

1

Affect trumps age [Recurso electrónico] : a person-in-context relational view of age and motivation in SLA / Simone E. Pfenninger, David Singleton

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

References: p. 337-341

Recent findings (see, for example, Muñoz and Singleton, 2011) indicate that age of onset is not a strong determinant of instructed foreign language (FL) learners' achievement and that age is intricately connected with social and psychological factors shaping the learners' overall FL experience. The present study, accordingly, takes a participant-active approach by examining and comparing second language (L2) data, motivation questionnaire data, and language experience essays collected from a cohort of 200 Swiss learners of English as a foreign language (EFL) at the beginning and end of secondary school. These were used to analyse (1) whether in the long run early instructed FL learners in Switzerland outperform late instructed FL learners, and if so the extent to which motivation can explain this phenomenon, (2) the development of FL motivation and attitudes as students ascend the educational ladder, (3) the degree to which school-level variables affect age-related differences, and (4) learners' beliefs about the age factor. We set out to combine large-scale quantitative methods (multilevel analyses) with individual-level qualitative data. While the results reveal clear differences with respect to rate of acquisition in favor of the late starters, whose motivation is more strongly goal- and future-focused at the first measurement, there is no main effect for starting age at the end of mandatory school time. Qualitative analyses of language experience essays offer insights into early and late starters' L2 learning experience over the course of secondary school, capturing the multi-faceted complexity of the role played by starting age.

Second language research. – 2016 (July), v. 32, n. 3, p. 311-345

1. Age factor 2. Context variables 3. Learner beliefs 4. Motivation 5. Multilevel modeling

2

Dissimilation in the second language acquisition of Mandarin Chinese tones [Recurso electrónico] / Hang Zhang

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

References: p. 448-451

This article extends Optimality Theoretic studies to the research on second language tone phonology. Specifically, this work analyses the acquisition of identical tone sequences in Mandarin Chinese by adult speakers of three non-tonal languages: English, Japanese and Korean. This study finds that the learners prefer not to use identical lexical tones on adjacent syllables, especially the contour tone sequences. It is argued that the Obligatory Contour Principle (OCP) was playing a role in shaping the second language Chinese tonal phonology even though it was not learned from these speakers' native languages, nor found widely applied in the target language. The acquisition order of tone pairs suggests an interacting effect of the OCP and the Tonal Markedness Scale. This study presents a constraint-based analysis and proposes a four-stage path of OCP subconstraint re-ranking to account for the error patterns found in the phonological experiment.

Second language research. – 2016 (July), v. 32, n. 3, p. 427-451

1. Mandarin Chinese 2. Constraint re-ranking 3. Dissimilation 4. Obligatory Contour Principle 5. Optimality Theory 6. Second language tones 7. Tonal Markedness Scale

3

Phonological substitution errors in L2 ASL sentence processing by hearing M2L2 learners [Recurso electrónico] / Joshua Williams, Sharlene Newman

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

References: p. 364-366

In the present study we aimed to investigate phonological substitution errors made by hearing second language (M2L2) learners of American Sign Language (ASL) during a sentence translation task. Learners saw sentences in ASL that were signed by either a native signer or a M2L2 learner. Learners were to simply translate the sentence from ASL to English. Learners' responses were analysed for lexical translation errors that were caused by phonological parameter substitutions. Unlike previous related studies, tracking phonological substitution errors during sentence translation allows for the characterization of uncontrolled and naturalistic perception errors. Results indicated that learners made mostly movement errors followed by handshape and location errors. Learners made more movement errors for sentences signed by the M2L2 learner relative to those by the native signer. Additionally, high proficiency learners made more handshape errors than low proficiency learners. Taken together, this pattern of results suggests that late M2L2 learners are poor at perceiving the movement parameter and M2L2 production variability of the movement parameter negatively contributes to perception.

