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Emergent knowledge of a universal phonological principle in the L2 acquisition of vowel harmony in Turkish [Recurso electrónico] : a 'four'-fold poverty of the stimulus in L2 acquisition / Öner Özçelik, Rex A. Sprouse

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

References: p. 202-206

A significant body of theoretically motivated research has addressed the role of Universal Grammar (UG) in the nonnative acquisition of morphosyntax and properties of the syntax– semantics interface, but very little research has addressed the role of phonological principles of UG in nonnative language acquisition. Turkish has a regular and pervasive system of vowel harmony for which classroom second language (L2) learners receive explicit instruction and abundant input; however, there are also cases of non-canonical vowel harmony in Turkish, for which classroom learners receive no instruction and rather little input. In this study, we show that English–Turkish L2ers come to exhibit sensitivity to the 'No Crossing Constraint' of UG (Goldsmith, 1976; Hammond, 1988) when calculating non-canonical vowel harmony in the context of underlyingly pre-specified non-velarized laterals (i.e. 'light' [l]), despite the poverty of the stimulus and potentially misleading effects of classroom instruction and standard Turkish orthography. We argue that this supports the view that nonnative phonological development is guided by (at least one principle of) UG.

Second language research. – 2017 (April), v. 33, n. 2, p. 179-206

1. Autosegmental phonology 2. Learnability 3. Phonology 4. Second language acquisition 5. Turkish 6. UG 7. Vowel harmony

2

Informed consent in research on second language acquisition [Recurso electrónico] / Margaret Thomas, Nicole Pettitt

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

References: p. 283-285

The practice of securing informed consent from research participants has a relatively low profile in second language (L2) acquisition research, despite its prominence in the biomedical and social sciences. This review article analyses the role that informed consent now typically plays in L2 research; discusses an example of an L2 study where complex issues of informed consent surfaced; and summarizes debates about informed consent that are underway in other disciplines, but which so far have been little recognized in scholarship on L2 acquisition.

Second language research. – 2017 (April), v. 33, n. 2, p. 271-288

1. Informed consent 2. Institutional Review Board 3. Research ethics in second language acquisition

3

L1 English / L2 Spanish [Recurso electrónico] : orthography–phonology activation without contrasts / Christine Shea

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

References: p. 230-232

We consider how orthography activates sounds that are in a noncontrastive relationship in the second language (L2) and for which only one variant exists in the first language (L1). Participants were L1 English / L2 Spanish and native Spanish listeners. Intervocally, Spanish graphemes 'b d g' correspond phonetically to stops and approximants (e.g. lobo 'wolf', lo[β]o), and in English they correspond only to stops. In Experiment 1, native and L2 Spanish listeners completed cross-modal (written–auditory) and within modal (auditory) priming tasks. Primetarget pairs were counterbalanced for phonetic variant. The results for L2 listeners in the cross-modal condition showed a significant interaction between variant and mode. Experiment 2 used long-term repetition priming to tap into longer-term representations and test whether L1 orthography is activated even when it is not

strictly necessary to complete the task. Results for L2 speakers showed priming by both phonetic variants while for native listeners, only approximants showed a priming effect.

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1. Adult second language acquisition 2. Cross-modal priming 3. Orthography 4. Phonology 5. Spanish

4

The role of orthotactic probability in incidental and intentional vocabulary acquisition L1 and L2 [Recurso electrónico] / Denisa Bordag... [et al.]

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

References: p. 172-177

Four experiments were conducted to examine the role of orthotactic probability, i.e. the sequential letter probability, in the early stages of vocabulary acquisition by adult native speakers and advanced learners of German. The results show different effects for orthographic probability in incidental and intentional vocabulary acquisition: Whereas low orthographic probability contributed positively to incidental acquisition of novel word meanings in first language (L1), high orthographic probability affected positively the second language (L2) intentional learning. The results are discussed in the context of the following concepts: (1) triggering the establishment of a new representation, (2) noticing of new lexemes during reading, and (3) vocabulary size of the L1 and L2 mental lexicons.

Second language research. – 2017 (April), v. 33, n. 2, p. 147-178

1. Incidental acquisition 2. Intentional learning 3. Orthographic probability 4. Orthotactics 5. Phonotactics L1 vs. L2 6. Vocabulary acquisition

5

The role of prosodic structure in the L2 acquisition of Spanish stop lenition [Recurso electrónico] / Jennifer Cabrelli Amaro

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

References: p. 263-268

This study tests the hypothesis that late first-language English / second-language Spanish learners (L1 English / L2 Spanish learners) acquire spirantization in stages according to the prosodic hierarchy (Zampini, 1997, 1998). In Spanish, voiced stops [b d g] surface after a pause or nasal stop, and continuants [βð, γ] surface postvocally, among other contexts. We adopt an Optimality Theoretic analysis of the phenomenon that assumes that postvocalic continuants surface due to the ranking of prosodic positional faithfulness constraints below a markedness constraint that prohibits stops in postvocalic position. L1 English speakers are presumed to start with a ranking in which prosodic positional faithfulness outranks the markedness constraint. In line with the Gradual Learning Algorithm (Boersma and Hayes, 2001), gradual demotion of the relevant faithfulness constraints is predicted in L2 Spanish, extending the prosodic domain until continuants surface postvocally across domains. A cross-section of 44 L1 English / L2 Spanish learners and a control group (n = 5) completed a recitation task, and data were analysed acoustically for manner of articulation and degree of constriction. Results partially align with Zampini's impressionistic data: Learners first produce underlying stops as postvocalic approximants at the onset of the syllable (word-medial position), followed by the onset of the prosodic word (word-initial position). Unlike Zampini's findings, there is no evidence for an intermediate stage of acquisition across the boundary of a word and its clitic. Advanced L2 learners produce continuants in postvocalic position at all applicable prosodic levels, which we take to indicate acquisition of the target ranking. We also examined whether learners' postvocalic continuants are lenited to the same degree as the control group, and whether degree of lenition changes across development. The difference in degree of lenition between controls and learners lessens at higher levels of the prosodic hierarchy as acquisition progresses, and several advanced learners produce target-like segments across prosodic levels.

Second language research. – 2017 (April), v. 33, n. 2, p. 233-269

1. Lenition 2. Optimality Theory 3. Phonetics 4. Phonology 5. Spanish 6. Spirantization
