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Comparison of VOTs in Mandarin-English bilingual children and corresponding monolingual children and adults [Recurso electrónico] / Jing Yang.

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

References: p. 24-26.

Word-initial stops in Mandarin and English show a distinctive phonological categorization but a similar phonetic realization along the VOT (Voice Onset Time) continuum. Previous research reported that native Mandarin adults produce measurably longer long-lag VOTs than native English adults. The present study examined whether and how the difference between Mandarin and English VOTs is manifested in monolingual children and Mandarin–English bilingual children. The participants included 15 five- to six-year-old sequential bilingual children, 24 corresponding monolingual children (15 Mandarin, 9 English), and 22 monolingual adults (12 Mandarin, 10 English). The bilingual children were divided into two groups (Bi-low and Bi-high) based on the amount of experience in English. Each participant was recorded producing 18 Mandarin words and/or 18 English words containing six stops in each language. The VOT values were measured from the beginning of stop burst to the onset of the voicing. The results showed that the language difference in VOT in the monolingual children was manifested in a pattern similar to the monolingual adults. However, Mandarin and English VOTs showed less separable distributions in the two groups of bilingual children. Further analysis suggested that both groups of bilingual children tended to separate Mandarin and English short-lag VOTs but only the Bi-low children showed different long-lag VOTs between the two languages. These results suggested that due to the bilingual effects and L1–L2 (first language – second language) interactions, even though the bilingual children tried to separate the two VOT systems, they implemented the separation in a different manner than the monolingual speakers.

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1. Mandarin–English bilingual children 2. Monolingual children 3. Monolingual adults 4. Voice Onset Time (VOT)

2

Form prominence in the L2 lexicon [Recurso electrónico] : Further evidence from word association / Nan Jiang, Jianqin Zhang.

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

References: p. 86-87.

Two lines of evidence emerged in the past suggesting that lexical form seemed to play a more important role in the organization of the second language (L2) mental lexicon than in that of the first language (L1) lexicon. They were masked orthographic priming in L2 word recognition and an elevated proportion of form-related responses in L2 word association. However, findings from previous word association studies were inconsistent regarding (1) how often L2 speakers produced form-related responses (flood–blood) and (2) whether L2 speakers were more likely than L1 speakers to provide such responses. Attributing this inconsistency to two methodological causes, the classification of form-related responses and the selection of stimuli, the present study adopted an improved approach by quantifying the definition of form-related responses and by selecting stimuli that had both strong semantic associates and orthographically similar words as potential responses. The latter improvement helped remove the bias for producing either meaning-based or form-based responses. A group of 30 English native speakers and two groups of 65 non-native speakers were tested on the same set of stimuli of 74 English words. Three findings were obtained: (1) non-native speakers produced significantly more form-related responses than native speakers, (2) the two non-native speaker groups who differed in L2 experiences showed comparable results, and (3) the participants' familiarity with the stimuli and the lexical frequency of the stimuli negatively correlated with the proportion of form-related responses among non-native speakers. These results provided more compelling evidence for form prominence in the L2 lexicon.

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1. Form prominence 2. Second language processing 3. The L2 lexicon 4. Word association

3**Form-first approach in foreign language word learning [Recurso electrónico] / Aleck Shih-wei Chen.**

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

References: p. 66-68.

This article reports a study examining whether foreign language (FL) word learning can be improved with reduction in cognitive load. Cognitive load theory has received substantial supports in various fields of learning but never in FL word learning. Due to the defined poverty in exposure to the FL, hence deprived cognitive prerequisites for natural FL development, cognitive load could be critical to FL learning success. Thus while word learning may be a simple attempt of associating word forms with their meanings for L1 children, for FL learners, the cognitive load is multiplied by the additional task of taming the often intractable phonological forms (both perceptive and productive) at the same time they are making the association. In light of cognitive burden reduction, FL learners could thus benefit from learning phonological forms first as their L1 counterparts do. The present study examined whether beginning learners of English as a foreign language (EFL) learn English novel names better if first familiarized with the phonological rimes of target names whose referents are taught only later. Chinese-speaking first graders were assigned to one of three teaching conditions: rime familiarization, which familiarized children with rimes through rhyming activities without any meanings involved; spoken vocabulary, which taught words in rhyming groups together with their referents; and semantic control, which focused on word use. As the results showed, the rime familiarization group outperformed the other two by an improvement score several times greater, suggesting the critical role of cognitive load in FL word learning success.

