

1

Frequency, contingency and online processing of multiword sequences [Recurso electrónico] : An eye-tracking study / Wei Yi, Shiyi Lu, Guojie Ma

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

References: p. 544-549

Frequency and contingency are two primary statistical factors that drive the acquisition and processing of language. This study explores the role of phrasal frequency and contingency (the co-occurrence probability/statistical association of the constituent words in multiword sequences) during online processing of multiword sequences. Meanwhile, it also examines language users' sensitivity to the two types of statistical information. Using the eye-tracking paradigm, native and advanced nonnative speakers of Chinese were instructed to read 80 disyllabic two-word Chinese adverbial sequences embedded in sentence contexts. Eye movements of the participants were recorded using both early and late measures. Mixed-effects modeling revealed that both phrasal frequency and contingency influenced the processing of the adverbial sequences; however, they were likely to function in different time windows. In addition, both native and nonnative speakers were sensitive to the phrasal frequency and contingency of the sequences, though their degrees of such sensitivity differed. Our findings suggest that adult language learners retain the statistical learning ability in second language acquisition and they may share a general statistical learning mechanism with native speakers when processing multiword sequences.

Second language research. -- 2017 (October), v. 33, n. 4, p. 519-549

1. Contingency 2. Eye-tracking 3. Multiword sequences 4. Phrasal frequency

2

The impact of focus on pronoun resolution in native and non-native sentence comprehension [Recurso electrónico] / Clare Patterson, Yulia Esaulova, Claudia Felser

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

References: p. 426-429

Non-native speakers' sensitivity to discourse-level cues in pronoun interpretation has not been widely researched. We carried out three antecedent-choice questionnaire experiments which investigate the impact of focus on within-sentence pronoun resolution in native and non-native speakers of German and native speakers of Russian. Focus was realized via cleft structures and focus-sensitive particles (FSPs). Findings show a clear difference between native and non-native speakers that is not attributable to first language (L1) influence. Native speakers of German and Russian were less likely to resolve the pronoun to an antecedent in focus via a cleft compared to a non-focused antecedent in the same position (the 'anti-focus effect'). Unlike the native speakers, non-native speakers did not show an anti-focus effect with clefts but showed a tendency to resolve a pronoun to an antecedent appearing with an FSP. We argue that non-native speakers do not always complete a detailed analysis of the information structural cues when seeking an antecedent and may instead be influenced by surface-level cues that highlight certain antecedents.

Second language research. -- 2017 (October), v. 33, n. 4, p. 403-429

1. Clefts 2. Discourse-level cues 3. Focus 4. Focus-sensitive particles 5. Information structure 6. Non-native speakers 7. Pronoun resolution

3

Phonological awareness errors mirror underlying phonological representations [Recurso electrónico] : Evidence from Hebrew L1 – English L2 adults / Susie Russak, Elinor Saiegh-Haddad

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

References: p. 478-482

This article examines the effect of phonological context (singleton vs. clustered consonants) on full phoneme segmentation in Hebrew first language (L1) and in English second language (L2) among typically reading adults (TR) and adults with reading disability (RD) (n = 30 per group), using quantitative analysis and a fine-grained analysis of errors. In line with earlier findings, overall mean scores revealed significant differences between the

two groups. However, no qualitative differences were found. In both groups and languages, full phoneme segmentation overall scores for CVC stimuli were higher than CCVC stimuli. This finding does not align with previous findings, obtained from a phoneme isolation task, showing that isolation from a cohesive CV unit is the most difficult. A fine-grained analysis of errors was conducted to glean insight into this finding. The analysis revealed a preference for creating and preserving CV units in phoneme segmentation in both L1 and L2. This is argued to support the cohesion of the CV unit. The article argues that the effect of language-specific sub-syllabic representations on phonemic analysis may not be always observed in overall scores, yet it is reflected in specific patterns of phonological segmentation errors.

Second language research. -- 2017 (October), v. 33, n. 4, p. 459-482

1. Body-coda 2. English 3. Hebrew 4. Phonological awareness 5. Reading disability 6. Sub-syllable structure

4

Second language attainment and first language attrition [Recurso electrónico] : The case of VOT in immersed Dutch–German late bilinguals/ Antje Stoehr ... [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. 507-510

Speech of late bilinguals has frequently been described in terms of cross-linguistic influence (CLI) from the native language (L1) to the second language (L2), but CLI from the L2 to the L1 has received relatively little attention. This article addresses L2 attainment and L1 attrition in voicing systems through measures of voice onset time (VOT) in two groups of Dutch–German late bilinguals in the Netherlands. One group comprises native speakers of Dutch and the other group comprises native speakers of German, and the two groups further differ in their degree of L2 immersion. The L1-German–L2-Dutch bilinguals (N = 23) are exposed to their L2 at home and outside the home, and the L1-Dutch–L2-German bilinguals (N = 18) are only exposed to their L2 at home. We tested L2 attainment by comparing the bilinguals' L2 to the other bilinguals' L1, and L1 attrition by comparing the bilinguals' L1 to Dutch monolinguals (N = 29) and German monolinguals (N = 27). Our findings indicate that complete L2 immersion may be advantageous in L2 acquisition, but at the same time it may cause L1 phonetic attrition. We discuss how the results match the predictions made by Flege's Speech Learning Model and explore how far bilinguals' success in acquiring L2 VOT and maintaining L1 VOT depends on the immersion context, articulatory constraints and the risk of sounding foreign accented.

Second language research. -- 2017 (October), v. 33, n. 4, p. 483-518

1. Bilingualism 2. Cross-linguistic influence (CLI) 3. First language attrition 4. Language input 5. Second language attainment 6. Speech production 7. Voice onset time (VOT)

5

Spanish Imperfect revisited [Recurso electrónico] : exploring L1 influence in the reassembly of imperfective features onto new L2 forms/ Laura Domínguez, María J. Arche, Florence Myles

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

References: p. 454-457

This study investigates the acquisition of the Spanish Imperfect by 60 English learners of Spanish at three different proficiency levels (beginner, intermediate and advanced). Two oral production tasks and one interpretation task show that although the Imperfect is used from early on, the full array of interpretations associated with this form (habitual, continuous and progressive) is not completely acquired even at advanced levels. Learners accept the Imperfect in imperfective contexts but have problems rejecting the Preterit. This problem persists even at advanced levels in continuous contexts. The continuous is conveyed in English by Past Tense, which is used in both perfective and imperfective contexts, whereas in Spanish only the Imperfect is appropriate. We argue that the incorrect low rejection of the Preterit signals a mapping problem of aspect-related features present in both English and Spanish onto a new form (the Imperfect). These results support the problematic nature of feature reassembly in the acquisition of the Spanish Imperfect by English speakers.

Second language research. -- 2017 (October), v. 33, n. 4, p. 431-457

1. Aspect 2. Feature reassembly 3. Imperfect 4. L1 influence 5. Transfer 6. Spanish
