

1

Background characteristics and oral proficiency development over time in Lower-division college foreign language programs [Recurso electrónico] / Xiaowan Zhang, Paula Winke, and Shaunna Clark

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

References: p. 840-845

Answering calls to map college-level proficiency development (Modern Language Association, 2007) and longitudinally chart language learning (Barkaoui, 2014; Ortega & Byrnes, 2008), we mapped the oral proficiency growth of 1,922 lower-division college students of Chinese, French, Russian, and Spanish (in the second, third, or fourth semester of their programs), using the Oral Proficiency Interview-computer (OPIC). We recorded students' gender, heritage-learner status, high school language experience, interest in learning the target language, perceived importance of speaking, and outside-of-class second language (L2) contact, in order to differentiate growth. Latent growth curve analyses showed that learners' oral proficiency progressed at an average rate of one sublevel per year on the scale of the American Council on the Teaching of Foreign Languages (2012), following a nonlinear developmental path that was mildly accelerating over time. Students' proficiency development had a significant relationship with the language being learned, heritage-learner status, high school language experience, interest in learning, and perceived importance of speaking. No unique effects were found for gender or out-of-class L2 contact.

Language learning. -- 2020 (September), v. 70, n. 3, p. 807-847

1. Background characteristics 2. Longitudinal research 3. Oral skills 4. Proficiency testing 5. Speaking proficiency

2

Inhibitory control skills and language acquisition in toddlers and preschool children [Recurso electrónico] / Elena Gandolfi, Paola Viterbori

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

References: p. 634-640

In this study, we explored the role of emerging inhibitory control skills in language acquisition in 62 typically developing children aged 24–32 months and investigated whether early inhibitory control skills are longitudinally associated with language outcome. Specifically, we focused on two different inhibitory processes that develop approximately at age 3, namely, response inhibition and interference suppression. At Time 1 children were administered five inhibitory control tasks and a language test; language abilities were also evaluated by means of a parent-report questionnaire. Receptive morphosyntactic ability was assessed after 1 year (Time 2) in a subsample of 28 children. Hierarchical multiple linear regression analysis showed that all language production measures at Time 1, as well as later receptive morphosyntactic ability at Time 2, were significantly associated with the interference suppression score, even when early lexical and grammatical measures, age, and mother's education were included in the analysis.

Language learning. -- 2020 (September), v.70, n. 3, p. 604-642

1. Executive function 2. Inhibitory control 3. Response inhibition 4. Interference suppression 5. Language abilities 6. Receptive morphosyntax

3

Learning orthographic cognates and non-cognates in the classroom [Recurso electrónico] : does awareness of cross-linguistic similarity matter? / Agnieszka Otwinowska ... [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. 723-729

Some second language (L2) acquisition researchers have suggested that learners should be made aware of cross-linguistic similarity for them to benefit from cognateness. To test this assumption, we ran two longitudinal classroom quasi-experiments with Polish learners of English. We chose 30 Polish-English cognates, 30 false cognates, and 30 non-cognates matched on L2 frequency and concreteness and embedded them in exercises typical of English language teaching textbooks. Participants learned the words with their teachers in their classes

at school. We manipulated the experimental group's awareness of orthographic cross-linguistic similarity in awareness-raising workshops. The results revealed that the participants had a higher chance of knowing cognates than other word types before the study. However, they acquired cognates embedded in exercises at the same rate as other word types. Also, the awareness-raising manipulation, regardless of its intensity, had no additional effect on their acquisition of cognates and false cognates, indicating that awareness of cognateness did not boost learning cognates.

Language learning. -- 2020 (September), v. 70, n. 3, p. 685-731

1. Cognates 2. False cognates 3. Orthography 4. Vocabulary acquisition 5. Classroom learning

4

The longitudinal development of fine-phonetic detail [Recurso electrónico] : stop production in a domestic immersion program / Joseph V. Casillas

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

References: p. 797-804

This study explored the initial stages of adult second language (L2) learning with a special focus on the acquisition of the target language sound system. The aim was to analyze the longitudinal development of Spanish stop voicing contrasts in an immersion learning context. Native English-speaking late learners of Spanish provided production data for Spanish stops on a weekly basis throughout a domestic immersion program. The data were analyzed using Bayesian multilevel models and generalized additive mixed models. The analyses revealed phonetic learning in voiced stops over the course of the immersion program, though learners' production was inconsistent and did not fall within native ranges for most stop segments. The results suggest that L2 phonetic category formation can occur at an early stage of development and follows a nonlinear trajectory that is subject to individual and segment-specific variability. Furthermore, L2 phonetic representations are unstable during the early stages of learning.

