

1**Advanced learners' comprehension of discourse connectives [Recurso electrónico] : the role of L1 transfer across on-line and off-line tasks / Sandrine Zufferey, Willem Mak, Liesbeth Degand, Ted Sanders**

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

References: p. 407-409

Discourse connectives are important indicators of textual coherence, and mastering them is an essential part of acquiring a language. In this article, we compare advanced learners' sensitivity to the meaning conveyed by connectives in an off-line grammaticality judgment task and an on-line reading experiment using eye-tracking. We also assess the influence of first language (L1) transfer by comparing learners' comprehension of two non-native-like semantic uses of connectives in English, often produced by learners due to transfer from French and Dutch. Our results indicate that in an off-line task transfer is an important factor accounting for French- and Dutch-speaking learners' non-native-like comprehension of connectives. During on-line processing, however, learners are as sensitive as native speakers to the meaning conveyed by connectives. These results raise intriguing questions regarding explicit vs. implicit knowledge in language learners.

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1. Discourse connectives 2. Eye-tracking 3. English as a foreign language 4. Grammaticality judgments 5. Transfer

2**Consciousness in SLA [Recurso electrónico] : a modular perspective / John Truscott**

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References: p. 430-434

Understanding the place of consciousness in second language acquisition (SLA) is crucial for an understanding of how acquisition occurs. Considerable work has been done on this topic, but nearly all of it assumes a highly non-modular view, according to which language and its development is 'nothing special'. As this assumption runs counter to much of the thinking in SLA, there is a need for an account of the place of consciousness within a framework that assumes that core aspects of language compose a distinct module (or modules) of the mind: that language is something special. This article offers such an account within the reasonably well-established MOGUL framework, with its approach to consciousness and the place of consciousness in the cognitive system. After briefly reviewing existing work and then the topics of modularity and consciousness, it presents MOGUL and its treatment of consciousness and then considers the way that this account applies to (1) the initial establishment of linguistic representations in perception, (2) the way that these representations are then consolidated, (3) restructuring of the system of representations, and (4) the development of linguistic knowledge outside the language module, i.e. conceptual linguistic knowledge.

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1. Consciousness 2. MOGUL 3. Modularity 4. SLA

3**Production and on-line comprehension of definiteness in English and Dutch by monolingual and sequential bilingual children [Recurso electrónico] / Vasiliki Chondrogianni, Nada Vasic, Theodoros Marinis, Elma Blom**

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References: p. 338-341

The present article examines production and on-line processing of definite articles in Turkish-speaking sequential bilingual children acquiring English and Dutch as second languages (L2) in the UK and in the Netherlands, respectively. Thirty-nine 6-8-year-old L2 children and 48 monolingual (L1) age-matched children participated in two separate studies examining the production of definite articles in English and Dutch in conditions manipulating semantic context, that is, the anaphoric and the bridging contexts. Sensitivity to article omission was examined in the same groups of children using an on-line processing task involving article use in the same semantic contexts as in the production task. The results indicate that both L2 children and L1 controls are less accurate when definiteness is established by keeping track of the discourse referents (anaphoric) than

when it is established via world knowledge (bridging). Moreover, despite variable production, all groups of children were sensitive to the omission of definite articles in the on-line comprehension task. This suggests that the errors of omission are not due to the lack of abstract syntactic representations, but could result from processes implicated in the spell-out of definite articles. The findings are in line with the idea that variable production in child L2 learners does not necessarily indicate lack of abstract representations (Haznedar and Schwartz, 1997).

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1. Child L2 acquisition 2. Definite articles 3. On-line processing 4. Production

4

The production of gender agreement in native and L2 Spanish [Recurso electrónico] : the role of morphophonological form / Rebecca Foote

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

References: p. 369-371

In native speakers of gender-marking languages, mechanisms of gender production appear to be affected by the morphophonological cues to gender present in the noun phrase. This influence is manifested in higher levels of production accuracy when more transparent cues to gender are present in comparison to when they are not. The goal of the present study was to examine the role of morphophonological cues to gender in the production of gender agreement in native speakers and second language learners of Spanish in light of the Marking and Morphing account of agreement (Eberhard et al., 2005). Participants repeated and completed complex subject noun phrases with head nouns that varied in gender and gender-marking transparency. Analyses of accuracy rates along with Marking and Morphing model simulations of the results indicated that, contrary to previous findings, native speakers were not affected by gender-marking transparency. However, based on model simulations, second language (L2) learners were affected by the morphophonological form of the head noun.

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1. Agreement 2. Grammatical gender 3. L2 learners 4. Language production 5. Spanish

5

Second language acquisition across modalities [Recurso electrónico] : production variability in adult L2 learners of American Sign Language / Allison I. Hilger, Torrey M.J. Loucks, David Quinto-Pozos, Matthew W.G. Dye

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References: p. 386-388

A study was conducted to examine production variability in American Sign Language (ASL) in order to gain insight into the development of motor control in a language produced in another modality. Production variability was characterized through the spatiotemporal index (STI), which represents production stability in whole utterances and is a function of variability in effector displacement waveforms (Smith et al., 1995). Motion capture apparatus was used to acquire wrist displacement data across a set of eight target signs embedded in carrier phrases. The STI values of Deaf signers and hearing learners at three different ASL experience levels were compared to determine whether production stability varied as a function of time spent acquiring ASL. We hypothesized that lower production stability as indexed by the STI would be evident for beginning ASL learners, indicating greater production variability, with variability decreasing as ASL language experience increased. As predicted, Deaf signers showed significantly lower STI values than the hearing learners, suggesting that stability of production is indeed characteristic of increased ASL use. The linear trend across experience levels of hearing learners was not statistically significant in all spatial dimensions, indicating that improvement in production stability across relatively short time scales was weak. This novel approach to characterizing production stability in ASL utterances has relevance for the identification of sign production disorders and for assessing L2 acquisition of sign languages.

Second language research. -- 2015 (July), v. 31, n. 3, p. 375-388

1. American Sign Language 2. L2 3. Motion capture 4. Production 5. Spatiotemporal index