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**Acquisition without evidence [Recurso electrónico] : english infinitives and poverty of stimulus in adult second language acquisition / Jeanne Heil, Luis López**

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

References: p. 439-443

This article provides a Poverty of Stimulus argument for the participation of a dedicated linguistic module in second language acquisition. We study the second language (L2) acquisition of a subset of English infinitive complements that exhibit the following properties: (a) they present an intricate web of grammatical constraints while (b) they are highly infrequent in corpora, (c) they lack visible features that would make them salient, and (d) they are communicatively superfluous. We report on an experiment testing the knowledge of some infinitival constructions by near-native adult first language (L1) Spanish / L2 English speakers. Learners demonstrated a linguistic system that includes contrasts based on subtle restrictions in the L2, including aspect restrictions in Raising to Object. These results provide evidence that frequency and other cognitive or environmental factors are insufficient to account for the acquisition of the full spectrum of English infinitivals. This leads us to the conclusion that a domain-specific linguistic faculty is required.

Second language research. -- 2020 (October), v. 36, n. 4, p. 415-443

1. Aspect 2. Corpus 3. Frequency 4. Infinitives 5. L1 Spanish 6. L2 English 7. Object control 8. Poverty of stimulus 9. Raising to object

2

**Cross-lingual phonological effects in different-script bilingual visual-word recognition [Recurso electrónico] / Orna Peleg ... [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. 678-681

To isolate cross-lingual phonological effects during visual-word recognition, Arabic–Hebrew bilinguals who are native speakers of Spoken Arabic (SA) and proficient readers of both Literary Arabic (LA) and Hebrew, were asked to perform a visual lexical-decision task (LDT) in either LA (Experiment 1) or Hebrew (Experiments 2 and 3). The critical stimuli were non-words in the target language that either sounded like real words in the non-target language (pseudohomophones) or did not sound like real words. In Experiment 1, phonological effects were obtained from SA to LA (two forms of the same language), but not from Hebrew to LA (two different languages that do not share the same script). However, cross-lingual phonological effects were obtained when participants performed the LDT in their second language, Hebrew (Experiments 2 and 3). Interestingly, while the within-language effect (from SA to LA) was inhibitory, the between-language effect (from SA to Hebrew) was facilitatory. These findings are explained within the Bilingual Interactive Activation plus (BIA+) model which postulates a fully interconnected identification system that provides output to a task/decision system.

Second language research. -- 2020 (October), v. 36, n. 4, p. 653-690

1. Cross-language influences 2. Cross-lingual phonological effects 3. Different-script bilinguals 4. Pseudohomophone 5. Visual-word recognition

3

**The interpretation of syntactically unconstrained anaphors in Turkish heritage speakers [Recurso electrónico] / Martina Gracanin-Yuksek ... [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. 497-501

Previous work has shown that heritage grammars are often simplified compared to their monolingual counterparts, especially in domains in which the societally-dominant language makes fewer distinctions than the heritage language. We investigated whether linguistic simplification extended to the anaphoric system of Turkish heritage speakers living in Germany. Whereas the Turkish monolingual grammar features a three-way distinction between reflexives (kendi), pronouns (o), and syntactically-unconstrained anaphors (kendisi), German only distinguishes between two categories, pronouns and reflexives. We examined whether heritage speakers

simplified the Turkish anaphor system by assimilating the syntactically unconstrained anaphor kendisi to either of the two categories attested in the societally-dominant language, German. Speakers' sensitivity to grammatical distinctions in comprehension was assessed using an offline antecedent selection task and an online self-paced reading task. Our results showed that heritage speakers retain the three-way anaphoric distinctions of the monolingual grammar but there were also differences between the results of the offline and the online tasks. We suggest that processing paradigms are a useful complement to judgment tasks when studying how heritage speakers use grammatical distinctions involving optionality, as online measures can reveal distinctions that are allowed, even if dispreferred by comprehenders.

Second language research. -- 2020 (October), v. 36, n. 4, p. 475-501

1. Anaphors 2. German 3. Heritage language 4. Sentence processing 5. Turkish

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#### 4

##### **Language transfer and positional bias in English stress [Recurso electrónico] / Guilherme D Garcia**

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

References: p. 471-474

This article shows that first language (L1) transfer may not be effectively maintained in the interlanguage due to confounding factors in the second language (L2). When two factors, A and B, are correlated in the L2, second language learners may only acquire B, even if A is present in the L1. Transfer may not be effective because B, being more robust in the input, conceals A. Native speakers, on the other hand, generalize A in spite of B. The variables in question are weight-sensitivity A and positional bias B in English, both of which can predict the location of stress in the language. I show that two seemingly target-like groups of second language learners of English (speakers of Mandarin and speakers Portuguese) fail to accurately generalize weightsensitivity in the language, and instead display response patterns which are predictable given the existing positional bias in English stress.

