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Acquisition of Japanese quantity contrasts by L1 Cantonese speakers [Recurso electrónico] / Albert Lee, Peggy Mok

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

References: p. 443-446

This article explores the acquisition of Japanese vowel and consonant quantity contrasts by Cantonese learners. Our goal is to examine whether transfer from first language (L1) is possible when L1 experience is phonemic but restricted to a small set of sounds (short vs. long vowels) and when the experience is non-phonemic, derived only at morpheme boundaries (short vs. long consonants). We recruited 20 Cantonese learners (beginner and advanced learners) and 5 native speakers of Japanese, who produced target stimuli varying in consonant and vowel quantity framed in a carrier sentence. The resultant data were converted into several durational ratios for analyses. Results showed that both the beginners and advanced learners were able to distinguish between short vs. long vowels and consonants in Japanese, but only the native speakers enhanced the contrasts in slower speech. It was also found that in most cases the learners were able to lengthen the vowel before a geminate (i.e. long consonant), a secondary cue to Japanese consonant quantity known to be rare across languages. These results are discussed in terms of current theories of second language acquisition.

Second language research. -- 2018 (October), v. 34, n. 4, p. 419-448

1. Cantonese 2. Consonant/vowel quantity 3. Japanese 4. Second language acquisition

2

The iconicity advantage in sign production [Recurso electrónico]: the case of bimodal bilinguals / Elena Pretato ... [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. 460-461

Recent evidence demonstrates that pictures corresponding to iconic signs are named faster than pictures corresponding to non-iconic signs. The present study investigates the locus of the iconicity advantage in hearing bimodal bilinguals. A naming experiment with iconic and non-iconic pictures in Italian Sign Language (LIS) was conducted. Bimodal bilinguals named the pictures either using a noun construction that involved the production of the sign corresponding to the picture or using a marked demonstrative pronoun construction replacing the picture sign. In this last condition, the pictures were colored and participants were instructed to name the pronoun together with the color. The iconicity advantage was reliable in the noun utterance but not in the marked demonstrative pronoun utterance. In a third condition, the colored pictures were presented as distractor stimuli and participants required to name the color. In this last condition, distractor pictures with iconic signs elicited faster naming latencies than non-iconic signs. The results suggest that the advantage of iconic signs in production arises at the level of semantic-to-phonological links. In addition, we conclude that bimodal bilinguals and native signers do not differ in terms of the activation flow within the sign production system.

Second language research. -- 2018 (October), v. 34, n. 4, p. 449-462

1. Distractor picture 2. Iconicity 3. Language production 4. Picture naming 5. Pronoun production 6. Sign language 7. Sign production

3

Initial acquisition of tense-aspect morphology in an artificial language [Recurso electrónico] / Charles M Mueller

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

References: p. 534-536

Various explanations have been put forth for the asymmetrical acquisition of tense and aspect morphology across categories of lexical aspect. This experiment tested the adequacy of a subset of such accounts by examining English native speakers' (n = 40) use of progressive and past tense morphology within activity and accomplishment verb frames during their early acquisition of a miniature artificial language. Participants

completed a lesson in which types and tokens of lexical aspect and past and present morphology were balanced. Although significant effects at $p < .05$ were found for lexical aspect and morphological marking, the interaction between these factors, expected by the aspect hypothesis, was non-significant. The experiment suggests that the effects of lexical aspect may be absent during the earliest phases of second language acquisition or may be due to factors methodologically excluded in this study such as distributional biases in second language input.

Second language research. -- 2018 (October), v. 34, n. 4, p. 517-538

1. Artificial language 2. Aspect 3. Aspect hypothesis 4. Distributional bias hypothesis 5. Morphology 6. Past tense 7. Progressive

4

Polarity-item anything in L3 English [Recurso electrónico] : where does transfer come from when the L1 is Catalan and the L2 is Spanish? / Eloi Puig-Mayenco, Heather Marsden

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

References: p. 511-515

This study explores the source of transfer in third language (L3) English by two distinct groups of Catalan-Spanish bilinguals, simultaneous bilinguals and late bilinguals. Our study addresses two research questions: (1) Does transfer come from the first language (L1), the second language (L2), or both? and (2) Does age of acquisition of the L2 affect how transfer occurs? We compare beginner and advanced English speakers from both L3 groups with beginner and advanced L1-Spanish L2-English speakers, and find that, on an acceptability judgment task that investigates knowledge of the distribution of polarity item anything, the two L3 groups demonstrate a different response pattern from the L2 group. The results suggest that both L3 groups transfer from Catalan, and not from their L2, Spanish. Additionally, the cross-sectional nature of the study shows that negative transfer from the initial stages of acquisition is overcome to different extents by the L3 vs. the L2 groups. We conclude that the results show strong evidence against the L2 status factor (Bardel and Falk, 2007, 2012) and the cumulative enhancement (Flynn et al., 2004) models of L3 acquisition, while they can be accounted for by the typological primacy model (Rothman, 2010, 2011, 2015), although other models that predict L1 transfer in L3 acquisition are not ruled out. Further, our findings show no effect of age of acquisition of the L2 on L3 development.

Second language research. -- 2018 (October), v. 34, n. 4, p. 487-515

1. Catalan 2. English 3. L3 acquisition 4. Negative polarity items 5. Spanish 6. Multilingual transfer 7. Multilingualism

5

Second language structural priming [Recurso electrónico] : a critical review and directions for future research / Carrie N. Jackson

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

References: p. 548-552

The last 15 years has seen a tremendous growth in research on structural priming among second language (L2) speakers. Structural priming is the phenomenon whereby speakers are more likely to repeat a structure they have recently heard or produced. Research on L2 structural priming speaks to key issues regarding the underlying linguistic and cognitive mechanisms that support L2 acquisition and use, and the extent to which lexical and grammatical information are shared across an L2 speaker's languages. As the number of researchers investigating L2 priming and its implications for L2 learning continues to grow, it is important to assess the current state of research in this area and establish directions for continued inquiry. The goal of the current review is to provide an overview of recent research on within-language L2 structural priming, with an eye towards the open questions that remain.

Second language research. -- 2018 (October), v. 34, n. 4, p. 539-552

1. Explicit memory 2. Implicit learning 3. Residual activation 4. Second language learning 5. Structural priming 6. Syntactic priming

6

Subject pronoun (non)realization in the English learner language of Macedonian speakers [Recurso electrónico] / Liljana Mitkovska, Eleni Bužarovska

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

References: p. 483-485

This article investigates phenomena related to subject pronoun realization in the English interlanguage of Macedonian learners. Preliminary research indicates that learners tend to omit the subject pronoun in both referential and non-referential contexts. It can be presumed that such interlanguage features are due to crosslinguistic influence, given that Macedonian is a pro-drop language and makes no use of a dummy pronoun. The goal of this article is to determine the distribution of these phenomena at four proficiency levels: beginners (A1), elementary (A2), pre-intermediate (B1) and upper-intermediate (B2) for children up to 15 years of age. This research is supplemented by a questionnaire in which learners at the same age and proficiency level are asked to judge the grammaticality of correct and erroneous sentences from the corpus. The results from both studies serve as a basis for postulating the acquisition sequence of subject realization in the learner language and also shed light on the reasons for these types of divergence from the L2 norm.

Second language research. -- 2018 (October), v. 34, n. 4, p. 463-485

1. Expletive 2. Interlanguage 3. L2 acquisition 4. Learner corpus 5. Null subject 6. Pro-drop parameter 7. Referential subject
