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L1 frequency in foreign language acquisition [Recurso electrónico] : recurrent word combinations in French and Spanish EFL learner writing / Magali Paquot

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

References: p. 29-32

This study investigated French and Spanish EFL (English as a foreign language) learners' preferred use of three-word lexical bundles with discourse or stance-oriented function with a view to exploring the role of first language (L1) frequency effects in foreign language acquisition. Word combinations were extracted from learner performance data (i.e. argumentative essays), and the frequency of their translation equivalent forms was analysed on the basis of French and Spanish L1 corpora. Strong and positive monotonic correlations were found between the frequency of a lexical bundle in the EFL learners' written productions and the frequency of its equivalent form in the learners' first language. Results also suggest that different patterns of use across the two L1 learner populations may be explained by frequency differences in L1 French and Spanish. Overall, the study calls for a more systematic investigation of L1 frequency effects within usage-based perspectives on second language acquisition.

Second language research. – 2017 (January), v. 33, n. 1, p. 13-32

1. Crosslinguistic influence 2. Frequency 3. Learner writing 4. Lexical bundle

2

Learning datives [Recurso electrónico] : The Tolerance Principle in monolingual and bilingual acquisition / Charles Yang, Silvina Montrul

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

References: p. 140-144

We study the learnability problem concerning the dative alternations in English (Baker, 1979; Pinker, 1989). We consider how first language learners productively apply the double-object and to-dative constructions (give the book to library/give the library the book), while excluding negative exceptions (donate the book to the library/*donate the library the book). Our solution for first language acquisition is based on The Tolerance Principle, a formal model that detects productivity from the distributional properties of the input data (Yang, 2005, 2016). This principle predicts an acquisition stage where the constructions are productive, followed by a stage where learners retreat from overgeneralization and form more finely grained rules. This work calls for a formally rigorous model of acquisition, which can incorporate input effects and retain the benefits of an abstract generative grammar without resorting to piecemeal learning. We provide an analysis of child-directed speech in the CHILDES database to support the learning proposal for first language acquisition, while considering its potential applicability to second language (L2) acquisition and first language (L1) attrition.

Second language research. – 2017 (January), v. 33, n. 1, p. 119-144

1. Dative alternation 2. English 3. Exceptions L1 acquisition 4. L1 attrition 5. L2 acquisition 6. Productivity

3

Phrase frequency, proficiency and grammaticality interact in non-native processing [Recurso electrónico] : implications for theories of SLA / Kailen Shantz

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

References: p. 114-117

This study reports on a self-paced reading experiment in which native and non-native speakers of English read sentences designed to evaluate the predictions of usage-based and rule-based approaches to second language acquisition (SLA). Critical stimuli were four-word sequences embedded into sentences in which phrase frequency and grammaticality were crossed in order to examine whether grammatical processing is modulated by phrase frequency. The magnitude of grammaticality effects for native speakers did not differ by phrase frequency, indicating that phrase frequency does not modulate native grammatical processing. Phrase frequency did,

however, modulate the magnitude of non-native grammaticality effects. This modulating effect of phrase frequency on grammatical processing for non-native speakers depended on proficiency, showing a u-shaped change in the size of grammaticality effects relative to speaker proficiency. The overall pattern of change in grammaticality effects suggests a gradual developmental shift in grammatical processing from an initial reliance on phrase frequency to an eventual abstraction of generalizable rules from the linguistic input once sufficient experience has accumulated. Results suggest that second language (L2) grammatical development relies on a combination of both usage-based and rule-based knowledge and processing, rather than exclusive reliance on one or the other.

Second language research. – 2017 (January), v. 33, n. 1, p. 91-118

1. Grammar 2. Lexical bundles 3. Morphosyntax 4. Processing 5. Rule-based 6. SLA 7. Usage-based

4

Subject expression in L2 Spanish [Recurso electrónico] : convergence of generative and usage-based perspectives? / Eve Zyzik

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

References: p. 54-59

The extensive literature on subject expression in Spanish makes for rich comparisons between generative (formal) and usage-based (functional) approaches to language acquisition. This article explores how the problem of subject expression has been conceptualized within each research tradition, as well as unanswered questions that both approaches must consider in order to strengthen and refine their positions. The discussion focuses on convergence between the approaches, which stems from the contemporary interest in the syntax–pragmatics interface and some methodological overlap that results from a joint focus on discourse data.

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1. Generative 2. Null subjects 3. Usage-based 4. Lexical bundle

5

Unconventional Expressions [Recurso electrónico] : productive syntax in the L2 acquisition of formulaic language / Kathleen Bardovi-Harlig, David Stringer

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

References: p. 86-90

This article presents a generative analysis of the acquisition of formulaic language as an alternative to current usage-based proposals. One influential view of the role of formulaic expressions in second language (L2) development is that they are a bootstrapping mechanism into the L2 grammar; an initial repertoire of constructions allows for statistical induction of abstract grammatical categories, such that formulaic language is the data source from which syntactic rules are derived. This study brings evidence to bear on this debate from three studies of the acquisition of conventional expressions by L2 learners of English. A total of 271 learners and 58 native speakers completed either an oral conversation-simulation task or an aural-written elicited imitation task. The data show that while learners exhibit knowledge of both contextualized use and the lexical core of conventional expressions, production data reflect the morphosyntactic knowledge of learners at particular stages of development. Formulaic language does not drive the acquisition of syntax; rather, the acquisition of syntax as an independent process drives changes in the production of conventional expressions. Their gradual transformations allow for insights not only into the acquisition of syntax, but also into the nature of multi-word expressions in the mental lexicon.

Second language research. – 2017 (January), v. 33, n. 1, p. 61-90

1. Acquisition of syntax 2. Conceptual structure 3. Conventional expressions 4. Formulas 5. Mental lexicon
