

1

Anomaly detection in the processing of complex syntax by early L2 learners [Recurso electrónico] / Arthur Stepanov ... [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. 393-397

This study investigates the processing of long-distance syntactic dependencies by native speakers of Slovenian (L1) who are advanced learners of Italian as a second language (L2), compared with monolingual Italian speakers. Using a self-paced reading task, we compare sensitivity of the early-acquired L2 learners to syntactic anomalies in their L2 in two empirical domains: (1) syntactic islands, for which the learners' L1 and L2 grammars provide a converging characterization, and (2) verb-clitic constructions, for which the respective L1 and L2 grammatical descriptions diverge. We find that although our L2 learners show native-like processing patterns in the former, converging, grammatical domain, they may nevertheless perform non-native-like with respect to syntactic phenomena in which the L1 and L2 grammars do not align, despite the early age of L2 acquisition. Implications for theories of L2 acquisition and endstate are discussed.

Second language research. -- 2020 (July), v. 36, n. 3, p. 371-397

1. Bilingualism 2. Clitic 3. Italian 4. Sentence processing 5. Slovenian 6. Syntactic island

2

Different early and late processing of emotion-label words and emotion-laden words in a second language [Recurso electrónico] : an ERP study / Juan Zhang ... [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

Although increasing literature has suggested that emotion-label words (e.g., anger, delight) and emotion-laden words (e.g., thief, bride) were processed differently in native language (L1), there was a lack of neuroimaging evidence showing such differences in second language (L2). The current study compared the cortical responses to emotion-label words and emotion-laden words in L2 using event-related potentials (ERPs) technique. Sixteen Chinese-English bilingual college students were asked to finish a lexical decision task with their brain activations recorded. Overall, emotion-label words and emotion-laden words showed diverse processing characteristics. Specifically, such differences were evidenced by the results that (1) larger N170 was elicited by negative emotion-label words than by negative emotion-laden words while positive emotion-laden words evoked larger N170 than positive emotion-label words at occipito-temporal sites, and (2) emotion-laden words evoked larger Late Positive Complex (LPC) than emotion-label words at parietal sites over the right hemisphere. The implication of the current findings was also discussed.

Second language research. -- 2020 (July), v. 36, n. 3, p. 399-412

1. Emotion-label words 2. Emotion-laden words 3. ERP 4. Second language

3

The emergence of awareness in uninstructed L2 learning [Recurso electrónico] : a visual world eye tracking study / Sible Andringa

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

References: p. 354-357

The construct of awareness plays a pivotal role in several big debates in the field of second language acquisition. It lies at the heart of discussions about the (im)possibility of learning without awareness, or conversely, whether some degree of awareness is a requirement for learning to take place. In this study, I propose a research agenda to further the interface issue, which addresses how awareness, or knowledge of which you are aware, may impact on second language (L2) learning. I argue progress can be made by assessing the development of learning over time and establishing when awareness emerges, and by making a clear distinction between uninstructed and instructed learning. The present study was designed to investigate if awareness would autonomously emerge in uninstructed learning and whether this was contingent on prior implicit

learning. Visual world eye tracking was used to monitor learners on the fly as they were exposed to a fully unknown miniature language with a determiner system marking for distance and animacy. Twenty-six out of 39 participants remained fully unaware of the determiner system and showed no signs of learning throughout the exposure. The remaining 13 participants, however, showed clear signs of changed eye movement behavior prior to and post awareness. Thus, in as far as learning was observed, it coincided with the emergence of awareness.

Second language research. -- 2020 (July), v. 36, n. 3, p. 335-357

1. Awareness 2. Eye-tracking 3. Implicit learning 4. Interface issue

4

Exploring the depths of second language processing with eye tracking [Recurso electrónico] : an introduction / Aline Godfroid, Paula Winke, Kathy Conklin

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

References: p. 252-255

In this paper, we review how eye tracking, which offers millisecond-precise information about how language learners orient their visual attention, can be used to investigate a variety of processes involved in the multifaceted endeavor of second language acquisition (SLA). In particular, we review the last 15 years of research in SLA, in which applied linguists have exploited the information gleaned from eye-tracking metrics to advance the field. As we explain, eye-tracking researchers within SLA have diversified which aspects of SLA they investigate and are entering new territory by pairing eye-tracking metrics with other data-collection methods for data-triangulation purposes. Eye tracking in SLA is also an inherently interdisciplinary endeavor, for which research partnerships with computer scientists hold special promise in the areas of automated language assessment and the evaluation of cognitive functioning and processing. We describe how the papers in this special issue on eye tracking in Second Language Research push the boundaries by: (a) ensuring greater standardization of how eye tracking is used in SLA (Godfroid and Hui, 2020); (b) embedding eye-tracking metrics within a mixed-methods design for more valid and complete data interpretation (Andringa, 2020; Michel et al., 2020); (c) using eye trackers to investigate the nuanced differences in cognitive processes involved across multimodal input and feedback types in SLA (Conklin et al., 2020; McDonough et al., 2020).

