

## 1

**Domain definition and search techniques in meta-analyses of L2 research (Or why 18 meta-analyses of feedback have different results) [Recurso electrónico] / Luke Plonsky, Dan Brown**

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

References: p. 276-278

Applied linguists have turned increasingly in recent years to meta-analysis as the preferred means of synthesizing quantitative research. The first step in the meta-analytic process involves defining a domain of interest. Despite its apparent simplicity, this step involves a great deal of subjectivity on the part of the meta-analyst. This article problematizes the importance of clearly defining and operationalizing meta-analytic domains. Toward that end, we present a critical review of one particular domain, corrective feedback, which has been subject to 18 unique meta-analyses. Specifically, we examine the unique approach each study has taken in defining their domain of interest. In order to demonstrate the critical role of this stage in the meta-analytic process, we also examine variability in summary effects as a function of the unique subdomains in the sample. Because different techniques used to identify candidate studies carry assumptions about the type of research that falls within the domain of interest (e.g. published vs. unpublished), we also include a brief review of search techniques employed in a set of 81 meta-analyses of second language research. Building on the work of In'nami and Koizumi (2010) and Oswald and Plonsky (2010), the results for this phase of the analysis show that L2 meta-analysts generally rely on a stable but very limited set of search strategies, none of which is likely to yield unpublished studies. Based on our findings related both to domain definition and search techniques employed by L2 researchers, we make specific recommendations for future meta-analytic practice in the field.

Second language research. -- 2015 (April), v. 31, n. 2, p. 267-278

1. Corrective feedback 2. Domain definition 3. Meta-analysis 4. Search techniques

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## 2

**False cognates [Recurso electrónico] : the effect of mismatch in morphological complexity on a backward lexical translation task / Vikki Janke, Marina Kolokonte**

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

References: p. 151-153

In this article we focus on 'false cognates', lexical items that have overlapping orthographic/phonological properties but little or no semantic overlap. False-cognate pairs were created from French (second language or L2) and English (first language or L1) items by manipulating the levels of morphological correspondence between them. Our aim was to test whether mismatches in morphological structure affected success on a low-frequency backward lexical translation task. Fifty-eight participants, divided into four groups (A-level; degree level; adult learners; bilinguals) were tested on monomorphemic items (simplex), polymorphemic items (complex), items whose morphological structure in French exceeded that of their English counterpart (mismatch), and control items. Translation success rate followed a uniform pattern: control > mismatch > simplex > complex. With respect to the false-friend effect, participant responses were also uniform: complex > simplex > mismatch. It is argued that an independent level of morphology explains these results.

Second language research. -- 2015 (April), v. 31, n. 2, p. 137-156

1. False cognates 2. L2 processing 3. Mental lexicon 4. Morpholog

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## 3

**Long-distance wh-movement and long-distance wh-movement avoidance in L2 English [Recurso electrónico] : evidence from French and Bulgarian speakers / Nikolay Slavkov**

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

References: p. 207-210

This article investigates spoken productions of complex questions with long-distance wh-movement in the L2 English of speakers whose first language is (Canadian) French or Bulgarian. Long-distance wh-movement is of

interest as it can be argued that it poses difficulty in acquisition due to its syntactic complexity and related high processing load. Adopting the derivational complexity hypothesis, which has so far been applied to long-distance (LD) wh-movement in L1 acquisition and child second language acquisition, I argue that adult L2 learners also show evidence that questions with LD wh-movement are often replaced by alternative utterances with lower derivational complexity. I propose that such utterances, which are sometimes of equivalent length and with similar meaning to the targeted LD wh-structures, are avoidance strategies used by the learners as an intermediate acquisition resource. That is, such strategies are used as an escape-hatch from the derivational complexity of LD wh-movement. Overall, the results of this research indicate that the link between the number and complexity of derivational steps in a given structure is a fruitful area with strong potential in the second language acquisition field.

