

1

**Effects of orthographic forms on second language speech production and phonological awareness, with consideration of speaker-level predictors [Recurso electrónico] / Bene Bassetti, Paolo Mairano, Jackie Masterson, Tania Cerni.**

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

References: p. 1249-1254.

Orthographic forms (spellings) can affect pronunciation in a second language (L2); however, it is not known whether the same orthographic form can affect both L2 pronunciation and metalinguistic awareness. To test this, we asked 260 speakers of English—first-language (L1) English speakers, L1 Italian and L2 English sequential bilinguals, and L1 Italian learners of L2 English—to perform word repetition tasks and rhyme judgment tasks for word pairs containing the same consonant or vowel spelled with a letter or a digraph. L1 Italian speakers established a long–short contrast and used consonant and vowel length contrastively in their L2 English, both in production and in an awareness task. This provides evidence for a direct link between the effects of the same orthographic phenomenon on speech production and on metalinguistic awareness. Results were strengthened by combining experimental and qualitative data in the study of orthographic effects. Finally, the results show that proficiency predicts orthographic effects, and that orthographic effect predictors vary in naturalistic and instructed contexts.

Language learning. -- 2020 (December), v. 70, n. 4, p. 1218-1256

1. Orthography 2. Metalinguistic awareness 3. Orthographic effects 4. Phonological awareness 5. Pronunciation 6. Second language 7. Speech production

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2

**The efficacy of gesture on Second Language Pronunciation [Recurso electrónico] : an exploratory study of handclapping as a classroom instructional tool / Takehiro Iizuka, Kimi Nakatsukasa, and Aaron Braver.**

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

References: p. 1083-1088.

In this study, we examined the efficacy of gestures for the acquisition of L2 segmental phonology. Despite teachers' frequent use of gestures in the classroom to teach pronunciation, the field lacks empirical support for this practice. We attempted to fill this gap by investigating the effects of handclapping on the development of L2 Japanese segmentals (long vowels, geminates, and moraic nasals). We assigned L1 English university students in beginning Japanese courses to one of two groups where they practiced pronouncing the targets with or without handclapping in the classroom. They also completed picture elicitation (production) and dictation (perception) tasks as pretests, immediate posttests, and delayed posttests. The results show that, on the delayed perception posttest, only those who saw and performed handclapping maintained the instructional effect, indicating that the memory-enhancing effect of gestures, at least in the form of handclapping, might reach the level of segmental phonology in L2 acquisition.

Language learning. -- 2020 (December), v. 70, n. 4, p. 1054-1090

1. Gesture 2. Segmental phonology 3. Pronunciation instruction 4. Productive/receptive L2 knowledge 5. Japanese 6. Foreign language

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3

**Fluency in dialogue [Recurso electrónico] : turn-taking behavior shapes perceived fluency in native and nonnative speech / Marjolein van Os, Nivja H. de Jong, Hans Rutger Bosker.**

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

References: p. 1211-1215.

Fluency is an important part of research on second language learning, but most research on language proficiency typically has not included oral fluency as part of interactions even though natural communication

usually occurs in conversations. The present study considered aspects of turn-taking behavior as part of the construct of fluency and investigated whether these aspects differentially influence perceived fluency ratings of native and nonnative speech. Results from two experiments using acoustically manipulated speech showed that, in native speech, too “eager” answers (interrupting a question with a fast answer) and too “reluctant” answers (answering slowly after a long turn gap) negatively affected fluency ratings. However, in nonnative speech, only too “reluctant” answers led to lower fluency ratings. Thus, we demonstrated that acoustic properties of dialogue are perceived as part of fluency. By adding to the current understanding of dialogue fluency, these lab-based findings carry implications for language teaching and assessment.

Language learning. -- 2020 (December), v. 70, n. 4, p. 1183-1217

1. Fluency 2. Turn-taking 3. Nonnative fluency 4. Dialogue 5. Dialogic fluency 6. Second language 7. Speech 8. Conversation

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#### 4

##### **Foreignness or processing fluency? [Recurso electrónico] : on understanding the negative bias toward foreign-accented speakers / Alice Foucart ... [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. 1009-1014.

The extent to which negative bias toward foreign-accented speakers originates from social categorization (in-group/out-group categorization) and/or from processing fluency (ease in processing information) is not clear. Some have argued that accent first induces a social identity effect and that processing fluency later modifies the impact of this effect. Using event-related potentials (ERPs), this registered report tested this hypothesis, looking at the effect of social categorization and processing fluency on sentence processing. Truth evaluation and the ERP data (N400) did not show significant differences across native and foreign speakers. Debriefing scores on social variables (e.g., status) were lower for foreign speakers, and an exploratory analysis revealed a larger P200 (related to acoustic features) for the native than for the foreign speakers. Hence, foreign speakers were not necessarily perceived as less credible, but accent negatively affected the evaluation of speakers on social variables.

