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Addressing linguistic diversity in the language classroom in a resource-oriented way [Recurso electrónico] : an intervention study with primary school children / Vera Busse ... [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. 412-417

Adequately responding to linguistic diversity in the classroom is imperative in European school contexts, not least because of current migratory movements. This article presents the results of an intervention study with primary school English-foreign-language learners in Germany (N = 42, M age = 8.70 years) from linguistically diverse backgrounds, who participated in a learning unit on the human body (five 45-minute lessons). Drawing on multilingual education and second language motivational research, we encouraged children in the intervention group to use their linguistic resources, and they engaged with two affective-experiential activities aimed at stimulating attitudinal aspects of learning. We investigated intervention effects through pre-, post-, and follow-up tests. We measured affect after each lesson. The intervention group displayed higher plurilingual ideal self aspirations after the intervention and higher positive affect throughout the intervention. Importantly, the intervention group made significantly larger vocabulary learning gains than the control group despite spending less time on task.

Language learning. -- 2020 (June), v. 70, n. 2, p. 382-419

1. EFL teaching 2. Multilingual education 3. Translanguaging 4. Plurilingual ideal self 5. Affective-experiential learning 6. Linguistic diversity

2

Changing event categorization in second language users through perceptual learning [Recurso electrónico] / Norbert Vanek

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

References: p. 342-346

This study examined the impact of a second language (L2) on how event phases are categorized. The aim was to test how strong a boost the L2 system provides when learners are trained to classify events in a new way. The targeted linguistic contrast was the grammatical expression of change-of-state events in progress, available in English but far less so in Chinese. Advanced Chinese learners of English received categorization training in four conditions: action-biased, completion-biased, verbally-distracted, and with overt L2 encoding. Experiment 1 tested the extent to which learners' first language facilitates event categorization. Experiment 2 compared learning success in L2-based categorization with and without verbal interference. Experiment 3 measured the benefits of explicit L2 verbalization for L2-based category learning. The results showed that L2 grammar has a graded impact on learning, categorization with overt verbalization having the highest, followed by categorization in silence, and categorization with verbal interference the lowest, although not significantly reduced.

Language learning. -- 2020 (June), v. 70, n. 2, p. 309-348

1. Event categorization 2. Perceptual learning 3. Linguistic relativity 4. Temporal cognition 5. Grammatical aspect

3

Early language environments predict aspects of explicit language awareness development [Recurso electrónico] / Natsuki Atagi and Catherine M. Sandhofer

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

References: p. 499-503

Although language awareness is typically defined as the explicit understanding of language's functions and conventions, much evidence on the influence of diverse language environments on language awareness has shown implicit understandings of language. In contrast, this study examined whether exposure to linguistic diversity predicted monolingual children's explicit language awareness. We examined four aspects of children's

explicit language awareness: ability to label languages, understanding of the communicative consequences of speaking different languages, understanding of labeling conventions, and awareness of their language environment. Participants were monolingual 3- to 5- years olds (N = 81) who were from (a) a relatively linguistically homogenous community, (b) a relatively linguistically diverse community, or (c) a bilingual household in a relatively linguistically diverse community. Results suggest that community linguistic diversity and home bilingual exposure predict children's explicit language labeling and understanding of labeling conventions but not other aspects of language awareness. These findings provide insight into the role of early language environments in explicit language awareness development.

Language learning. -- 2020 (June), v. 70, n. 2, p. 464-505

1. Language awareness 2. Home bilingual exposure 3. Linguistic diversity 4. Language environments

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Learning english through out-of-school exposure [Recurso electrónico] : how do word-related variables and proficiency influence receptive vocabulary learning? / Vanessa De Wilde, Marc Brysbaert and June Eyckmans

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

References: p. 375-379

This study aimed to investigate which word-related variables play a role in Dutch-speaking children's L2 word learning through out-of-school exposure prior to classroom instruction in the foreign language. We used different measures to investigate the role of frequency, concreteness, cognateness, and age of acquisition (AoA) in receptive vocabulary learning. The results showed that cognateness and L1 AoA were important predictors of receptive word knowledge for all the participants. The findings confirmed that cognateness is important in vocabulary learning and that less proficient learners tend to guess the meaning of words based on their L1. The results also showed significant interactions between proficiency and cognateness, frequency, AoA, and concreteness, indicating that more proficient L2 learners are open to L2-related variables such as L2 word frequency. This indicates that word-related variables contribute in different ways according to learners' proficiency levels.