Second language research. -- 2015 (April), v. 31, n. 2, p. 179-210

1. Avoidance strategies 2. Bulgarian 3. Derivational complexity hypothesis 4. English 5. French 6. Long distance (LD) wh-movement 7. Second language acquisition

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4

**On the impact of L2 speech rhythm on syntactic ambiguity resolution [Recurso electrónico] / M. Paula Roncaglia-Denissen, Maren Schmidt-Kassow, Angela Heine, Sonja A. Kotz**

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

References: p. 174-178

In an event-related potential (ERP) study we investigated the role of age of acquisition (AoA) on the use of second language rhythmic properties during syntactic ambiguity resolution. Syntactically ambiguous sentences embedded in rhythmically regular and irregular contexts were presented to Turkish early and late second language (L2) learners of German and to German monolingual controls. Regarding rhythmic properties, Turkish is syllable-timed and prefers the iamb as its metric foot, while German is stress-timed, relying on the trochee. To utilize rhythm during the processing of syntactic ambiguity in L2, Turkish early and late L2 learners of German must master different rhythmic properties than in their first language. ERPs reveal a reduction in the P600 response to object-first sentences presented in rhythmically regular, but not in rhythmically irregular contexts for early learners and monolinguals only. No such effect was found for late L2 learners. Results indicate an interactive use of rhythmic information during the processing of syntactic ambiguity by monolinguals and early learners. Further, data from late L2 learners suggest that the acquisition of rhythmic properties may have to occur in a sensitive learning period.

Second language research. -- 2015 (April), v. 31, n. 2, p. 157-178

1. Age of acquisition 2. Second language 3. Speech rhythm 4. Syntactic ambiguity

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5

**Perception of non-native consonant length contrast [Recurso electrónico] : the role of attention in phonetic processing / Vincent J. Porretta, Benjamin V. Tucker**

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

References: p. 263-265

The present investigation examines English speakers' ability to identify and discriminate non-native consonant length contrast. Three groups (L1 English No-Instruction, L1 English Instruction, and L1 Finnish control) performed a speeded forced-choice identification task and a speeded AX discrimination task on Finnish non-words (e.g. /hupo/-/huppo/) which were manipulated for intervocalic consonant duration. The results indicate that basic information, focusing the participants' attention on a particular contrast, assists novice listeners in processing a non-native contrast. We find support for a phonetic level of processing which is intermediate to non-linguistic acoustic processing and phonemic processing at which the phonetic cue of duration becomes significant. We interpret the results in relation to the Speech Learning Model (Flege 1995, 2003).

Second language research. -- 2015 (April), v. 31, n. 2, p. 239-265

1. Attention 2. Consonant length 3. Non-native contrast 4. Perception 5. Second language acquisition

6

**A preposition is something you can end a sentence with [Recurso electrónico] : learning English stranded prepositions through structural priming / Mark A. Conroy, Inés Antón-Méndez**

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

References: p. 233-236

This study investigated whether second language (L2) learners of English could learn to produce stranded prepositions through structural priming. Structural priming is the tendency for speakers to repeat the structure of previously experienced sentences, without intention or conscious awareness of such behaviour, and is thought to be associated with implicit learning of syntactic structure. The syntactic structure chosen for this study was the stranded preposition in English relative clauses, a structure which is known to be difficult for L2 learners to acquire, and which is often replaced by a related ungrammatical interlanguage variant: null preposition (null prep). It was hypothesized that, during and just after a structural priming treatment, learners would produce more sentences containing stranded prepositions and fewer null prep sentences than before the treatment. The results revealed that learners indeed produced more stranded prepositions during and after priming than before and we interpret this behaviour as a possible indication of implicit learning of an L2 structure. However, learners did not produce significantly fewer null preps during and after priming than before. We discuss the findings in terms of second language acquisition theory, interlanguage processes, and possible pedagogical implications.

Second language research. -- 2015 (April), v. 31, n. 2, p. 211-237

1. Implicit learning 2. Interlanguage 3. Language learning 4. Null prep 5. Second language acquisition 6. Stranded prepositions 7. Structural priming 8. Syntactic priming

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