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Eta- and partial eta-squared in L2 research [Recurso electrónico] : a cautionary review and guide to more appropriate usage/ Reza Norouzian, Luke Plonsky

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

References: p. 270-271

Eta-squared (η^2) and partial eta-squared (ηp^2) are effect sizes that express the amount of variance accounted for by one or more independent variables. These indices are generally used in conjunction with ANOVA, the most commonly used statistical test in second language (L2) research (Plonsky, 2013). Consequently, it is critical that these effect sizes are applied and interpreted appropriately. The present study examined the use of these two effect sizes in L2 research. We begin by outlining the statistical and conceptual foundation of and distinction between η^2 and ηp^2 . We then review the use of these indices in a sample of published L2 research ($K = 156$). Among other results, we show that ηp^2 values are frequently being mislabeled as η^2 . We interpret and discuss potential causes and consequences related to the confusion surrounding these related but distinct indices. Within the context of reform efforts in quantitative L2 research, the current study seeks to respond to the recent, pointed calls for improving study quality (Plonsky, 2014) and statistical literacy (Loewen et al., 2014) in the field.

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1. Effect size 2. Eta squared 3. Partial eta squared 4. Statistics 5. Quantitative L2 research

2

The influence of finiteness and lightness on verb placement in L2 German [Recurso electrónico] : comparing child and adult learners/ Sarah Schimke, Christine Dimroth

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

References: p. 250-253

In this study, verb placement with respect to negation is investigated in elicited production and elicited sentence imitation data collected with child second language (L2) learners of German. These data are compared to published data from adult L2 learners, which were collected with the same elicitation materials and were re-analysed for the current study. Results show that similar developmental stages can be observed in child and adult learners. In particular, contrary to previous findings, child L2 learners who had not yet fully acquired finiteness (subject-verb agreement) showed a preference for placing lexical verbs to the right of negation, rather than in a raised position to the left of negation. This pattern was observed for nonfinite and finite lexical verbs, but not for finite auxiliaries, suggesting that children, like adults, may pass through a phase where lightness influences verb placement preferences more strongly than does finiteness.

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1. Age factor 2. Child second language acquisition 3. Finiteness 4. Negation 5. Verb placement

3

Investigating auditory processing of syntactic gaps with L2 speakers using pupillometry [Recurso electrónico] / Leigh Fernandez ... [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. 223-224

According to the Shallow Structure Hypothesis (SSH), second language (L2) speakers, unlike native speakers, build shallow syntactic representations during sentence processing. In order to test the SSH, this study investigated the processing of a syntactic movement in both native speakers of English and proficient late L2 speakers of English using pupillometry to measure processing cost. Of particular interest were constructions where movement resulted in an intermediate gap between clauses. Pupil diameter was recorded during auditory presentation of complex syntactic constructions. Two factors were manipulated: syntactic movement (such that some conditions contained movement while others did not), as well as syntactic movement type (either causing an intermediate gap or not). Grammaticality judgments revealed no differences between the two groups, suggesting both were capable of comprehending these constructions. Pupil change slope measurements revealed a potential sensitivity to intermediate gaps for only native speakers, however, both native and late L2 speakers showed similar facilitation during processing of the second gap site. Acoustic analysis revealed potential acoustic cues that may have facilitated the processing of these constructions. This suggests that, contrary to the

predictions of the SSH, late L2 speakers are capable of constructing rich syntactic representations during the processing of intermediate gap constructions in spoken language.

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1. Filler gap dependency 2. Intermediate gap 3. L2 sentence processing 4. Pupillometry 5. Shallow structure hypothesis

4

L1 Korean and L1 Mandarin L2 English learners' acquisition of the count/mass distinction in English [Recurso electrónico] / Sea Hee Choi, Tania Ionin, Yeqiu Zhu

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

References: p. 173-175

This study investigates the second language (L2) acquisition of the English count/mass distinction by speakers of Korean and Mandarin Chinese, with a focus on the semantics of atomicity. It is hypothesized that L1-Korean and L1-Mandarin L2-English learners are influenced by atomicity in the use of the count/mass morphosyntax in English. This hypothesis is tested in two experiments, one comparing Korean and Mandarin speakers in their L2 (English) and the other investigating count/mass morphosyntax in native Korean and Mandarin Chinese. In both experiments, participants are tested on their suppliance of plural marking with count and mass NPs. The findings are fully consistent with the view of atomicity as a semantic universal: learners overuse plural marking with mass atomic nouns such as furniture more than with mass non-atomic nouns such as water. Even though plural marking is associated with atomicity in Korean but not in Mandarin, the same patterns are observed in L1-Korean and L1-Mandarin L2-English learners. We conclude that learners' performance is not due to L1-transfer, but rather to the role of the semantic universal of atomicity in L2-acquisition.

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1. Atomicity 2. Count nouns 3. English 4. Korean 5. Mandarin 6. Mass/count distinction 7. Mass nouns 8. Number 9. Plurality 10. Syntax/semantics mappings

5

Non-native Japanese learners' perception of consonant length in Japanese and Italian [Recurso electrónico] / Kimiko Tsukada ... [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. 197-200

Learners of a foreign language (FL) typically have to learn to process sounds that do not exist in their first language (L1). As this is known to be difficult for adults, in particular, it is important for FL pedagogy to be informed by phonetic research. This study examined the role of FL learners' previous linguistic experience in the processing of a contrast absent in the L1. The FLs under investigation are Japanese and Italian, which both use contrastive consonant length. Two groups of non-native Japanese (NNJ) learners – L1 Australian English (OZ) and L1 Korean – participated in the consonant length identification task. Neither OZ nor Korean has an underlying consonant length contrast, but Korean has non-contrastive lengthening of tense obstruents with corresponding shorter preceding vowels, which may be beneficial in perceiving consonant length in an FL. We have taken a novel, two-stage approach. First, we compared the perception of Japanese long/geminate and short/singleton consonants by the two groups of NNJ learners. Second, we investigated whether FL Japanese learning by the two groups transfers to the processing of consonant length in an unknown language, Italian. Native speakers of Japanese (NJ) and Italian (NI) were included as controls. They were familiar with contrastive consonant length in their L1, but were naïve to the other language. The NJ and NI groups accurately identified the consonant length category in their L1 but were slightly less accurate in the unknown language. The two NNJ groups were generally accurate (> 80%) in perceiving consonant length not only in Japanese, but also in Italian. However, the direction of NNJ learners' misperception (i.e. singleton as geminate or geminate as singleton) varied, suggesting that some learners, according to their L1, may categorize length in Japanese and Italian differently rather than uniformly applying the concept of [±long].

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1. Cross-language speech perception 2. Consonant length contrasts 3. Japanese 4. Italian 5. Non-native Japanese learners 6. Singleton/geminate