

1. The basic continuity hypothesis of L1 to L2 production [Recurso electrónico] / Francesco Romano

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

References: p. 300-303

To what extent can second language (L2) speakers acquire a syntactic representation for an L2 structure absent in the first language (L1)? Findings from L2 structural priming studies are in conflict inasmuch as evidence for and against continuity between L1 and L2 sentence production has been shown. Furthermore, previous investigations have not adequately controlled for wellknown animacy effects on choice of syntactic frames. I address the conflict of views in the field via three experiments of structural priming with native, Chinese, and Turkish speakers of English by means of an oral sentence-recall production task. The structure tested, the English genitive alternation, is subject to animacy effects as in the waiter's photo / the photo of the waiter. Chinese and Turkish have no equivalent to English of genitives nor animacy effects in their genitive structure. Experiment 1 showed priming within-L1 English and found evidence of an animacy effect, albeit only numerical. Likewise, Experiment 2 showed priming within-L2 English and found the L1 Chinese were similarly susceptible to animacy effects. Experiment 3 also showed clear within-L2 English priming in Turkish speakers but the effects of animacy differed from the other groups. I argue the similarities between the native and L2 groups to constitute grounds for a basic continuity in L1 to L2 production.

Second language research. -- 2018 (July), v. 34, n. 3, p. 275-308

1. Animacy 2. Genitives 3. Language production 4. Sentence production 5. Structural priming

2. Can agreement be suppressed in second-language acquisition? [Recurso electrónico] : data from the Palenquero--Spanish interface/ John M. Lipski

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

References: p. 337-341

The present study examines the tradeoff between the on-line construction of modifier–noun gender agreement and verb–subject person/number agreement vs. the automatization and entrenchment of agreement, through the study of bilingual speakers of Spanish and the Afro-Colombian creole language Palenquero, whose lexicon is highly cognate with Spanish, but which lacks morphological agreement. The study focuses on first language (L1) Spanish speakers who are acquiring Palenquero as a second language (L2), since when switching from the modifier- and verb-agreeing L1 to the agreement-less L2, the persistence or absence of agreement in cognate items can be taken as an indirect measure of the cost differential between producing morphosyntactic agreement and suppressing the carryover of obligatory agreement to the L2. The results of experiments, which was conducted with bilingual Spanish–Palenquero speakers in San Basilio de Palenque, Colombia, reveal the tenacity of Spanish gender agreement among L2 Palenquero speakers; heritage Palenquero speakers' retention of gender agreement falls between traditional speakers and L2 speakers. Spanish verb agreement, on the other hand, shows relatively little carry-over to Palenquero, suggesting that the suppression of L1 agreement during L2 acquisition is not a simple all-or-nothing matter.

Second language research. -- 2018 (July), v. 34, n. 3, p. 309-341

1. Creole languages 2. Gender agreement 3. L2 acquisition 4. Palenquero language 5. Spanish gender 6. Spanish verb agreement

3. Lexicalized structural priming in second language online sentence comprehension [Recurso electrónico] / Hang Wei ... [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. 408-410

Prior work has shown intriguing differences between first language (L1) and second language (L2) comprehension priming of relative clauses. We investigated English reduced relative clause priming in Chinese adult learners of English. Participants of different education levels read sentences in a self-paced, moving window paradigm. Critical sentences had a temporarily ambiguous reduced relative clause. Across lists, critical sentences were rotated, so that they occurred either as prime or as target, and had either the same or different verb as the critical sentence with which they were paired. Prime/target pairs were separated by several filler sentences, which never contained a relative clause. Mean reading times for the disambiguating region in the target sentences were faster than in the prime sentences, but only in the same-verb condition, not in the

differentverb condition. This pattern of results is consistent with L1 comprehension priming research, suggesting that similar lexically specific mechanisms are involved in L1 and L2 comprehension priming of reduced relative clauses. These findings are in line with lexicalist accounts of sentence comprehension (e.g. MacDonald et al., 1994), according to which syntactic information is bound to specific words. In addition, these findings argue against theories that postulate fundamental differences in processing of L1 and L2 (e.g. Clahsen and Felser, 2006a, 2006b).

Second language research. -- 2018 (July), v. 34, n. 3, p. 395-416

1. Relative clauses 2. Second language 3. Sentence comprehension 4. Structural priming 5. Syntactic representations

4. Phonetic alignment in English as a lingua franca [Recurso electrónico] : coming together while splitting apart / Grant M Berry, Mirjam Ernestus

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

References: p. 363-368

This study investigates the plasticity of phonological boundaries during discourse in a lingua franca. We tracked the production of 34 Spanish learners of English conversing with two Dutch confederates in English across two speech styles, focusing on incremental changes in two key English vowel contrasts with differential effects of cross-linguistic influence (/i/-ɪ/ and /ɛ/-/æ/). Results indicate that Spaniards align with Dutch confederates, quickly merging /ɛ/ and /æ/ and gradually separating their merged /i/-ɪ/ category, rather than adopting native-like English production. We found greater merger in informal speech overall. We also found an interaction with time for the /i/-ɪ/ contrast, indicating that the merged /i/ and /ɪ/ categories gradually separate in informal speech; this effect was not found for /ɛ/-/æ/. Finally, proficiency modulates alignment: the most proficient speakers separate /i/-ɪ/ and merge /ɛ/-/æ/ more than other speakers. We interpret phonetic alignment as a complex, dynamic phenomenon influenced by proficiency in discourse language and speaking style, and whose effects may unfold rapidly or gradually depending on the phonological category investigated.

Second language research. -- 2018 (July), v. 34, n. 3, p. 343-370

1. Conversational speech 2. English as a lingua franca 3. Phonetic alignment 4. Speech production 5. Shifting 6. Vowel contrasts

5. Processing of emotional words in bilinguals [Recurso electrónico] : testing the effects of word concreteness, task type and language status / Pilar Ferré, Manuel Anglada-Tort, Marc Guasch

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

References: p. 389-392

The present study investigates whether the emotional content of words has the same effect in the different languages of bilinguals by testing the effects of word concreteness, the type of task used, and language status. Highly proficient bilinguals of Catalan and Spanish who learned Catalan and Spanish in early childhood in a bilingual immersion context, and who still live in such a context, performed an affective decision task (Experiment 1) and a lexical decision task (Experiment 2) in both Catalan and Spanish. A different set of Catalan-Spanish bilinguals, who were proficient in English and who learned English after early childhood in an instructional setting, performed a lexical decision task in both Spanish and English (Experiment 3). In both tasks administered throughout the experiments, the experimental stimuli were concrete and abstract words that varied in their emotional connotation (i.e. positive, negative and neutral words) and were presented in the two languages involved. In the affective decision task, participants decided if the words had emotional content or not, and in the lexical decision task they decided if the strings of letters were real words or not. The three experiments also included an unexpected free recall task. Results showed that the emotional content of words affected bilinguals' performance in all three tasks. In particular, there was a disadvantage in processing for negative words in both the affective and lexical decision tasks, and an advantage for positive words in the lexical decision and free recall tasks. Importantly, language only interacted with the other variables in Experiment 3, suggesting that language status is a relevant factor in determining the extent to which emotional processing has the same characteristics in the two languages.

Second language research. -- 2018 (July), v. 34, n. 3, p. 371-394

1. Affective decision 2. Bilingualism 3. Concreteness 4. Emotional words 5. Lexical decision