1

Constructional processing in a second language [Recurso electrónico] : the role of constructional knowledge in verb-construction integration / Hyunwoo Kim, Yangon Rah

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'
References: p. 1050-1054

The constructionist approach holds that an argument structure construction, a conventionalized form–meaning correspondence of a sentence, allows language users to efficiently access sentential information. This study investigated whether increased sensitivity to constructional information would enable second language learners to efficiently fuse information from a verb and a construction during real-time sentence processing. Based on their performance in an English sentence sorting task, we divided Korean-speaking learners of English into construction-centered and verb-centered groups depending on their degree of reliance on constructional information in sorting. These groups were then administered a self-paced reading task where learners read English constructions in a word-by-word fashion. Results showed that learners' reading time was contingent upon constructional sensitivity such that the construction-centered group was faster than the verb-centered group at integrating argument roles between a verb and a construction. These findings provide new evidence that constructional information can facilitate second language sentence processing.

Language learning. -- 2019 (December), v.69, n. 4, p. 1022-1056

1. Argument structure construction 2. Fusion 3. Processing 4. Second language 5. Self-paced reading 6. Sentence sorting

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2

Learners' english vocabulary knowledge prior to formal instruction [Recurso electrónico] : the role of learner-related and word&-related variables / Eva Puimège, Elke Peters

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.
References: p. 970-975

This study focused on the mechanisms underlying incidental second language (L2) vocabulary acquisition prior to formal instruction. We designed a cross-sectional study to examine which learner-related and word-related variables affect young learners' vocabulary knowledge at the level of meaning recognition and meaning recall. We collected data from 616 Flemish children between 10 and 12 years old by using a questionnaire about learners' extramural English, an English vocabulary test, and a Dutch vocabulary test. The findings revealed that participating learners frequently engaged in activities involving English before receiving formal instruction and that their amount of extramural English increased with age. The results also showed the rate of vocabulary growth from exposure to extramural English for three contiguous age groups. Further, both word-related and learner-related variables predicted vocabulary knowledge. Cognateness was the most powerful predictor, followed by frequency and concreteness. We also found a positive relationship between extramural English and vocabulary knowledge.

Language learning. -- 2019 (December), v.69, n. 4, p. 943-977

1. Cognates 2. Exposure 3. Extramural English 4. Input 5. Out-of-school 6. Second language 7. Usage-based 8. Vocabulary 9. Young learners

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3

More than frequency? [Recurso electrónico] : exploring predictors of word difficulty for second language learners / Brett J. Hashimoto, Jesse Egbert

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.
References: p. 864-870

Frequency is often the only variable considered when researchers or teachers develop vocabulary materials for second language (L2) learners. However, researchers have also found that many other variables affect vocabulary acquisition. In this study, we explored the relationship between L2 vocabulary acquisition and a

variety of lexical characteristics using vocabulary recognition test data from L2 English learners. Conducting best subsets multiple regression analysis to explore all possible combinations of variables, we produced a best-fitting model of vocabulary difficulty consisting of six variables (R2 = .37). The fact that many variables significantly contributed to the regression model and that a large amount of variance remained yet unexplained by the frequency variable considered in this study indicates that much more than frequency alone affects the likelihood that learners will learn certain L2 words.

Language learning. -- 2019 (December), v.69, n. 4, p. 839-872

1. Corpus frequency 2. Lexical acquisition 3. Recognition 4. Second language 5. Vocabulary 6. Vocabulary size test 7. Word difficulty

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4

Particle placement in learner language [Recurso electrónico]/ Stefanie Wulff, Stefan Th. Gries

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.
References: p. 904-908

This study presents the first multifactorial corpus-based analysis of verb–particle constructions in a data sample comprising spoken and written productions by intermediate-level learners of English as a second language from 17 language backgrounds. We annotated 4,911 attestations retrieved from native speaker and language learner corpora for 14 predictors, including syntactic complexity, rhythmic and segment alternation, and the verb framing of the speaker's native language. A multifactorial prediction and deviation analysis using regression (Gries & Deshors, 2014), which stacks multiple regression analyses to compare native speaker and learner productions in identical contexts, revealed a complex picture in which processing demands, input effects, and native language typology jointly shape the degree to which learners' choices of constructions are nativelike or not.