Second language research. – 2016 (July), v. 32, n. 3, p. 347-366

1. American Sign Language 2. Bimodal bilingualism 3. Phonological errors 4. Second language 5. Sign perception

4

Similarity in L2 Phonology [Recurso electrónico] : evidence from L1 Spanish late-learners' perception and lexical representation of English vowel contrasts / Shannon Barrios, Jiang Nan, William J. Idsardi

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

References: p. 390-394

Adult second language (L2) learners often experience difficulty producing and perceiving nonnative phonological contrasts. Even relatively advanced learners, who have been exposed to an L2 for long periods of time, struggle with difficult contrasts, such as /ɪ/-/i/ for Japanese learners of English. To account for the relative ease or difficulty with which L2 learners perceive and acquire nonnative contrasts, theories of L2 speech perception and phonology often appeal to notions of 'similarity', but how is 'similarity' best captured? In this article, we review two prominent approaches to similarity in L2 speech perception and phonology and present the findings from two experiments that investigated the role of phonological features in the perception and lexical representation of two vowel contrasts that exist in English, but not in Spanish. In particular, we explored whether L1 phonological features can be reused to represent nonnative contrasts in the second language (Brown, 1998, 2000), as well as to what extent new phonological structure might be acquired by advanced late-learners. We show that second language acquisition of phonology is not constrained by the phonological features made available by the learner's native language grammar, nor is the use of particular phonological features in the native language grammar sufficient to trigger redeployment. These findings suggest that feature availability is neither a necessary, nor a sufficient, condition to predict the observed learning outcomes. These results are discussed in the context of current theories of nonnative and L2 speech perception and phonological development.

Second language research. – 2016 (July), v. 32, n. 3, p. 367-395

1. English 2. L2 speech perception 3. Lexical encoding 4. Phonological features 5. Phonological similarity 6. Repetition priming 7. Spanish 8. Spoken word recognition

5

Using eye-tracking in applied linguistics and second language research [Recurso electrónico] / Kathy Conklin, Ana Pellicer-Sánchez

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

References: p. 465-467

With eye-tracking technology the eye is thought to give researchers a window into the mind. Importantly, eye-tracking has significant advantages over traditional online processing measures: chiefly that it allows for more 'natural' processing as it does not require a secondary task, and that it provides a very rich moment-to-moment data source. In recognition of the technology's benefits, an ever increasing number of researchers in applied linguistics and second language research are beginning to use it. As eye-tracking gains traction in the field, it is important to ensure that it is established in an empirically sound fashion. To do this it is important for the field to come to an understanding about what eye-tracking is, what eye-tracking measures tell us, what it can be used for,

and what different eye-tracking systems can and cannot do. Further, it is important to establish guidelines for designing sound research studies using the technology. The goal of the current review is to begin to address these issues.

Second language research. – 2016 (July), v. 32, n. 3, p. 453-467

1. Applied linguistics 2. Eye-tracking 3. Second language 4. SLA

6

Word boundaries in L2 speech [Recurso electrónico] : evidence from Polish learners of English / Geoffrey Schwartz

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

References: p. 422-424

Acoustic and perceptual studies investigate B2-level Polish learners' acquisition of second language (L2) English word-boundaries involving word-initial vowels. In production, participants were less likely to produce glottalization of phrase-medial initial vowels in L2 English than in first language (L1) Polish. Perception studies employing word monitoring and word counting tasks found that glottalization of word-initial vowels had a negligible impact on the processing of L2 word boundaries. Taken together, these experiments suggest that B2-level learners are relatively successful in acquiring word-boundary linking processes that are for the most part absent from L1 Polish, and challenge the notion of an L2 'Word Integrity' constraint. The cross-language interactions observed in these experiments are compatible with the claim that the realization of word-initial vowels is governed by a representational parameter, which may be derived in the Onset Prominence framework

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1. L2 Speech 2. Polish learners of English 3. Vowel glottalization 4. Word boundaries
