

1**The effect of syntactic complexity on fluency [Texto impreso]: comparing actives and passives in L1 and L2 speech / Farhad Sadri Mirdamadi, Nivja De Jong**

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. 114-115

This study investigates how syntactic complexity affects speaking performance in first (L1) and second language (L2) in terms of speaking fluency. Participants (30 Dutch native speakers with an average to advanced level of English) performed two speaking experiments, one in Dutch (L1) and one in English (L2). Syntactic complexity was operationalized by eliciting active and passive sentences in an experimental setting. By comparing the effect of syntactic complexity on different measures of fluency, the results are telling of underlying cognitive processes in on-line speech production. We found that syntactic complexity indeed elicits hesitations, both in the L1 and in the L2. Because producing a rather simple utterance such as an active sentence may already lead to processing difficulty in the L2, the effect of syntactic complexity was found to be larger for L1 speech. Finally, articulation rate was not affected by syntactic complexity, neither in the L1 nor in the L2.

Second language research. -- 2015 (January), v.31, n.1, p. 105-116

1. Fluency 2. Passive voice 3. Speech production 4. Syntactic complexity

2**From number agreement to the subjunctive [Texto impreso] : evidence for Processability Theory in L2 spanish / Carrie Bonilla**

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References: p. 73-74

This article contributes to typological plausibility of Processability Theory (PT) (Pienemann, 1998, 2005) by providing empirical data that show that the stages predicted by PT are followed in the second language (L2) acquisition of Spanish syntax and morphology. In the present article, the PT stages for L2 Spanish morphology and syntax are first hypothesized after a brief description of PT theory. The results of a corpus of conversational data by L2 Spanish learners (n = 21) are then presented. Implicational scaling confirmed the five stages for the syntax and morphology with 100% scalability. Evidence was also found for the existence of discrete stages 1,2, 3 and 5 for the syntax as well as stages 1-4 for the morphology. Syntax was also found to emerge before morphology for all learners.

Second language research. -- 2015 (January), v.31, n.1, p. 53-74

1. Morphosyntax 2. Processability Theory 3. Second language acquisition 4. Spanish

3

On the role of experience and age-related effects [Texto impreso] : evidence from the Spanish CP / Alejandro Cuza, Joshua Frank

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References: p. 24-28

The present study examines and compares the extent to which advanced L2 learners of Spanish and Spanish heritage speakers acquire the syntactic and semantic properties that regulate the grammatical representation of double complementizer questions in Spanish, a CP-related structure not present in English. Results from an aural sentence completion task, an acceptability judgment task, and a preference task indicate significant differences between the two experimental groups and the monolingual controls. However, the heritage speakers outperformed the L2 learners in their target use and interpretation, which suggests a linguistic benefit for earlier exposure and use of Spanish during childhood. We propose that the differences observed among the L2 learners and the heritage speakers can be accounted for in terms of cross-linguistic influence from the dominant language as well as language experience and age of onset of bilingualism as an interrelated dimension in L2 and heritage language development.

Second language research. -- 2015 (January), v.31, n.1, p. 3-28

1. Age effects 2. Cross-linguistic influence 3. Indirect questions 4. L2 acquisition of Spanish 5. Spanish CP 6. Spanish heritage speakers

4

A prerequisite to L1 homophone effects in L2 spoken-word recognition [Texto impreso] / Satsuki Nakai, Shane Lindsay, Mitsuhiro Ota

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. 45-46

When both members of a phonemic contrast in L2 (second language) are perceptually mapped to a single phoneme in one's L1 (first language), L2 words containing a member of that contrast can spuriously activate L2 words in spoken-word recognition. For example, upon hearing *cattle*, Dutch speakers of English are reported to experience activation of *kettle*, as L1 Dutch speakers perceptually map the vowel in the two English words to a single vowel phoneme in their L1. In an auditory word-learning experiment using Greek and Japanese speakers of English, we asked whether such cross-lexical activation in L2 spoken-word recognition necessarily involves inaccurate perception by the L2 listeners, or can also arise from interference from L1 phonology at an abstract level, independent of the listeners' phonetic processing abilities. Results suggest that spurious activation of L2 words containing L2-specific contrasts in spoken-word recognition is contingent on the L2 listeners' inadequate phonetic processing abilities.

Second language research. -- 2015 (January), v.31, n.1, p. 29-52

1. English 2. Japanese 3. L1 phonology 4. L2 spoken-word recognition 5. Phonetic processing

5

A simple view of linguistic complexity [Texto impreso] / Gabriele Pallotti

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. 127-129

Although a growing number of second language acquisition (SLA) studies take linguistic complexity as a dependent variable, the term is still poorly defined and often used with different meanings, thus posing serious problems for research synthesis and knowledge accumulation. This article proposes a simple, coherent view of the construct, which is defined in a purely structural way, i.e. the complexity directly arising from the number of linguistic elements and their interrelationships. Issues of cognitive cost (difficulty) or developmental dynamics (acquisition) are explicitly excluded from this theoretical definition and its operationalization. The article discusses how the complexity of an interlanguage system can be assessed based on the limited samples with which SLA researchers usually work. For the areas of morphology, syntax and the lexicon, some measures are proposed that are coherent with the purely structural view advocated, and issues related to their operationalization are critically scrutinized.

Second language research. -- 2015 (January), v.31, n.1, p. 117-134

1. Interlanguage analysis 2. Lexicon 3. Linguistic complexity 4. Linguistic typology 5. Morphology 6. Quantitative linguistics 7. Research methods 8. Syntax

6

Visual attention and quantifier-spreading in heritage Russian bilinguals [Texto impreso] / Irina Sekerina, Antje Saueremann

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. 97-99

It is well established in language acquisition research that monolingual children and adult second language learners misinterpret sentences with the universal quantifier every and make quantifier-spreading errors that are attributed to a preference for a match in number between two sets of objects. The present Visual World eye-tracking study tested bilingual heritage Russian-English adults and investigated how they interpret of sentences like every alligator lies in a bathtub in both languages. Participants performed a sentence-picture verification task while their eye movements were recorded. Pictures showed three pairs of alligators in bathtubs and two extra objects: elephants (Control condition), bathtubs (Overexhaustive condition), or alligators (Underexhaustive condition). Monolingual adults performed at ceiling in all conditions. Heritage language (HL) adults made 20% q-spreading errors, but only in the Overexhaustive condition, and when they made an error they spent more time looking at the two extra bathtubs during the Verb region. We attribute q-spreading in HL speakers to cognitive overload caused by the necessity to integrate conflicting sources of information, i.e. the spoken sentences in their weaker, heritage, language and attention-demanding visual context, that differed with respect to referential salience.

Second language research. -- 2015 (January), v.31, n.1, p. 75-104

1. Eye-tracking 2. Heritage language 3. Quantifier-spreading 4. Russian 5. Universal quantifiers 6. Visual attention