

1**L2 Chinese [Recurso electrónico] : grammatical development and processing / Ziyin Mai**

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

References: p. 138-141

Two recent books (Jiang, 2014, *Advances in Chinese as a second language*; Wang, 2013, *Grammatical development of Chinese among non-native speakers*) provide new resources for exploring the role of processing in acquiring Chinese as a second language (L2). This review article summarizes, assesses and compares some of the findings in these books with reference to current interests in L2 sentence processing and other research findings in L2 Chinese. It is shown that there have been serious attempts to link acquisition and processing of L2 Chinese, and that Chinese offers rich materials to study how L2 learners develop sensitivity to semantic and discourse conditions on L2 structures and acquire new grammatical features associated with them through parsing the input. However, to reach this goal, a more fine-grained approach to L2 Chinese structures and their processability needs to be taken.

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1. Grammar 2. L2 Chinese 3. Processability 4. Processing

2**Meaning and function of dummy auxiliaries in adult acquisition of Dutch as an additional language [Recurso electrónico] / Manuela Julien, Roeland van Hout and Ineke van de Craats**

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

References: p. 71-73

This article presents the results of experimental data on language production and comprehension. These show that adult learners of Dutch as an additional language, with different language backgrounds, and a L2 proficiency below level A2 (Waystage) of the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001), use dummy auxiliaries as a structural device and interpret them as semantically vacuous. Proficiency level in the target language, more than language background, seems to determine the occurrence of dummy auxiliaries, and also which dummy auxiliary is used. Participants at a lower level of language acquisition use both dummy auxiliaries *zijn* ('be') and *gaan* ('go'), whereas more advanced learners continue using predominantly dummy auxiliary *gaan*. These findings suggest that both dummy auxiliaries have a trigger function in setting the step from nonfinite utterances, to utterances with dummy auxiliaries carrying morphological information, and finally to utterances in which the morphological information is carried by the finite verb

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1. Aspect 2. Berber Tarifiyt 3. Dummy auxiliaries 4. Dutch 5. Finiteness 6. Moroccan Arabic 7. Second language acquisition 8. Tense 9. Turkish

3**Processing modifier-head agreement in L1 and L2 Finnish [Recurso electrónico] : an eye-tracking study / Seppo Vainio, Anneli Pajunen, Jukka Hyönä**

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

References: p. 23-24

This study investigated the effect of first language (L1) on the reading of modifier-head case agreement in second language (L2) Finnish by native Russian and Chinese speakers. Russian is similar to Finnish in that both languages use case endings to mark grammatical roles, whereas such markings are absent in Chinese. The critical nouns were embedded in sentences, where the head noun was either preceded by an agreeing modifier or the modifier was absent. Readers' eye fixation patterns were used as indices of online processing. Both natives and non-natives showed a facilitatory effect of agreement; reading head nouns was easier when they were preceded by an agreeing modifier. Typological distance in terms of the structural complexity of words between L1 and L2 did not influence the processing.

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1. Eye movements 2. Modifier-head agreement 3. Reading 4. Second language acquisition 5. Transfer

4

The role of L1 conceptual and linguistic knowledge and frequency in the acquisition of L2 metaphorical expressions [Recurso electrónico]: an eye-tracking study / Ebru Türker

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

References: p. 43-46

This study investigates how figurative language is processed by learners of a second language (L2). With an experiment testing L2 comprehension of figurative expressions in three categories, each combining shared and unshared first language (L1) and L2 lexical representations and conceptual representations in a different way, the study investigates the effects of L1 conceptual knowledge, L1 linguistic knowledge and L1 frequency. I predict that in cases where the L1 and L2 share similarities in terms of conceptual knowledge (e.g. ANGER IS FIRE) and metaphorical expressions (e.g. His eyes are burning with anger), learners will better comprehend the L2 figurative expressions than in cases where the L1 and L2 share no such similarities. I further predict that when L1 and L2 share similarities in both conceptual knowledge and metaphorical expression, L1 frequency will have a positive effect on L2 metaphorical comprehension. These hypotheses are tested by examining the comprehension of advanced-level L2 Korean learners whose native language is English. The testing items are 54 Korean metaphorical expressions related to three emotion concepts (ANGER, HAPPINESS and SADNESS) presented to participants in one decontextualized and two contextualized tasks (limited and elaborated). The results demonstrate that the effects of L1 conceptual/linguistic knowledge and L1 frequency vary depending on the given context. The L2 learners performed significantly better with figurative language for which L1 and L2 show similarities at both lexical and conceptual levels, but only in the conditions of no or limited context. In the same conditions, the study also found a significant effect of L1 frequency on L2 processing of figurative language. This study suggests that the L1 has considerable influence on how L2 metaphorical expressions are processed in a nonsupportive context, even at higher levels of proficiency.

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1. Conceptual metaphor 2. Figurative language 3. Frequency 4. Korean metaphors 5. L2 metaphor acquisition 6. Metaphor processing

5

Structural and inherent case in the non-native processing of Spanish [Recurso electrónico] : constraints on inflectional variability / Holger Hopp, Mayra E. León Arriaga

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

References: p. 97-100

This article reports an eye-tracking study on the native and non-native processing of case in Spanish. Twenty-four native and 27 first language (L1) German non-native speakers of Spanish were tested on their sensitivity to case marking violations involving structural case with objects of ditransitive verbs and to violations of inherent case for objects of transitive verbs (differential object marking; DOM). Both groups distinguished between grammatical and ungrammatical case marking for all sentence types in off-line acceptability judgments. In reading, however, the non-native speakers, unlike the native speakers, were sensitive only to violations of structural case marking with ditransitive verbs and the erroneous realization of DOM with inanimate objects. In contrast, they did not show processing slowdowns for the omission of DOM with animate objects. We interpret the asymmetry in non-native processing as reflecting sensitivity of the parser to grammatical feature hierarchies in that the parser licenses default case markings, yet flags feature clashes occasioned by the suppliance of erroneous inflectional forms with inherent case marking. We discuss the findings in the context of current approaches to second language (L2) acquisition and processing.

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1. Case 2. Inflection 3. L2 processing 4. Morphosyntax

6

Transfer of L1 visual word recognition strategies during early stages of L2 learning [Recurso electrónico] : evidence from Hebrew learners whose first language is either Semitic or Indo-European/ Holger Hopp, Mayra E. León Arriaga

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

References: p. 121-122

The present study examined visual word recognition processes in Hebrew (a Semitic language) among beginning learners whose first language (L1) was either Semitic (Arabic) or Indo-European (e.g. English). To examine if learners, like native Hebrew speakers, exhibit morphological sensitivity to root and word-pattern morphemes, learners made an off-line graded lexical decision task on unfamiliar letter strings. Critically, these letter strings were manipulated to include or exclude familiar Hebrew morphemes. The results demonstrate differential morphological sensitivity as a function of participants' language background. In particular, Indo-European-L1 learners exhibited increased sensitivity to word-pattern familiarity, with little effect of root familiarity. In contrast, Semitic-L1 learners exhibited non-additive sensitivity to both morphemes. Specifically, letter strings with a familiar root and a familiar word-pattern were the most likely to be judged as real words by this L1-Semitic group, whereas strings with a familiar root in the absence of a familiar word-pattern were the most likely to lead to a non-word decision. These findings show that both groups of learners activate their morphological knowledge in Hebrew in order to process unfamiliar Hebrew words. Critically, the findings further demonstrate transfer of L1 word recognition processes during the initial stages of second language (L2) learning.

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1. Hebrew 2. L1 transfer 3. L2 learning 4. Morphology 5. Visual word recognition