Second language research. -- 2020 (July), v. 36, n. 3, p. 243-255

1. Assessment 2. Eye movements 3. Eye tracking 4. Interdisciplinary research 5. Methodology 6. Multimodal 7. Second language 8. Standardization 9. Triangulation

5

Five common pitfalls in eye-tracking research [Recurso electrónico] / Aline Godfroid, Bronson Hui

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

References: p. 302-305

Eye tracking has become an increasingly popular research methodology among language researchers to examine online cognitive processing of second-language (L2) speakers and bilinguals. As the scope of eye-tracking research expands, there is a need to ensure that the methodology is used properly, so as to safeguard the validity of research findings and the empirical basis upon which theories are built. We present five pitfalls in eye-tracking research that may threaten the internal or external validity of the study. We offer concrete recommendations to avoid each pitfall and demonstrate how these recommendations can be implemented so researchers may take full advantage of the opportunities of eye-tracking research. The five pitfalls occur at all stages of the research cycle. We emphasize (1) adopting a confirmatory (theory-driven, hypothesis-testing) approach to research, (2) selecting and handling eye-movement measures in a principled manner, (3) aligning the research design with the eye tracker properties (spatial accuracy, precision), (4) inspecting raw, sample-level eye-tracking data and their preprocessing by the eye-tracking software. We conclude by inviting eye-tracking researchers (5) to embrace open science practices to enhance the replication and reproducibility of their work.

Second language research. -- 2020 (July), v. 36, n. 3, p. 277-305

1. Confirmatory research 2. Data quality 3. Eye-movement measures 4. Eye tracking 5. Open science 6. Research methodology

6

Investigating L2 writing processes across independent and integrated tasks [Recurso electrónico] : a mixed-methods study / Marije Michel ... [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. 302-304

Most research into second language (L2) writing has focused on the products of writing tasks; much less empirical work has examined the behaviours in which L2 writers engage and the cognitive processes that underlie writing behaviours. We aimed to fill this gap by investigating the extent to which writing speed fluency, pausing, eye-gaze behaviours and the cognitive processes associated with pausing may vary across independent and integrated tasks throughout the whole, and at five different stages, of the writing process. Sixty L2 writers performed two independent and two integrated TOEFL iBT writing tasks counterbalanced across participants. While writing, we logged participants' keystrokes and captured their eye-movements. Participants took part in a stimulated recall interview based on the last task they had completed. Mixed effects regressions and qualitative analyses revealed that, apart from source use on the integrated task, L2 writers engaged in similar writing behaviours and cognitive processes during the independent and integrated tasks. The integrated task, however, elicited more dynamic and varied behaviours and cognitive processes across writing stages. Adopting a mixed-methods approach enabled us to gain more complete and specific insights than using a single method.

Second language research. -- 2020 (July), v. 36, n. 3, p. 277-304

1. Eye-tracking 2. Key-stroke logging 3. Listen-read-write task 4. Stimulated recall 5. TOEFL iBT 6. Writing processes

7

Visual cues during interaction [Recurso electrónico] : are recasts different from noncorrective repetition? / Kim McDonough ... [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. 369-370

Visual cues may help second language (L2) speakers perceive interactional feedback and reformulate their nontarget forms, particularly when paired with recasts, as recasts can be difficult to perceive as corrective. This study explores whether recasts have a visual signature and whether raters can perceive a recast's corrective function. Transcripts of conversations between a bilingual French-English interlocutor and L2 English university students ($n = 24$) were analysed for recasts and noncorrective repetitions with rising and declarative intonation. Videos of those excerpts ($k = 96$) were then analysed for the interlocutor's provision of visual cues during the recast and repetition turns, including eye gaze duration, nods, blinks, and other facial expressions (frowns, eyebrow raises). The videos were rated by 96 undergraduate university students who were randomly assigned to three viewing conditions: clear voice/clear face, clear voice/blurred face, or distorted voice/clear face. Using a 100-millimeter scale with two anchor points (0% = he's making a comment, and 100% = he's correcting an error), they rated the corrective function of the interlocutors' responses while their eye gaze was tracked. Raters reliably distinguished recasts from repetitions through their ratings (although they were generally low), but not through their eye gaze behaviors.

Second language research. -- 2020 (July), v. 36, n. 3, p. 359-370

1. Eye gaze 2. Noncorrective repetition 3. Recasts 4. Visual cues

8

What eye-tracking tells us about reading-only and reading-while-listening in a first and second language [Recurso electrónico] / Kathy Conklin ... [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. 274-276

Reading-while-listening has been shown to be advantageous in second language learning. However, research to date has not addressed how the addition of auditory input changes reading itself. Identifying how reading differs in reading-while-listening and reading-only might help explain the advantages associated with the former. The aim

of the present study was to provide a detailed description of reading patterns with and without audio. To address this, we asked first language (L1) and second language (L2) speakers to read two passages (one in a reading-only mode and another in a reading-while-listening mode) while their eye movements were monitored. In reading-only, L2 readers had more and longer fixations (i.e. slower reading) than L1 readers. In reading-while-listening, eye-movement patterns were very similar in the L1 and L2. In general, neither group of participants fixated the word that they were hearing, although the L2 readers' eye movements were more aligned to the auditory input. When reading and listening were not aligned, both groups' eye movements generally preceded the audio. However, L2 readers had more cases where their fixations lagged behind the audio. We consider why reading slightly ahead of the audio could explain some of the benefits attributed to reading-while-listening contexts.

Second language research. -- 2020 (July), v. 36, n. 3, p. 257–276

1. Eye-tracking 2. First language 3. Reading 4. Reading-while-listening 5. Second language