Language learning. -- 2020 (September), v. 70, n. 3, p. 768-806

1. Sequential language learning 2. Second language acquisition 3. Longitudinal research 4. Stop production 5. Domestic immersion 6. Phonetics

5

Monitoring of reading comprehension across the first, second, and third language [Recurso electrónico] : domain-general or language-specific? / Razan Silawi, Yasmin Shalhoub-Awwad and Anat Prior

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

References: p. 912-920

This study examined the monitoring abilities of trilinguals in reading comprehension, addressing the following questions: Is comprehension monitoring related to reading comprehension across first, second, and third languages? Is comprehension monitoring shared across the languages of trilingual adults (domain-general) or rather linked to language proficiency (language-specific)? Eighty undergraduates, trilingual in Arabic, Hebrew, and English, read three texts in each language, answered multiple-choice questions, and rated their confidence in their responses. From this we derived the absolute and relative accuracy of monitoring. The results showed links between accurate monitoring and successful comprehension in all the languages of participants, but these were weaker in English, the least proficient language. Further, the results lend some support to the involvement of both domain-general and language-specific processes in comprehension monitoring. Specifically, monitoring seems to be utilized similarly by individuals to support comprehension across the first and second languages, but is less well generalized to the third language.

Language learning. -- 2020 (September), v. 70, n. 3, p. 886-922

1. Comprehension monitoring 2. Reading comprehension 3. Calibration 4. Bilingual 5. Multilingual 6. Foreign language 7. Domain-general 8. Second language 9. Third language

6

Not all indexical cues are equal [Recurso electrónico] : differential sensitivity to dimensions of indexical meaning in an artificial language / Péter Rácz, Jennifer B. Hay and Janet B. Pierrehumbert

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

References: p. 877-883

In this study, we investigated the learning of indexical features by English-speaking adults using a novel experimental paradigm. In a conceptual replication of Rácz, Hay, and Pierrehumbert (2017), participants learned an allomorphy pattern cued by a given social context. The social contexts were represented by conversation partners who differed by age, ethnicity, and/or gender and were positioned in various ways. The results showed that, after training, the participants were able to learn that different types of conversation partners prefer different types of allomorphs but that learning and generalization hinged on the social relevance of the cue represented by the conversation partner. These results suggest that the relevance of cues in an individual's past social experience influences their storage and learnability even at very early stages of learning a word pattern.

Language learning. -- 2020 (September), v. 70, n. 3, p. 848-885

1. Sociolinguistics 2. Exemplar theory 3. Morphology 4. Gamification 5. Learning

7

The relationship between first and second language writing [Recurso electrónico] : investigating the effects of first language complexity on second language complexity in advanced stages of learning / Marcus Ströbel, Elma Kerz, and Daniel Wiechmann

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

References: p. 755-765

Recent studies have uncovered substantial individual differences in first language (L1) language attainment across the lifespan and across multiple components of language. The existence of such variability raises the question of its role in second language (L2) learning. The existing body of research on L1–L2 relationships has primarily targeted reading comprehension by means of controlled experimental designs. This study extended existing research by investigating L1–L2 relationships in writing through the automatic analysis of linguistic complexity in paired samples of authentic production data. For each writing sample, a series of measurements of 12 indicators was obtained using a computational tool that implements a sliding-window approach. Results from mixed-effects modeling revealed significant relationships between L1 complexity and L2 complexity for all but one measure, indicating that an L1 effect is robust across different levels of linguistic description.

Language learning. -- 2020 (September), v. 70, n. 3, p. 732-767

1. Individual differences 2. Second language 3. L1–L2 relationship 4. Common underlying proficiency 5. Linguistic complexity 6. Lexical complexity 7. Syntactic complexity 8. Information-theoretic measure 9. Emergentist approaches

8

The role of linguistic alignment on question development in face-to-face and synchronous computer-mediated communication contexts [Recurso electrónico] : a conceptual replication study / YouJin Kim, Stephen Skalicky, YeonJoo Jung

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

References: p. 678-682

To date, linguistic alignment studies in second language acquisition have mainly been conducted during face-to-face (FTF) interactions. In the current study, we examined and compared the effect of structural alignment on the development of English direct and indirect questions in FTF and synchronous computer-mediated communication (SCMC) contexts. Additionally, we assessed participants' working memory capacity and previous knowledge of the target structures. We assigned 50 Korean learners of English to either an FTF or SCMC modality. Over 3 weeks, they completed a pretest, two interactive alignment sessions, a working memory test, and immediate and delayed posttests. Results indicate that primed production of direct and indirect questions is significantly more likely than unprimed production. Moreover, we found an interaction with modality

for primed production of direct questions but not for indirect questions. Findings suggest learning effects for direct questions only and that this effect is facilitated by the degree of alignment.

Language learning. -- 2020 (September), v. 70, n. 3, p. 643-684

1. Linguistic alignment 2. Question development 3. Face-to-face interaction 4. Synchronous computer-mediated communication 5. Interaction-driven learning
