relationships were found for the majority language only, and attention was more important than working memory. The differential patterns for the two languages set the stage for future research comparing the impact of context, timing, and type of learning on the relationship between cognition and vocabulary development.

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1. Bilingualism 2. Children 3. Development 4. Executive functions 5. Longitudinal 6. Receptive vocabulary

6

Feature acquisition in second language phonetic development [Recurso electrónico] : evidence from phonetic training / Daniel J. Olson

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

References: p. 396-402

This study employed a targeted phonetic instruction to explore the mechanisms that underpin second language (L2) phonetic acquisition. Broadly, two general approaches to phonetic acquisition have been previously proposed. A segmental approach suggests that learners acquire a series of individual, discrete phonemes (e.g., Flege, 1995), while a featural approach posits that L2 phonetic development occurs at the subsegmental level of the feature, which may be shared across multiple phonemes (e.g., de Jong, Hao, & Park, 2009). This study extended this line of research, using a visual feedback paradigm to train English speakers on one of the three voiceless stop consonants in Spanish. Analysis focused on the change in voice onset time across three testing sessions (pretest, posttest, delayed posttest). Results demonstrated a significant change in voice onset time for trained and nontrained phonemes, suggesting that featural changes generalize to related phonemes. Theoretical and pedagogical implications are discussed.

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1. Acquisition 2. Feature 3. Phonetics 4. Second language 5. Spanish 6. Voice onset time

7

On bilingual aptitude for learning new languages [Recurso electrónico] : the roles of linguistic and nonlinguistic individual differences / A Jessica G. Cox, Julianna M. Lynch, Najee Mendes, ChengCheng Zhai

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

References: p. 508-512

An enduring question is whether language learning aptitude is a stable trait or is one influenced by experience, such as living with two languages. We investigated aptitude in bilinguals and treated their bilingual experience as an aggregate of variables, focusing on how individual differences in (a) language experience variables of proficiency, exposure, and age of onset and (b) nonverbal IQ explain variability in aptitude. Results from 80 Spanish-English bilinguals in the United States revealed positive relationships between balanced proficiency in Spanish and English, nonverbal IQ, and aptitude for grammatical inferencing. Similar relationships, plus a positive role for more exposure to bilinguals' more dominant language, emerged for aptitude in building sound-symbol associations. No aptitude component related to age of onset and age attesting, nor did any language experience variable or IQ relate to aptitude for sound recognition. We discuss results vis-à-vis language and cognition in minority language bilinguals.

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1. Aptitude 2. Bilingual 3. Individual differences 4. Language learning 5. Minority language
