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**Cognitive language aptitude [Recurso electrónico] / Catherine J. Doughty**

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

References: p. 122-126

After discussing key issues in the aptitude literature and presenting an updated, multicomponential model of cognitive language aptitude, we consider two analyses from a longitudinal investigation using aptitude to predict success in language learning. Aptitude is conceptualized as a special talent for learning languages and a ceiling on success. In other words, for any given person, when motivation is high, personality facets are aligned, and the learning context is excellent, differences in aptitude determine ultimate attainment. Findings show that the full Modern Language Aptitude Test and the full High-Level Language Aptitude Battery each predicted adult language learning success outcomes. In addition, different combinations of components drawn from these two (by design) complementary aptitude batteries predicted different aspects of basic and advanced proficiency and did so above and beyond nonaptitude variables, such as childhood exposure, previous language learning, age at the time of training, level of education, and enjoyment.

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**Corrective feedback and the role of implicit sequence-learning ability in L2 online performance [Recurso electrónico] / Gisela Granena, 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. 152-156

This study investigated the relative effectiveness of two instructional interventions (implicit and explicit feedback) as a function of implicit sequence-learning ability. Second language (L2) attainment was measured by means of a self-paced reading task, which shows online sensitivity to language errors. Implicit sequence-learning ability was measured by means of the serial reaction time task from the High-Level Language Aptitude Battery. Two Spanish target structures were investigated (gender agreement and differential object marking). The results showed that neither explicit nor implicit feedback had an effect on L2 learners' grammatical sensitivity to the target structures and, therefore, that feedback was not effective in changing L2 learning outcomes, as measured through an online processing measure. The results also showed a significant relationship between implicit sequence-learning ability and sensitivity to feminine gender agreement on the posttest, after controlling for pretest scores, but only in the implicit feedback group.

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**Experience, aptitude, and individual differences in linguistic attainment [Recurso electrónico] : a comparison of native and nonnative speakers / Ewa Dabrowska**

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

References: p. 96-100

This study compares the performance of native speakers and adult second language (L2) learners on tasks tapping proficiency in grammar, vocabulary, and collocations. In addition, data were collected on several predictors of individual differences in linguistic attainment, including some related to language experience (print exposure, education, and—for L2 speakers—length of residence and use of English) and some relating to an individual's aptitude to learn (language analytic ability and nonverbal intelligence) as well as age and (for L2 speakers) age of arrival. As anticipated, the native group outperformed L2 speakers on all three language measures, although the effect sizes were much larger for collocations than for grammar or vocabulary. Crucially, there were vast individual differences in both groups and considerable overlap between groups, particularly for grammar. Regression analyses revealed both similarities and differences between native and nonnative speakers in which nonlinguistic measures best predict performance on the language tasks.

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**Individual differences and the ergodicity problem [Recurso electrónico] / Wander M. Lowie, Marjolijn H. Verspoor**

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

References: p. 203-206

Traditional research into individual differences (ID) in second language (L2) learning is based on group studies with the implicit assumption that findings can be generalized to the individual. In this article, we challenge this view. We argue that L2 learners do not form ergodic ensembles and that language learning data lack stability. The data from our experiment show that even highly similar learners in terms of ID show clearly different learning trajectories over time; however, we did find that those who showed the greatest degree of variability gained the most in proficiency. Such findings lead to the view that group studies and individual case studies are complementary. Group studies give us valuable information about the relative weight of individual factors that may play a role in L2 development, but longitudinal case studies are needed to understand the process of individual learners' development.

