

1

Bilingual and multilingual mental lexicon [Recurso electrónico]: a modeling study with linear discriminative learning / Yu-Ying Chuang ... [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. 281-290.

This study addresses whether there is anything special about learning a third language, as compared to learning a second language, that results solely from the order of acquisition. We use a computational model based on the mathematical framework of Linear Discriminative Learning to explore this question for the acquisition of a small trilingual vocabulary, with English as L1, German or Mandarin as L2, and Mandarin or Dutch as L3. Our simulations reveal that when qualitative differences emerge between the learning of a first, second, and third language, these differences emerge from distributional properties of the particular languages involved rather than the order of acquisition per se, or any difference in learning mechanism. One such property is the number of homophones in each language, since within-language homophones give rise to errors in production. Our simulations also show the importance of suprasegmental information in determining the kinds of production errors made.

Language learning. -- 2021 (March), v. 71, supp. 1, p. 219-292

1. Bilingualism 2. Mental lexicon 3. Linear discriminative learning 4. Multilingualism 5. Homophony

2

Complexity in multilingualism (research) [Recurso electrónico] /Claus Beisbart.

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

References: p. 73-77.

Does complexity make multilingualism special? Since there is no unequivocal notion of complexity on which researchers agree, several characteristics that have been considered crucial for complexity are brought to bear on multilingualism. While multilingualism is fairly complex in some senses, for instance, because it requires that many variables be studied, it is less clear whether multilingualism becomes special in this way. The most salient possible way in which multilingualism might be special due to its complexity is that qualitatively new features emerge as we move from mono- or bilingualism to multilingualism. While research in mathematics and physics has shown examples in which novel features emerge at a certain level, related results are not easily transferred to multilingualism. This is shown by analyzing the application of dynamic systems theory to multilingualism by Herdina and Jessner. It is ultimately a matter of empirical research whether there are suitable novel features that make multilingualism special.

Language learning. -- 2021 (March), v. 71, supp. 1, p. 39-79

1. Modeling 2. Nonlinearity 3. Chaos 4. Emergence 5. Dynamic systems theory 6. Philosophy of science

3

The extraordinary ordinary [Recurso electrónico] : re-engineering multilingualism as a natural category / Raphael Berthele.

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

References: p. 113-118.

This article addresses different ways scholars conceptualize the multilingual repertoire. Formal and functional approaches investigate crosslinguistic influence across clearly demarcated languages, while dynamic systems theory and translanguaging approaches question countability and boundedness of languages. Problems with both perspectives are discussed, and a unified approach that relies on the idea of languages as natural categories is presented as a form of conceptual reengineering. It embraces the possibility and the meaningfulness of the identification of languages in the repertoire while also accounting for their continuous, graded nature and the lack of clear boundaries of language categories. The proposal accounts for seemingly inconsistent findings on the effects of bi- and multilingualism on cognition and on language learning. Multilingualism as a field of inquiry is the

investigation of an ordinary phenomenon; what is special about multilingualism is that multilingual speakers may have an extraordinary amount of language and linguistic variability at their disposal.

Language learning. -- 2021 (March), v. 71, supp. 1, p. 80-120

1. Multilingualism 2. Bilingualism 3. Translanguaging 4. Cognitive semantics 5. Dynamic systems theory 6. Conceptual reengineering

4

Learning and processing multiple languages [Recurso electrónico]: the more the easier? / Julia Festman.

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

References: p. 149-160.

This review scrutinizes the evidence concerning the factors that affect the ease with which multilinguals learn additional languages. First, I focus on language learning experiences that could help multilinguals acquire new languages (e.g., consequences of exposure, use of prior knowledge, biliteracy). I then discuss how multilinguals manage multiple languages and struggle with language control problems. By finally shedding more light onto effects of learning on the brain and the ways it adapts to the higher processing demands when having to manage multiple languages, it becomes clear that the key to understanding learning and processing of multiple languages lies in understanding the adaptive and dynamic nature of the brain. Although the brain is striving for efficient processing, environmental influences, communicative demands and genetic predispositions influence the learning and processing of multiple languages. I therefore suggest five specific effects related to multilingualism which may ease subsequent learning of multiple languages.

Language learning. -- 2021 (March), v. 71, supp. 1, p. 121-162

1. Cognitive control 2. Neuroplasticity 3. Interindividual differences 4. Multilingual repertoire 5. Adaptation

5

Medieval english multilingualisms [Recurso electrónico] / Rory G. Crittina, Elisabeth Dutton.

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

References: p. 36-37.

This article introduces the nonmedievalist reader to the multilingual landscape of England 700–1400. Building on recent work exploring in particular the relationships among English, French, and Latin in medieval England, it discusses a series of “multilingual moments” from a range of sources, including letters, poems, travel writings, and French language teaching texts. Together, these examples build a picture of the complex interrelationships of languages, both spoken and written, that existed for medieval English people at home and when traveling abroad. Then, as now, people can be seen using their linguistic resources for pragmatic and creative effect. We demonstrate that multilingualism is nothing new. From a methodological perspective, our work also underlines the importance of viewing linguistic attitudes in their particular intellectual and historical contexts.

Language learning. -- 2021 (March), v. 71, supp. 1, p. 12-38

1. Medieval English 2. Medieval multilingualism 3. Trilingualism 4. Medieval languages education 5. Bilingualism 6. Code-switching 7. Code-mixing

6

The role of crosslinguistic influence in multilingual processing [Recurso electrónico] : lexicon versus syntax / Sol Lago, Michela Mosca, Anna Stutter Garcia.

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

References: p. 183-191.

Multilingual research could offer a unique perspective on how the languages already acquired by a person affect the online processing of a new language. But it is currently difficult to assess this issue because theoretical accounts of multilingualism have focused on acquisition rather than processing and most empirical research to date has gathered untimed (offline) evidence. To help bridge this gap, we formulate hypotheses that can help derive processing predictions from existing accounts of multilingualism. But crucially, and based on previous findings in second language processing, we identify ways in which assumptions about crosslinguistic influence may need to be revised to allow the separate treatment of lexical and syntactic processing, and to consider the role of variables such as language dominance and proficiency. In our view, the question of what's special about multilingualism is worth studying, but more research is needed before we can begin answering it.

Language learning. -- 2021 (March), v. 71, supp. 1, p. 163-192

1. Crosslinguistic influence 2. Processing 3. Lexicon 4. Multilingualism 5. Grammar

7

Toward computational models of multilingual sentence processing [Recurso electrónico] / Stefan L. Frank.

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

References: p. 209-216.

Although computational models can simulate aspects of human sentence processing, research on this topic has remained almost exclusively limited to the single language case. The current review presents an overview of the state of the art in computational cognitive models of sentence processing, and discusses how recent sentence-processing models can be used to study bi- and multilingualism. Recent results from cognitive modeling and computational linguistics suggest that phenomena specific to bilingualism can emerge from systems that have no dedicated components for handling multiple languages. Hence, accounting for human bi-/multilingualism may not require models that are much more sophisticated than those for the monolingual case.

Language learning. -- 2021 (March), v. 71, supp. 1, p. 193-218

1. Computational models 2. Sentence processing 3. Probabilistic grammars 4. Multilingualism 5. Neural networks