Second language research. -- 2021 (January), v. 37, n. 1, p. 51-68

1. Cognitive load 2. Foreign language 3. Productive phonology 4. Rime training 5. Word learning

4**From Interlanguage grammar to target grammar in L2 processing of definiteness as uniqueness [Recurso electrónico] / Hyunah Ahn.**

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

References: p. 115-118.

This study investigated the processing of English articles by second language (L2) speakers whose first language (L1) is Korean. Previous studies in L2 English article use had some issues unresolved such as using offline tasks, conflating definiteness with real-world knowledge, and operationalizing definiteness and relevant constructs in ways that participants can be primed or get metalinguistic cues. To revisit such issues, the construct 'definiteness' was operationalized as unique identifiability, a self-paced reading task was used to collect data, and regression models were employed to analyse logarithm residuals of raw reading time data, which can detect subtle differences that are otherwise buried. The results show that L1 speakers show sensitivity to the use of definite and indefinite articles in response to given contexts and that both advanced and intermediate L2 speakers first resort to their non-target-like Interlanguage grammar, but the advanced group later revises their initial interpretation and eventually shows the effect of target grammar. The L2 behavior is discussed in terms of its theoretical implications.

Second language research. -- 2021 (January), v. 37, n. 1, p. 91-119

1. L2 definiteness processing 2. L2 English article use 3. Presupposition accommodation 4. Self-paced reading

5**How language type influences patterns of motion expression in bilingual speakers [Recurso electrónico] / Wojciech Lewandowski, Seyda Özçaliskan.**

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

References: p. 44-47.

Expression of motion shows systematic inter-typological variability between language types, particularly with respect to manner and path components of motion: speakers of satellite-framed languages (S-language; e.g.

German) frequently conflate manner and path into a single clause, while verb-framed language speakers (V-language; e.g. Spanish) typically express manner and path in separate clauses, a pattern that also becomes evident in bilinguals' expression of motion events in each language type. However, less is known about intra-typological variability within each language type, particularly for the expression of motion events among bilingual speakers. In this study, we examine motion descriptions produced by two groups of bilinguals – with Polish as first language – learning a second language that belongs to the same (Polish–German) or a different language type (Polish–Spanish), in comparison to monolinguals in each language (German, Spanish, Polish). Our results, based on written descriptions of animated motion scenes, showed evidence for both inter-typological and intra-typological variation in the expression of motion, with greater attunement to first-language (L1) patterns in learning a language of the same type, and closer alignment to second-language (L2) patterns in learning a language that belongs to a different language type.

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1. Bilinguals 2. German 3. Inter-typological variation 4. Intra-typological variation 5. Manner 6. Motion events 7. Path 8. Polish 9. Spanish 10. Spatial language

6

Internal context, language acquisition and multilingualism [Recurso electrónico] / Michael Sharwood Smith.

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

References: p. 169-170.

Research on multilingualism and the acquisition of language(s) faces numerous challenges given its inherently interdisciplinary character. This discussion will focus on the notion of internal context, a concept that forcefully demonstrates the need for integrating linguistically-oriented research with cognitive research in general. Investigating the internal context of language processing centres on the 'interpreted' world inside individual minds together with all the cognitive mechanisms that shape it. It will be argued that explanations are required that must go well beyond accounts of the linguistic properties of individuals' grammatical abilities and that, for this purpose, theoretical broad-based frameworks are needed that can act as 'base camps' facilitating explorations that venture beyond purely local domains and allowing findings from different research areas to be integrated within a shared perspective of how the mind works.

Second language research. -- 2021 (January), v. 37, n. 1, p. 161-170

1. Bilingualism 2. Interdisciplinary research 3. Language acquisition 4. Language processing 5. Multilingualism 6. Theoretical frameworks 7. Theories of cognition

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Knowledge of indefinite articles in L2-English [Recurso electrónico]: Online vs. offline performance / Tania Ionin, Sea Hee Choi, Qiufen Liu.

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

References: p. 149-151.

This study uses both offline and online tasks in order to investigate whether second language learners of English from an article-less first-language (Mandarin) are able to integrate the indefinite article into their grammar despite the lack of articles in their first language. This article reports on two studies, one on learners' sensitivity to errors of article omission and one on learners' sensitivity to errors of article misuse. The results indicate that learners show quite native-like sensitivity to errors with articles online, and in fact perform in a more target-like manner in an online task than in a traditional offline judgment task. The findings of this study provide evidence against the Morphological Congruency Hypothesis in that they indicate that learners can represent a new morphological category (in this case, the indefinite article) in their Interlanguage grammar.

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1. Articles 2. Indefinites 3. Mandarin 4. Morphological congruency 5. Online methods
