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Children with developmental language disorder have an auditory verbal statistical learning deficit [Recurso electrónico] : evidence from an online measure / Imme Lammertink, Paul Boersma, Frank Wijnen, Judith Rispens

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

References: p. 170-176

Successful language use requires the ability to process nonadjacent dependencies (NADs) that occur in linguistic input. Learning such structural regularities seems therefore crucial for children, and researchers have indeed proposed that language problems in children with developmental language disorder (DLD), especially problems with grammar, are due to their decreased sensitivity to NADs. Because the evidence supporting this claim is scarce, we compared children with DLD ($n=36$; Mage= 9.1 years) and without DLD ($n=36$; Mage= 9.1 years) performing a learning task with NADs. Using response times as an online measure of learning NADs, we observed that participants with DLD were less sensitive to NADs than were typically developing peers. The confidence intervals of the effect, however, indicated that the effect was probably small in size. We discuss clinical and theoretical implications of the present study in light of this effect size.

Language learning. -- 2020 (March), v.70, n. 1, p. 137-178

1. Developmental language disorder 2. Individual differences 3. Nonadjacent dependencies 4. Specific language impairment 5. Statistical learning

2

How referential gestures align with speech [Recurso electrónico]: evidence from monolingual and bilingual speakers / Maria Graziano, Elena Nicoladis, Paula Marentette

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

References: p. 297-302

When speaking, people often produce gestures that are closely timed with the speech with which they constitute a semantically coherent unit. Analyzing the temporal patterns between the two modalities may reveal insights about how speakers plan them. Using elicited narratives, we tested English/French monolinguals and bilinguals to check whether bilinguals, known to experience a higher degree of competition in lexical access, show a different pattern of gesture–speech alignment compared to that of monolinguals. Results revealed no difference in the temporal patterns between gestures and co-semantic speech for the two language groups. Synchronous gestures were significantly more frequent than asynchronous ones; asynchronous gestures both preceded and followed the correlated speech, yet preceding gestures tended to occur more often. A qualitative analysis conducted for asynchronous gestures revealed that they may serve a rhetoric function. We argue that the variability in gesture–speech timing results from speakers' strategic use of gesture.

Language learning. -- 2020 (March), v.70, n. 1, p. 266-304

1. Bilinguals 2. Gesture 3. Gesture–speech alignment 4. Monolinguals 5. Speech production 6. Temporal patterns

3

Probing the internal validity of the LLAMA language aptitude tests [Recurso electrónico] / Lars Bokander, Emanuel Bylund

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

References: p. 39-45

Over the past decade, the LLAMA language aptitude test battery has come to play an increasingly important role as an instrument in research on individual differences in language development. However, a potentially serious problem that has been pointed out by several scholars is that the LLAMA has not yet been carefully validated. We addressed this issue by examining the internal validity of this test battery. We collected LLAMA data from 350 participants and assessed these data using classical item analysis, Rasch analysis, and principal component analysis within a framework of best practices in educational and psychological test validation. The results show that only one out of the four subtests (LLAMA B) produced scores that fit a latent trait model with

sufficient accuracy. This suggests that researchers using the LLAMA battery must treat their results with appropriate carefulness and also that there is potential for refining the LLAMA further.

Language learning. -- 2020 (March), v.70, n. 1, p. 11-47

1. Item analysis 2. Language aptitude 3. Language learning 4. LLAMA 5. Rasch measurement 6. Validation

4

Reduced competition effects and noisier representations in a second language [Recurso electrónico] / Karina Tachihara, Adele E. Goldberg

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

References: p. 258-263

Native speakers strongly disprefer novel formulations when a conventional alternative expresses the same intended message, presumably because the more conventional form competes with the novel form. In five studies, second language (L2) speakers were less influenced by competing alternatives than native speakers. L2 speakers accepted novel interpretable sentences more readily than native speakers, and were somewhat less likely to offer competing alternatives as paraphrases or to prefer competing alternatives in forced-choice tasks. They were unaffected by exposure to competing alternatives immediately before judgments. Reduced sensitivity to competing alternatives was confirmed by L2 speakers' greater divergence from native speakers on judgments for novel formulations compared to familiar ones. Reduced sensitivity to competing alternatives also predicts noisier linguistic representations; consistent with this, L2 speakers performed worse on a verbatim recognition task, with performance correlating with more nativelike judgments. Proficiency was a modest predictor of judgments, but transfer effects were not.

Language learning. -- 2020 (March), v.70, n. 1, p. 219-265

1. Constructions 2. Competition 3. Language acquisition 4. Memory 5. Representation 6. Second language

5

Reexamining the role of vision in second language motivation [Recurso electrónico] : a preregistered conceptual replication of you, Dörnyei, and Csizér (2016) / Phil Hiver, Ali H. Al-Hoorie

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

References: p. 90-100

Researchers have linked vivid mental imagery, particularly of the self in future states, to many desirable motivational outcomes for language learning. We report a preregistered conceptual replication and extension of You, Dörnyei, and Csizér (2016), who found a central motivational role for vision. We review essential considerations in structural equation modeling and discuss how the initial study addressed these, then describe a conceptual replication with a South Korean sample of secondary school learners of English (N= 1,297). Our analysis of the scales from the initial study in addition to second language achievement found support for an alternative model where the Intended Effort scale showed a better fit as a predictor of motivation than as an outcome variable. Our findings suggest the need for greater precision and rigor in structural equation modeling research on second language learning motivation and for more language researchers to take up replication and other open science initiatives.

Language learning. -- 2020 (March), v.70, n. 1, p. 48-102

1. Motivation 2. Vision 3. Replication 4. Preregistration 5. Structural equation modeling 6. Gender 7. Second language

6

The roles of recasts, task complexity, and aptitude in child second language development [Recurso electrónico] / Nektaria-Efstathia Kourtali, Andrea Révész

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

References: p. 212-217

This study investigated the effects of task complexity on child learners' second language (L2) gains, the relationship between aptitude and L2 development, and the extent to which task complexity influences this relationship when recasts are provided. Sixty child EFL learners were assigned to two experimental groups. During the treatment, one group completed simple information transmission tasks, whereas the other group performed complex decision-making tasks. In response to errors in the use of the present third person singular verb forms, participants received recasts. L2 development was measured through oral production, written production, and elicited imitation tests. Aptitude was assessed through LLAMA D, LLAMA E, and LLAMA F. Less cognitively demanding tasks were more beneficial. Participants' performance on LLAMA E predicted L2 gains measured through elicited imitation, and their LLAMA D scores predicted development measured through the oral and written production tests under complex task conditions.

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1. Aptitude 2. Child learners 3. Elicited imitation 4. LLAMA 5. Recasts 6. Second language 7. Task complexity

7

Variability and consistency in first and second language processing [Recurso electrónico] : a masked morphological priming study on prefixation and suffixation / Laura Anna Ciaccio, Harald Clahsen

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

References: p. 129-134

Word forms such as walked or walker are decomposed into their morphological constituents (walk + -ed/-er) during language comprehension. Yet, the efficiency of morphological decomposition seems to vary for different languages and morphological types, as well as for first and second language speakers. The current study reports results from a visual masked priming experiment focusing on different types of derived word forms (specifically prefixed vs. suffixed) in first and second language speakers of German. We compared the present findings with results from previous studies on inflection and compounding and proposed an account of morphological decomposition that captures both the variability and the consistency of morphological decomposition for different morphological types and for first and second language speakers.

Language learning. -- 2020 (March), v.70, n. 1, p. 103-136

1. Derivation 2. Masked priming 3. Morphology 4. Prefixed words 5. Second language processing
