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Beyond paradigm [Texto impreso] : the 'what' and the 'how' of classroom research / Melinda Whong, Kook-Hee Gil, Heather Marsden

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. 566-568

This article reviews studies in second language classroom research from a cross-theoretic perspective, arguing that the classroom holds the potential for bringing together researchers from opposing theoretical orientations. It shows how generative and general cognitive approaches share a view of language that implicates both implicit and explicit knowledge, and that holds a bias towards implicit knowledge. Arguing that it is implicit knowledge that should be the object of research, it proposes that classroom research would benefit from incorporating insights from a generative understanding of language. Specifically, there is a need for a more nuanced view of the complexity of language in terms of linguistic domain, and the interaction between those domains. Generative second language acquisition research that shows developmental differences in terms of both linguistic domain and interface is reviewed. The core argument is a call for more attention to the 'what' of language development in classroom research and, by implication, teaching practice. As such, the language classroom is seen to offer potential for research that goes beyond paradigm to address both the 'what' and the 'how' of language development.

Second language research. -- 2014 (October), v.30, n.4, p. 551-568

1. Acquisition 2. Classroom research 3. Cognitive 4. Explicit 5. Generative 6. Implicit 7. Knowledge 8. Language domain 9. Learning 10. Second language acquisition

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Implicit learning of L2 word stress regularities [Texto impreso]/ Ricky KW Chan, Janny HC Leung

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References: p. 480-484

This article reports an experiment on the implicit learning of second language stress regularities, and presents a methodological innovation on awareness measurement. After practising two-syllable Spanish words, native Cantonese speakers with English as a second language (L2) completed a judgement task. Critical items differed only in placement of stress. We assessed participants' awareness of the hidden stress regularities by verbal reports and a novel methodology: inclusion-exclusion production tasks adapted from Jacoby (1991) and from Destrebecqz and Cleeremans (2001). Participants who remained unaware of the underlying regularities nevertheless performed significantly above chance in identifying correctly pronounced novel words. We conclude that L2 word stress regularities may be learnt implicitly.

Second language research. -- 2014 (October), v.30, n.4, p. 463-484

1. Implicit learning 2. Process dissociation 3. Spanish 4. Stress regularities

3**Locatives and existentials in L2 Spanish [Texto impreso] : the acquisition of the semantic contrasts among ser, estar and haber / Silvia Perpiñán**

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. 509-511

This study analyses the expression of locative and existential predicates elicited through an oral production task in the speech of two groups of learners of Spanish as a second language (L2) (first language English, n = 18; first language Moroccan Arabic, n = 14), and a native control group (n = 18). A total of 25,000 words were analysed, with over 1,000 locative and existential predicates. These predicates were coded according to the lexical verb used as well as the semantics of the theme; special attention was given to the use of copular verbs. Results indicated a delayed development of *estar* to express location, some overextension of *haber* with definite themes, and a small incorrect use of *ser* to locate objects in the English group. Overall, it is argued that given the case of complex semantics but simple syntax, the phenomenon is relatively unproblematic for L2 learners even at intermediate proficiency, probably due to the fact that these semantic concepts are already present in the first languages (L1s) of the learners, and particularly because these are mapped onto lexical pieces and not onto functional morphology, the bottleneck for L2 acquisition.

Second language research. -- 2014 (October), v.30, n.4, p. 485-513

1. Copula selection 2. Definiteness effect 3. *Estar* 4. Existentials 5. *Haber* 6. L2 Spanish 7. Locatives 8. *Ser* 9. To be

4**Processing relative clauses in Chinese as a second language [Texto impreso] / Yi Xu**

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. 456-459

This project investigates second language (L2) learners' processing of four types of Chinese relative clauses crossing extraction types and demonstrative-classifier (DCI) positions. Using a word order judgment task with a whole-sentence reading technique, the study also discusses how psycholinguistic theories bear explanatory power in L2 data. An overall preference for DCI-first structures and an advantage of DCI-subject relative clauses over the other three structures were found. Results were largely compatible with the filler-gap domain theory and indicated a weak subject-gap advantage. These motivations are subject to influences from other factors, and a multi-constraint proposal was proposed.

Second language research. -- 2014 (October), v.30, n.4, p. 439-461

1. Canonical word order 2. Chinese relative clauses 3. Demonstrative-classifier 4. Filler-gap 5. Linear distance 6. Perspective shift 7. Psycholinguistic theories 8. Second language processing 9. Structural distance 10. Subject preference

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Russian speakers' L2 Chinese acquisition of wh-topicalization at the syntax-discourse interface [Texto impreso] / Esuna Dugarova

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References: p. 434-437

In recent second language (L2) research it has been proposed that unlike linguistic phenomena pertaining to internal interfaces, those at external interfaces pose greater difficulty to adult L2 learners and may not be fully acquired. It has further been pointed out that such problematic acquisition at the interface level should not be attributed to the entire interface and requires a more nuanced examination, and this is what the current article aims to provide. An empirical study reported here investigates whether Russian-speaking learners are able to acquire Chinese wh-topicalization that lies at the syntax-discourse interface, an instance of the external interface. The results indicate that although very advanced Russian speakers can acquire wh-topicalization in their L2 Chinese, the ability of wh-elements to topicalize in Russian-Chinese interlanguage grammars seems to be determined by an internal structure underlying Chinese wh-elements, and this is likely to be a variable that affects the linguistic behaviour at the interface level in the L2.

Second language research. -- 2014 (October), v.30, n.4, p. 411-437

1. Russian-Chinese interlanguage 2. Syntax-discourse interface 3. Wh-topicalization

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Wh-on-earth in Chinese speakers' L2 English [Texto impreso] : evidence of dormant features / Boping Yuan

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. 547-549

Adopting a decompositional approach to items in the lexicon, this article reports on an empirical study investigating Chinese speakers' second language (L2) acquisition of English wh-on-earth questions (i.e. questions with phrases like what on earth or who on earth). An acceptability judgment task, a discourse-completion task and an interpretation task were used in the study, and the results indicate that in Chinese speakers' L2 English, the form of wh-on-earth can be learned and stored in a native-like manner, but without being endowed with fully elaborated features. A distinction between active features and dormant features in L2 lexicon is made in the analysis, and it is argued that features transferred from learners' L1 to their L2 are likely to lose their vigour and vitality in their L2 lexicon and become dormant if there is no evidence in the target language input to confirm or disconfirm them. A typical consequence of a dormant feature is random behaviours of a related structure in L2 learners' production and interpretation. The results of the study show that semantic features, discourse features as well as morphosyntactic features can become dormant in L2 lexicon.

Second language research. -- 2014 (October), v.30, n.4, p. 515-549

1. Chinese-speaking learners 2. Dormant features 3. L2 English 4. Wh-on-earth