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**Individual differences in first and second language ultimate attainment and their causes [Recurso electrónico] / Sible Andringa, Ewa Dabrowska**

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

References: p. 10-12

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**An individual-differences framework for comparing nonnative with native speakers [Recurso electrónico] : perspectives from BLC theory/ Jan H. Hulstijn**

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

References: p. 177-183

This article proposes basic (shared) and extended (nonshared) language cognition in native speakers as a function of two types of extralinguistic attributes: (a) degree of being multilingual and (b) variables related to amount and type of literacy experiences (e.g., level of education). This approach may throw new light on the question of whether bilinguals can attain complete or native proficiency in two (or more) languages and the question of whether both early and late second language (L2) learners can attain native levels of L2 proficiency. An adequate language acquisition theory should explain why some structures are and some other structures are not comprehended and produced by all native speakers and also describe the acquisition over time (development) of lexical-grammatical structures comprehended or produced by all native speakers or only by some. It is argued that usage-based linguistics stands a better chance of accomplishing this task than generative linguistics.

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**More is more in Language Learning [Recurso electrónico] : reconsidering the less-is-more hypothesis / Patricia J. Brooks, Vera Kempe**

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

References: p. 30-41

The Less-Is-More hypothesis was proposed to explain age-of-acquisition effects in first language (L1) and second language (L2) learning. We scrutinize different renditions of the hypothesis by examining how learning outcomes are affected by (a) limited cognitive capacity, (b) reduced interference resulting from less prior knowledge, and (c) simplified language input. While there is little to no evidence of benefits of limited cognitive capacity, there is ample support for a More-Is-More account linking enhanced capacity with better L1 and L2 learning outcomes and reduced capacity with childhood language disorders. Instead, reduced prior knowledge (relative to adults) may afford children greater flexibility in inductive inference; this contradicts the idea that children benefit from a more constrained hypothesis space. Finally, studies of child-directed speech confirm benefits from less complex input at early stages but also emphasize how greater lexical and syntactic complexity of the input confers benefits in L1 attainment.

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1. Cognitive control 2. Development 3. Individual differences 4. Less is more 5. More is more 6. Processing capacity 7. Second language 8. Working memory

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**The role of awareness and cognitive aptitudes in L2 predictive language processing [Recurso electrónico] / Maja Curcic, Sible Andringa, Folkert Kuiken**

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

References: p. 66-71

This study investigated whether second language (L2) learners can develop predictive processing of determiners after a brief exposure to a novel language, and whether this depends on learners' awareness for the target structure and their cognitive aptitudes. One hundred L2 learners received auditory exposure to a miniature language based on Fijian that included a determiner-noun agreement pattern. Learners' processing of determiners was measured using a picture-matching task with eye tracking. We found that learners learned to anticipate the coming noun based on the determiner; they also gained a speed advantage. Learners' awareness played a crucial role in such anticipatory processing; only learners who were aware that determiners helped them during the test (i.e., prediction-aware learners) showed signs of anticipatory processing. The aptitude variables did not modulate learners' processing abilities, but there were links between aptitude and learners' abilities to develop different levels of awareness.

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1. Awareness 2. Cognitive aptitudes 3. Eye tracking 4. Individual differences 5. Processing 6. Second language

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**Starting age overshadowed [Recurso electrónico] : The primacy of differential environmental and family support effects on second language attainment in an instructional context / Simone E. Pfenninger, David Singleton**

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

References: p. 228-233

Despite contrary research findings, many laypeople still claim that starting second language (L2) instruction early yields linguistic advantages. This assertion is again undermined by a 5-year longitudinal study conducted in Switzerland testing the English language skills of 636 secondary-school students who had all learned Standard German and French at primary school, but only half of whom had learned English from age 8, the remainder having started English 5 years later. The results suggest that age-related attainment effects are overshadowed by other effects, yielding diverse outcomes according to individual differences and contextual effects mediating L2 outcomes. An earlier age of learning proved beneficial only for children raised as biliterate simultaneous bilinguals receiving substantial parental support, as opposed to monolinguals and nonbiliterate bilinguals (simultaneous or sequential). These issues require studies that explore what underlies age effects in L2 learning and investigate how learning contexts shape processes of L2 development.

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1. Age factor 2. Bilingual advantage 3. Early foreign language learning 4. Multilingualism 5. Young learners