Second language research. -- 2020 (October), v. 36, n. 4, p. 445-474

1. Bayes 2. English 3. Mandarin 4. Portuguese 5. Positional bias 6. Stress 7. Transfer 8. Weight

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#### 5

##### **Language-dependent cue weighting [Recurso electrónico] : an investigation of perception modes in L2 learning / Kakeru Yazawa ... [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. 578-581

This study examines relative weighting of two acoustic cues, vowel duration and spectra, in the perception of high front vowels by Japanese learners of English. Studies found that Japanese speakers rely heavily on duration to distinguish /i:/ and /ɪ/ in American English (AmE) as influenced by phonemic length in Japanese /ii/ and /i/, while spectral cues are more important for native AmE speakers. However, little is known as to whether and how this non-native perceptual weighting can change as a result of L2 learning. By employing computational and experimental methods, the present study shows that Japanese learners of English exhibit different cue weighting depending on which language they think they hear. The experiment shows that listeners use more spectral cues and less durational cues when they think they are listening to 'English' stimuli as opposed to 'Japanese' stimuli, despite the stimuli being identical. This result is generally in line with our computer simulation, which predicts distinct developmental paths in first language (L1) and second language (L2) perception. The Second Language Linguistic Perception (L2LP) model, which incorporates the language mode hypothesis, provides a comprehensive explanation for the current findings.

Second language research. -- 2020 (October), v. 36, n. 4, p. 557-581

1. American English 2. Cue weighting 3. High front vowels 4. Japanese 5. L2LP 6. Language mode

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6

**A methodological synthesis and meta-analysis of judgment tasks in second language research [Recurso electrónico] / Luke Plonsky ... [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. 604-608

Judgment tasks (JTs, often called acceptability or grammaticality judgment tasks) are found extensively throughout the history of second language (L2) research. Data from such instruments have been used to investigate a range of hypotheses and phenomena, from generativist theories to instructional effectiveness. Though popular and convenient, JTs have engendered considerable controversy, with concerns often centered on their construct validity in terms of the type of representations they elicit, such as implicit or explicit knowledge. A number of studies have also examined the impact of JT conditions such as timed vs. untimed, oral vs. written. This article presents a synthesis of the use of JTs and a meta-analysis of the effects of task conditions on learner performance. Following a comprehensive search, 385 JTs were found in 302 individual studies. Each report was coded for features related to study design as well as methodological, procedural, and psychometric properties of the JTs. These data were synthesized in order to understand how this type of instrument has been implemented and reported. In addition to observing a steady increase in the use of JTs over the last four decades, we also found many of the features of JTs, when reported, varied substantially across studies. In terms of the impact of JT design, whereas modality was not found to have a strong or stable effect on learner performance (median  $d = .14$ ; interquartile range = 1.04), scores on untimed JTs tended to be substantially higher than when timed ( $d = 1.35$ ; interquartile range = 1.74). In examining these features and their links to findings, this article builds on a growing body of methodological syntheses of L2 research instrumentation and makes a number of empirically grounded recommendations for future studies involving JTs.

Second language research. -- 2020 (October), v. 36, n. 4, p. 583-621

1. Instrumentation 2. Judgment task 3. L2 knowledge 4. Meta-analysis 5. Methodological synthesis

7

**Native and second-language processing of contrastive pitch accent [Recurso electrónico] : an ERP study / Aleuna Lee, Michelle Perdomo and Edith Kaan**

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

References: p. 525-527

Prosody signals important aspects of meaning, and hence, is crucial for language comprehension and learning, yet remains under-investigated in second-language (L2) processing. The present electrophysiology study investigates the use of prosody to cue information structure, in particular, the use of contrastive pitch accent (L+H\*) to define the set of elements that are contrasted. For instance, in *We ate Angela's cake, but saved Benjamin's cake*, the pitch accent on Benjamin's is a cue that two cakes are contrasted; Benjamin's ice cream is not plausible in this context. Native English speakers showed a large negativity on the target noun (cake) when the preceding possessive was inappropriately accented. Event-related brain potential (ERP) results from Mandarin-Chinese L2 learners of English suggest they did not use contrastive pitch accent to cue the contrast set in the way native English speakers did, even though Mandarin is similar to English in the use of prosodic cues to express contrast. Our results are in line with previous studies suggesting that L2 speakers have difficulty integrating information across domains and building information structure, especially in demanding task situations like in the present study.