Language learning. -- 2020 (June), v. 70, n. 2, p. 349-381

1. Incidental vocabulary learning 2. Contextual word learning 3. Cognates 4. Lexical frequency 5. Age of acquisition 6. Concreteness

5

Multi- or single-word units? [Recurso electrónico] : the role of collocation use in comprehensible and contextually appropriate second language speech / Kazuya Saito

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

References: p. 580-586

The current study examined the degree to which collocation use (i.e., meaningful co-occurrences of multiple words) is related to first language (L1) raters' intuitive judgments of second language (L2) speech. Speech samples from a picture description task performed by 85 Japanese learners of English with varied L2 proficiency profiles were transcribed for 10 L1 raters to access for global comprehensibility (the extent to which speech can be easily understood) and lexical appropriateness (the extent to which words are used adequately and naturally in context). The samples were then submitted to a range of lexical measures tapping into the collocation (frequency, association), depth (abstractness), and breadth aspects (frequency, range) of L2 vocabulary use. Results of the statistical analyses showed that the raters' comprehensibility and lexical appropriateness scores were strongly determined by the L2 speakers' use of low-frequency combinations containing infrequent, abstract, and complex words (i.e., mutual information).

Language learning. -- 2020 (June), v. 70, n. 2, p. 548-588

1. Second language speech 2. Collocation 3. Oral proficiency 4. Comprehensibility 5. Vocabulary use

6

Multi-word expressions in second language writing [Recurso electrónico] : a large-scale longitudinal learner corpus study / Anna Siyanova-Chanturia and Stefania Spina

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

References: p. 454-461

In the present study, we sought to advance the field of learner corpus research by tracking the development of phrasal vocabulary in essays produced at two different points in time. To this aim, we employed a large pool of second language (L2) learners (N = 175) from three proficiency levels—beginner, elementary, and intermediate—and focused on an underrepresented L2 (Italian). Employing mixed-effects models, a flexible and powerful tool for corpus data analysis, we analyzed learner combinations in terms of five different measures: phrase frequency, mutual information, lexical gravity, delta Pforward, and delta Pbackward. Our findings suggest a complex picture, in which higher proficiency and greater exposure to the L2 do not result in more idiomatic and targetlike output, and may, in fact, result in greater reliance on low frequency combinations whose constituent words are non-associated or mutually attracted.

Language learning. -- 2020 (June), v. 70, n. 2, p. 420-463

1. Multi-word expressions 2. Learner corpora 3. Longitudinal 4. Italian 5. Second language acquisition 6. Mixed-effects modeling

7

To what extent are multiword sequences associated with oral fluency? [Recurso electrónico] / Parvaneh Tavakoli and Takumi Uchihara

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

References: p. 539-545

This study examined the relationship between oral fluency and use of multiword sequences (MWSs) across four proficiency levels (Low B1 to C1 of the Common European Framework of Reference). Data came from 56 learners taking the speaking test of the Test of English for Educational Purposes, and our analysis obtained different measures of fluency (speed, breakdown, repair) and MWSs (frequency, proportion, association). Results showed that (a) high-frequency n-grams correlated positively with articulation rate; (b) n-gram proportion correlated negatively with frequency of mid-clause pauses; and (c) n-gram association strength correlated positively with frequency of end-clause pauses and negatively with repair frequency. Qualitative analysis suggested that the test-takers borrowed some task specific-grams from the task instructions and used them frequently in their performance. Whereas lower proficiency speakers used these n-grams verbatim, C1 level speakers used them competently in a variety of forms. We discuss significant implications of the findings for phraseology and language testing research.

Language learning. -- 2020 (June), v. 70, n. 2, p. 506-547

1. Fluency 2. Multiword sequences 3. Proficiency level 4. N-grams
