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Beyond poverty [Recurso electrónico] : engaging with input in generative SLA / Tom Rankin, Sharon Unsworth

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

References: p. 571-572

A generative approach to language acquisition is no different from any other in assuming that target language input is crucial for language acquisition. This discussion note addresses the place of input in generative second language acquisition (SLA) research and the perception in the wider field of SLA research that generative SLA 'ignores' the input. This impression may have arisen because generative SLA researchers have tended not to systematically study quantitative distribution of input properties, nor qualitative properties of the input available to learners. We argue that precisely these sorts of studies would be at least beneficial, if not indispensable, to the development of a comprehensive (generative) theory of SLA. Furthermore, a welcome side-effect of more systematic engagement with input would be potential for greater accessibility for generative SLA in the wider field of second language (L2) studies.

Second language research. – 2016 (October), v. 32, n. 4, p. 563-572

1. Generative theory 2. Input 3. Second language acquisition 4. Poverty of the stimulus 5. UG

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English compound and non-compound processing in bilingual and multilingual speakers [Recurso electrónico] : Effects of dominance and sequential multilingualism / Jorge González Alonso, Julián Villegas, María del Pilar García Mayo

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

References: p. 528-532

This article reports on a study investigating the relative influence of the first language and dominant language (L1) on second language (L2) and third language (L3) morpho-lexical processing. A lexical decision task compared the responses to English NV-er compounds (e.g. taxi driver) and non-compounds provided by a group of native speakers and three groups of learners at various levels of English proficiency: L1 Spanish - L2 English sequential bilinguals and two groups of early Spanish-Basque bilinguals with English as their L3. Crucially, the two trilingual groups differed in their first and dominant language (i.e. L1 Spanish - L2 Basque vs. L1 Basque - L2 Spanish). Our materials exploit an (a) symmetry between these languages: while Basque and English pattern together in the basic structure of (productive) NV-er compounds, Spanish presents a construction that differs in directionality as well as inflection of the verbal element (V[3SG]+ N). Results show between and within group differences in accuracy and response times that may be ascribable to two factors besides proficiency: the number of languages spoken by a given participant and their dominant language. An examination of response bias reveals an influence of the participants' first and dominant language on the processing of NV-er compounds. Our data suggest that morphological information in the non-native lexicon may extend beyond morphemic structure and that, similarly to bilingualism, there are costs to sequential multilingualism in lexical retrieval.

Second language research. – 2016 (October), v. 32, n. 4, p. 503-535

1. Compounds 2. Dominance 3. Morphological representation 4. Multilingualism 5. Non-native processing

3**Processing nonnative consonant clusters in the classroom [Recurso electrónico] : perception and production of phonetic detail/ Lisa Davidson, Colin Wilson**

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

Recent research has shown that speakers are sensitive to non-contrastive phonetic detail present in nonnative speech (e.g. Escudero et al. 2012; Wilson et al. 2014). Difficulties in interpreting and implementing unfamiliar phonetic variation can lead nonnative speakers to modify second language forms by vowel epenthesis and other changes. These difficulties may be exacerbated in the classroom, as previous studies have found that classroom acoustics have a detrimental effect on listeners' ability to identify nonnative sounds and words (e.g. Takata and Nábelek, 1990). Here we compare the effects of two acoustic environments - a sound booth and a classroom - on English speakers' ability to process and produce unfamiliar consonant sequences in an immediate shadowing task. A number of acoustic-phonetic properties were manipulated to create variants of word-initial obstruent-obstruent and obstruent-nasal clusters. The acoustic manipulations significantly affected English speakers' correct productions and detailed error patterns in both the sound booth and the classroom, suggesting that the relevant acoustic detail is not substantially degraded by classroom acoustics. However, differences in the response patterns in the two environments indicate that the classroom setting does affect how speakers interpret nonnative phonetic detail for the purpose of determining their production targets.

Second language research. – 2016 (October), v. 32, n. 4, p. 471-502

1. Acoustic detail 2. Classroom acoustics 3. Non-native speech perception 4. Non-native speech production 5. Phonotactics

4**Semantic and conceptual factors in Spanish-English bilinguals' processing of lexical categories in their two languages [Recurso electrónico] / Virginia C Mueller Gathercole, Hans Stadthagen-González, Rocío Pérez-Tattam, Feryal Yavas**

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

References: p. 560-562

This study examines possible semantic interaction in fully fluent adult simultaneous and early second language (L2) bilinguals. Monolingual and bilingual speakers of Spanish and English (n= 144) were tested for their understanding of lexical categories that differed in their two languages. Simultaneous bilinguals came from homes in which Spanish or Spanish and English were spoken when they were children, and L2 bilinguals entered the US as children. Accuracy data show higher ultimate attainment of language-specific semantic knowledge in English than in Spanish, but in both languages the interaction of the semantic categories with conceptual knowledge is observable. The data reveal subtle differences in early bilinguals' extensions of words, but only in some types of categories, and modified by level of proficiency.

Second language research. – 2016 (October), v. 32, n. 4, p. 537-562

1. Compounds 2. Dominance 3. Morphological representation 4. Multilingualism 5. Non-native processing