Language learning. -- 2019 (December), v.69, n. 4, p. 873-910

1. Learner corpus search 2. Mixed-effects model 3. Multifactorial regression 4. Particle placement 5. Second language 6. Verb–particle construction

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5

Phonological awareness trajectories [Recurso electrónico] : young spanish–english and cantonese–english bilinguals / Yuuko Uchikoshi

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.
References: p. 831-836

This study focused on the phonological awareness skills of 72 Spanish–English and 86 Cantonese–English bilinguals, all enrolled in bilingual and mainstream classrooms in the same schools. Bilinguals were assessed on phonological awareness, decoding, vocabulary, and knowledge of book reading each year from kindergarten until second grade. Individual growth modeling analysis revealed no difference in growth trajectories of English phonological awareness between (a) Spanish–English and Cantonese–English bilinguals and (b) children enrolled in bilingual and mainstream programs. Within-language decoding, vocabulary, and knowledge of book reading were associated with the estimated average initial levels of phonological awareness skills, while only knowledge of book reading had significant effects on the estimated growth trajectory of phonological awareness skills. These findings suggest that young bilinguals with different home languages may have similar growth trajectories in English phonological awareness skills during early elementary school years. The findings have implications for early educational practices.

Language learning. -- 2019 (December), v. 69, n. 4, p. 802-838

1. Bilingual 2. Children 3. Language development 4. Longitudinal 5. Phonological awareness

6

Specifying the academic language skills that support text understanding in the middle grades [Recurso electrónico] : the design and validation of the core academic language skills construct and instrument / Christopher D. Barr, Paola Uccelli, Emily Phillips Galloway

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.
References: p. 1012-1019

This study reports on the conceptualization of a new construct targeting the cross-disciplinary academic language skills most relevant to school reading comprehension, targeting the validation of the Core Academic Language Skills (CALS) Instrument, a novel assessment tool which measures this construct. Participants included Grade 4–8 monolingual English and bilingual students designated as English learners (N = 7,152) from the United States. The study investigated the dimensionality of the core academic language skills construct, the reliability and validity of the CALS Instrument, and the impact of school grade on students' performance in core academic language skills. Results revealed the assessment measure to be unidimensional and to discriminate performance by grade level. This study offers insight into the value of measuring cross-disciplinary school-relevant language proficiency, delineates skills to be targeted through instruction to support reading comprehension, and offers a tool to identify students who will benefit most from this instruction.

Language learning. -- 2019 (December), v.69, n. 4, p. 978-1021

1. Academic language 2. CALS 3. Core Academic Language Skills 4. Language assessment

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7

Using variationism and learner corpus research to investigate grammatical gender marking in additional language spanish [Recurso electrónico] / Aarnes Gudmestad, Amanda Edmonds, Thomas Metzger

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.
References: p. 935-940

The current study responds to the call for increased dialogue among different areas of additional language research. Specifically, we bring together learner corpus research and variationist approaches to second language acquisition to advance learner corpus research in two ways: (a) by modeling interlanguage development and variability and (b) by conducting an analysis that moves away from descriptive error analysis. To accomplish this goal, we analyzed grammatical gender marking in additional language Spanish. The data come from LANGSNAP, a longitudinal learner corpus. Through the use of a generalized linear mixed-effects model (a multivariate, quantitative analysis), we revealed new information about the development and variable use of gender marking in additional language Spanish. Through our analyses, we hope to contribute to greater interactions among researchers working in different strands of additional language research.

Language learning. -- 2019 (December), v.69, n. 4, p. 911-942

1. Grammatical gender 2. Learner corpus research 3. Longitudinal 4. Regression 5. Spanish 6. Variability 7. Variationist approaches