Second language research. -- 2020 (October), v. 36, n. 4, p. 503-527

1. Contrastive pitch accent 2. ERP 3. N400 4. Prosody 5. Second language learning

8

**On the role of orthography in L2 vowel production [Recurso electrónico] : the case of polish learners of german / Katharina Nimz, Ghada Khattab**

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

References: p. 647-651

This study investigates the role of orthography in German vowel production by Polish native speakers (L1) with German as a second language (L2). Eighteen intermediate to advanced Polish L2 German learners and 20 German native speakers were recorded during a picture naming task in which half of the experimental items were explicitly marked in their orthographic representation for their vowel length (short or long). Duration measurements revealed that explicit orthographic marking helped the Polish L2 German learners produce the short-long contrast more native-like. Regarding vowel quality, group differences were interpreted to have been caused by (in)congruencies between L1 and L2 grapheme-to-phoneme correspondences. These findings have important implications for models of L2 speech learning and pronunciation training.

Second language research. -- 2020 (October), v. 36, n. 4, p. 623-652

1. L1 Polish 2. L2 German 3. L2 phonology 4. Orthography 5. Vowel production

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## 9

### Refining representations for L2 phonology [Recurso electrónico] / Geoffrey Schwartz

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

References: p. 705-707

This article discusses the implications of phonological representation for the study of L2 speech acquisition. It is argued, on the basis of empirical findings from diverse phenomena in L2 phonology, that refined representations in which 'segments' have internal prosodic structure offer a more insightful view of cross-linguistic phonetic interaction than traditional phonological models. These refinements may be implemented in the Onset Prominence representational environment, in which diverse structural parses affect sub-segmental phonetic properties, transitions between segments, and the formation of prosodic boundaries.

Second language research. -- 2020 (October), v. 36, n. 4, p. 691-707

1. L2 speech 2. Onset Prominence 3. Phonetics and phonology 4. Phonological representation

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## 10

### Structural surface overlap and derivational complexity in crosslinguistic transfer [Recurso electrónico] : acquisition of english genitive alternation by Egyptian Arabic-speaking learners / Mahmoud Azaz

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

References: p. 552-556

This article adopts the surface overlap and derivational complexity hypotheses to study crosslinguistic transfer in the adult second language (L2) acquisition of English genitive alternation (between the s-genitives and the of-genitives) by intermediate and advanced Egyptian Arabic-speaking learners. While the s-genitive (e.g. the boy's shirt) and the of-genitive (e.g. the shirt of the boy) are allowed in principle to denote possession, the s-genitive is the native option when the possessor is human and the possessum is nonhuman. In standard syntactic analyses, the s-genitive is held to be more complex than the of-genitive, since it involves raising the possessor in the determiner phrase (DP). Egyptian Arabic is also known for its genitive alternation; it uses the synthetic genitive (the construct state), and the analytic genitive (the free state) that both overlap partially or significantly with the of-genitive. The results of an elicited production task showed that the intermediate group tended to produce the of-genitives in contexts in which the s-genitives were the target construction. The advanced group, on the other hand, produced the more complex s-genitives. These findings suggest that the surface overlap involved between the of-genitives and the corresponding genitive constructions in Egyptian Arabic conspired to trigger this crosslinguistic transfer. Also, resorting to the overlapping of-genitive option can be viewed as a strategy to avoid the more complex s-genitive option. The results of the advanced group imply that the acquisition of English genitive alternation undergoes two developmental stages. In the first, learners favor the less complex and overlapping of-genitives. In the second, they acquire the syntactic derivation in the s-genitives that raises the possessor in the DP.

Second language research. -- 2020 (October), v. 36, n. 4, p. 529-556

1. Arabic 2. Crosslinguistic transfer 3. Derivational complexity 4. English 5. Genitive alternation 6. Second language acquisition 7. Structural overlap

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**When labeling L2 users as nativelike or not, consider classification errors [Recurso electrónico] / Jan Vanhove**

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

References: p. 722-724

Researchers commonly estimate the prevalence of nativelikeness among second-language learners by assessing how many of them perform similarly to a sample of native speakers on one or several linguistic tasks. Even when the native (L1) samples and second-language (L2) samples are comparable in terms of age, socioeconomic status, educational background and the like, these nativelikeness estimates are difficult to interpret theoretically. This is so because it is not known how often other native speakers would be labeled as non-nativelike if judged by the same standards: if some other native speakers were to be labeled as non-nativelike, then it is possible that some second-language learners that were categorized as non-nativelike are actually nativelike. Two methods for estimating the classification error rate in nativelikeness categorizations – one conceptually straightforward but practically arduous, and one involving the re-analysis of the original studies' data – are proposed. These approaches underscore that, even if one conceives of nativelikeness as a binary category (nativelike vs. non-nativelike), the data collected in any given study may not allow for such neat categorizations.

Second language research. -- 2020 (October), v. 36, n. 4, p. 709-724,

1. Age factor in second language acquisition, 2. Classification 3. Critical period hypothesis 4. Nativelikeness

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