Language learning. -- 2020 (December), v. 70, n. 4, p. 974-1016

1. Foreign-accented speech 2. Processing fluency 3. ERPs 4. Sentence processing 5. Social status 6. Truth evaluation

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#### 5

##### **Learning vocabulary through listening [Recurso electrónico] : the role of vocabulary knowledge and listening proficiency / Pengchong Zhang, Suzanne Graham.**

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

References: p. 1048-1051.

This study explored the impact of preexisting vocabulary knowledge (PVK) and listening proficiency on the vocabulary learning through listening of 137 Chinese learners of English, when provided with three types of oral vocabulary explanations—second language (L2), codeswitching (CS), and contrastive focus-on-form (CFoF)—and when no explanations (NE) were provided (extending Zhang & Graham, 2019). Listening proficiency was a more important factor influencing vocabulary learning through aural input than PVK was, with most notable gains for learners with high listening proficiency and low PVK. The CFoF approach was the most helpful for learners regardless of their PVK and listening proficiency, whereas the NE approach was the least helpful. Moreover, comparing just the CS and L2 groups, the CS approach was more helpful for lower PVK learners and for more proficient listeners than the L2 approach was. Higher PVK learners and less proficient listeners, however, benefited more from the L2 approach than from the CS approach. The study highlights the complex interplay of vocabulary knowledge, listening proficiency, and instructional conditions, factors useful to bear in mind when planning activities to enhance vocabulary learning through listening.

Language learning. -- 2020 (December), v. 70, n. 4, p. 1017-1053

1. Vocabulary learning 2. Proficiency 3. Listening 4. Instruction 5. Focus on form

**6****Lexical recognition in deaf children learning American Sign Language [Recurso electrónico] : activation of semantic and Phonological features of signs / Amy M. Lieberman, Arielle Borovsky.**

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

References: p. 964-971.

Children learning language efficiently process single words and activate semantic, phonological, and other features of words during recognition. We investigated lexical recognition in deaf children acquiring American Sign Language (ASL) to determine how perceiving language in the visual-spatial modality affects lexical recognition. Twenty native or early-exposed signing deaf children (ages 4 to 8 years) participated in a visual world eye-tracking study. Participants were presented with a single ASL sign, target picture, and three competitor pictures that varied in their phonological and semantic relationship to the target. Participants shifted gaze to the target picture shortly after sign offset. Participants showed robust evidence for activation of semantic but not phonological features of signs. However, in their behavioral responses, participants were most susceptible to phonological competitors. Results demonstrated that single word recognition in ASL is largely parallel to spoken language recognition among children who are developing a mature lexicon.

Language learning. -- 2020 (December), v. 70, n. 4, p. 935-973

1. American Sign Language 2. Deaf children 3. Lexical recognition 4. Eye-tracking

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**7****The long-term proficiency of early, middle, and late starters learning english as a foreign language at school [Recurso electrónico] : a narrative review and empirical study / Jürgen Baumert ... [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. 1127-1134.

Throughout Europe, there is a growing trend for students to start learning foreign languages at elementary school. Although policymakers expect early-start programs to boost second language skills, empirical findings are mixed; recent studies have raised many questions. In this large-scale study, we aimed to close some of these gaps. We examined the effects of early-start English on receptive language proficiency in a random sample of 19,858 students from 1,431 Year 9 classes in Germany, comparing the reading and listening comprehension of early starters (English from Year 1), a middle group (Year 3), and late starters (Year 5), and analyzing to what extent foreign language instruction at secondary level builds on students' existing knowledge. By Year 9, the proficiency levels of the three groups differed only slightly. We provide evidence that this lack of long-term impact may be attributable to English teaching at secondary level being insufficiently adaptive to students' prior knowledge.

Language learning. -- 2020 (December), v. 70, n. 4, p. 1091-1135

1. Early foreign language learning 2. Receptive language skills 3. Learning rate 4. Age of onset 5. Amount of exposure 6. Proficiency

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**8****The what and when of universal perception [Recurso electrónico]: a review of early speech sound acquisition / Katerina Chládková, Nikola Paillereau.**

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

References: p. 1170-1180.

The young universal listener is an established concept in psycholinguistics. However, it is unclear what abilities universal perception entails and at what age it exists. This article aims to motivate rethinking about what it means to be a universal listener. Early and recent studies on infant speech acquisition are reviewed, considered in the light of cross-language variation and adult performance, and finally linked to the current understanding of fetal hearing and learning. It turns out that language-universal perception is best described as an auditory-based perception rather than an ability to perceptually categorize the sounds of any possible language. Interestingly, at

birth infants might no longer listen in a language-universal mode because learning from the ambient speech signal begins at least several weeks before birth. Future studies need to answer the remaining questions concerning the point in perinatal development at which speech perception begins to take on language-specific traits and for which sounds.

Language learning. -- 2020 (December), v. 70, n. 4, p. 1136-1182

1. Speech sound acquisition 2. Early language development 3. Universal listener 4. First language acquisition 5. Fetal and newborn speech perception

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