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Bilingual word recognition in deaf and hearing signers [Texto impreso] : effects of proficiency and language dominance on cross-language activation / Jill P. Morford, Judith F. Kroll, Pilar Piñar, Erin Wilkinson

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 268-271 : 46 refs.

Recent evidence demonstrates that American Sign Language (ASL) signs are active during print word recognition in deaf bilinguals who are highly proficient in both ASL and English. In the present study, we investigate whether signs are active during print word recognition in two groups of unbalanced bilinguals: deaf ASL-dominant and hearing English-dominant bilinguals. Participants judged the semantic relatedness of word pairs in English. Critically, a subset of both the semantically related and unrelated English word pairs had phonologically related translations in ASL, but participants were never shown any ASL signs during the experiment. Deaf ASL-dominant bilinguals (Experiment 1) were faster when semantically related English word pairs had similar form translations in ASL, but slower when semantically unrelated words had similar form translations in ASL, indicating that ASL signs are engaged during English print word recognition in these ASL-dominant signers. Hearing English-dominant bilinguals (Experiment 2) were also slower to respond to semantically unrelated English word pairs with similar form translations in ASL, but no facilitation effects were observed in this population. The results provide evidence that the interactive nature of lexical processing in bilinguals is impervious to language modality.

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1. Bilingualism 2. Deaf 3. Sign language 4. Word recognition

2

Concurrent data elicitation procedures, processes, and the early stages of L2 learning [Texto impreso] : a critical overview / Ronald P. Leow, Sarah Grey, Silvia Marijuan, Colleen Moorman

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 124-127 : 63 refs.

Given the current methodological interest in eliciting direct data on the cognitive processes L2 learners employ as they interact with L2 data during the early stages of the learning process, this article takes a critical and comparative look at three concurrent data elicitation procedures currently employed in the SLA literature: Think aloud (TA) protocols, eye-tracking (ET), and reaction time (RT). The section on each data elicitation procedure begins with a brief historical and descriptive account of its usage and application in the SLA literature to address cognitive processes as they occur during the early stages of the L2 learning process, followed by its strengths and some methodological issues that should be considered. Suggestions are provided for their usage in future studies investigating concurrent cognitive processes in L2 learning at these early stages of the L2 learning process.

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1. Cognitive processes 2. Eye-tracking 3. L2 learning 4. Methodology 5. Online processing 6. Reaction time 7. Think-alouds

3

Interpreting definiteness in a second language without articles [Texto impreso] : the case of L2 Russian / Jacee Cho, Roumyana Slabakova

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 187-189 : 51 refs.

This article investigates the second language (L2) acquisition of two expressions of the semantic feature [definite] in Russian, a language without articles, by English and Korean native speakers. Within the Feature Reassembly approach (Lardiere, 2009), Slabakova (2009) has argued that reassembling features that are represented overtly in the first language (L1) and mapping them onto those that are encoded indirectly, or covertly, in the L2 will present a greater difficulty than reassembling features in the opposite learning direction. An idealized scale of predictions of difficulty is proposed based on the overt or covert character of the feature encoding and the ease/difficulty of noticing the feature expression. A total of 158 participants (56 native Russian, 49 English learners and 53 Korean learners of Russian) evaluated the acceptability of test sentences in context. Findings demonstrate that acquiring the expression of a feature that is encoded contextually in the L2 is challenging for learners, while an overt expression of a feature presents less difficulty. On the basis of the learners' developmental patterns observed in the study, we argue that overt and covert expression of semantic features, feature reassembly, and indirect encoding appear to be significant factors in L2 grammatical feature acquisition.

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1. Definiteness 2. Direct and indirect feature encoding 3. English-Russian interlanguage 4. Feature reassembly 5. Korean-Russian interlanguage 6. L2 Russian 7. Semantic features

4

Mapping concrete and abstract meanings to new words using verbal contexts [Texto impreso] / Anna Mestres-Missé, Thomas F. Münte, Antoni Rodríguez-Fornells

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 191-223 : 89 refs.

In three experiments, we examine the effects of semantic context and word concreteness on the mapping of existing meanings to new words. We developed a new-word-learning paradigm in which participants were required to discover the meaning of a new-word form from a specific verbal context. The stimulus materials were manipulated according to word concreteness, context availability and semantic congruency across contexts. Overall, participants successfully learned the meaning of the new word whether it was a concrete or an abstract word. Concrete word meanings were discovered and learned faster than abstract word meanings even when matched on context availability. The present results are discussed considering the various hypotheses that have been used to try to explain the 'concreteness effect'. We conclude that the present investigation provides new evidence that the concreteness effect observed in learning is due to the different organization of abstract and concrete conceptual information in semantic memory.

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1. Concreteness 2. Imageability 3. Meaning acquisition 4. Semantic context 5. Word learning

5

Ultimate attainment in late second language acquisition [Texto impreso] : phonetic and grammatical challenges in advanced Dutch-English bilingualism / Monika S. Schmid, Steven Gilbers, Amber Nota

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 153-156 : 65 refs.

The present article provides an exploration of ultimate attainment in second language (L2) and its limitations. It is argued that the question of maturational constraints can best be investigated when the reference population is bilingual and exposed on a regular basis to varieties of their first language (L1) that show cross-linguistic influence. To this end, 20 advanced Dutch-English bilinguals are compared to 9 English native speakers immersed in a Dutch environment. All participants are teachers or students of English at a Dutch institution of higher education. The populations are shown to be at similar global proficiency levels. Two phonetic variables (voice onset time or VOT and vowel discrimination) and one grammatical variable (verb phrase ellipsis), which are assumed to present particular challenges to Dutch learners of English, are explored, and speakers are furthermore rated for their global nativeness. The findings show no differences between populations on VOT but some variance on the production of a vowel that has no correlate in Dutch (the English trap vowel). However, all but one of the L2ers are rated outside the range of the natives on perceived foreign accent. There are also differences between groups where acceptance of different sentence types with verb phrase ellipsis are concerned. We interpret these findings to indicate that there are areas of L2 knowledge and production that are persistently difficult to acquire even under circumstances that are highly favourable for L2 acquisition.

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1. Bilingual development 2. Critical period 3. Foreign accent 4. Language attrition 5. Second language acquisition 6. Tense/aspect 7. Ultimate attainment 8. Voice onset time

6

'Wh'-questions in child L2 French [Texto impreso] : derivational complexity and its interactions with L1 properties, length of exposure, age of exposure, and the input / Philippe Prévost, Nelleke Strik, Laurie Tuller

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 246-250 : 77 refs.

This study investigates how derivational complexity interacts with first language (L1) properties, second language (L2) input, age of first exposure to the target language, and length of exposure in child L2 acquisition. We compared elicited production of wh-questions in French in two groups of 15 participants each, one with L1 English (mean age 8 years 10 months or 8;10) and one with L1 Dutch (mean age 6;3), which were further subdivided into subgroups matched for the different variables under examination. Although in their L1s wh-questions display wh-movement and subject-verb/aux inversion, the learners did not perform similarly. A high number of wh-in-situ questions (i.e. the least complex option) was produced by the L1-English children, suggesting that derivational complexity can override L1 influence. In the L1-Dutch group, questions with overt wh-movement were more frequent. This may stem from the influence of generalized XP-movement to the left periphery in Dutch. Inversion (i.e. the most complex option) was rare in both groups and was related to contact with formal schooling. These results hold across the different subgroups, which suggests not only that complexity plays a role in child L2 acquisition, but also that its effects may differ according to the properties of the L1.

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1. Child L2 acquisition 2. Derivational complexity 3. Dutch 4. English 5. French 6. Wh-questions