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**Activation of L1 orthography in L2 word reading [Recurso electrónico]: Constraints from language and writing system / Lin Chen ... [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. 342-345.

When reading in a second language, a reader's first language may be involved. For word reading, the question is how and at what level: lexical, pre-lexical, or both. In three experiments, we employed an implicit reading task (color judgment) and an explicit reading task (word naming) to test whether a Chinese meaning equivalent character and its sub-character orthography are activated when first language (L1) Chinese speakers read second language (L2) English words. Because Chinese and English have different spoken and written forms, any cross language effects cannot arise from shared written and spoken forms. Importantly, the experiments provide a comparison with single language experiments within Chinese, which show cross-writing system activation when words are presented in alphabetic Pinyin, leading to activation of the corresponding character and also its sub-character (radical) components. In the present experiments, Chinese–English bilinguals first silently read or made a meaning judgment on an English word. Immediately following, they judged the color of a character (Experiments 1A and 1B) or named it (Experiment 2). Four conditions varied the relation between the character that is the meaning equivalent of the English word and the following character presented for naming or color judgment. The experiments provide evidence that the Chinese meaning equivalent character is activated during the reading of the L2 English. In contrast to the within-Chinese results, the activation of Chinese characters did not extend to the sub-character level. This pattern held for both implicit reading (color judgment) and explicit reading (naming) tasks, indicating that for unrelated languages with writing systems, L1 activation during L2 reading occurs for the specific orthographic L1 form (a single character), mediated by meaning. We conclude that differences in writing systems do not block cross-language co-activation, but that differences in languages limit co-activation to the lexical level.

Second language research. -- 2021 (April), v. 37, n. 2, p. 323-348

1. Bilingual 2. Lexical access 3. Orthography 4. Writing system

2

**Effects of spacing on contextual vocabulary learning [Recurso electrónico]: Spacing facilitates the acquisition of explicit, but not tacit, vocabulary knowledge / Tatsuya Nakata, Irina Elgort.**

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

References: p. 254-256.

Studies examining decontextualized associative vocabulary learning have shown that long spacing between encounters with an item facilitates learning more than short or no spacing, a phenomenon known as distributed practice effect. However, the effect of spacing on learning words in context is less researched and the results, so far, are inconsistent. In this study, we compared the effect of massed and spaced distributions on second language vocabulary learning from reading. Japanese speakers of English encountered 48 novel vocabulary items embedded in informative English sentences, inferred their meanings from contexts, and received feedback in the form of English synonyms and Japanese translation equivalents. To test the hypothesis that the effects of spacing might differentially affect the development of explicit or tacit word knowledge, spacing effects were measured using semantic priming as well as a meaning recall and a meaning–form matching posttest. Results showed an advantage of spaced over massed learning on the meaning recall and meaning–form matching posttests. However, a similar semantic priming effect was observed irrespective of whether an item was encountered in the massed or spaced distribution. These results suggest that the spacing effect holds in contextual word learning for the development of explicit vocabulary knowledge, but massing appears to be as effective as spacing for the acquisition of tacit semantic knowledge.

Second language research. -- 2021 (April), v. 37, n. 2, p. 233-260

1. Distributed practice effect 2. Explicit knowledge 3. Massing 4. Priming effect 5. Semantic priming 6. Spacing 7. Spacing effect 8. Tacit knowledge 9. Transfer appropriate processing 10. Vocabulary learning

3

**Interdisciplinary approaches to researching L2 lexical acquisition, processing, and use [Recurso electrónico] : An introduction to the special issue / Irina Elgort, Anna Siyanova-Chanturia.**

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

References: p. 202-205.

Lexical knowledge is complex, multidimensional, and difficult to pin down to a set of defined components. The development, organization, and use of lexical knowledge in the first and additional languages are studied in a number of neighbouring disciplines beyond second language acquisition and applied linguistics, including psycholinguistics, neurolinguistics, computational linguistics, and language education. In this introduction, we highlight how the five articles in this special issue hone our understanding of different aspects of second language (L2) lexical knowledge, its acquisition, and use by adopting innovative research design, methods, and approaches to data collection and analysis from these distinct but related disciplines, affording new theoretical and empirical insights.

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1. Aspects of lexical knowledge 2. Interdisciplinary 3. Interdisciplinary research methods 4. Lexical processing 5. Lexical studies 6. Second language acquisition of vocabulary 7. Second language vocabulary

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#### 4

**Lexical fixedness and compositionality in L1 speakers' and L2 learners' intuitions about word combinations [Recurso electrónico] : Evidence from Italian / Irene Fioravanti ... [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. 319-322.

The present investigation focuses on first language (L1) and second language (L2) speakers' sensitivity to lexical fixedness and compositionality of Italian word combinations. Two studies explored language users' intuitions about three types of word combinations: free combinations, collocations, and idioms. In Study 1, Italian Verb+Noun combinations were embedded in sentential contexts, with control conditions created by substituting the verb with a synonym. L1 and L2 speakers rated sentence acceptability. In Study 2, the original verb was removed from sentences. Participants chose the verb from the list provided they felt was most acceptable. Computational measures were used to measure compositionality of word combinations. Mixed-effects modelling revealed that L1 and L2 speakers judged target word combinations differently in terms of lexical fixedness. In line with phraseological models, L1 speakers judged the use of a synonym as less acceptable in collocations than free combinations. On the contrary, L2 learners judged the use of a synonym as more acceptable in collocations than free combinations. However, all participants perceived idioms as least flexible of the three combination types. Results further showed an interesting effect of compositionality on the speakers' intuitions about the use of word combinations. Taken together, the findings provide new insights into how L1 and L2 speakers perceive word combinations that vary along the continua of lexical fixedness and compositionality.

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1. Collocations 2. Compositionality 3. Free combinations 4. Frequency 5. Idioms 6. Italian 7. Lexical fixedness 8. L2 learners

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#### 5

**Prosodic cues in second-language speech processing [Recurso electrónico]: A visual world eye-tracking study / Michelle Perdomo, 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. 372-375.

Listeners interpret cues in speech processing immediately rather than waiting until the end of a sentence. In particular, prosodic cues in auditory speech processing can aid listeners in building information structure and contrast sets. Native speakers even use this information in combination with syntactic and semantic information to build mental representations predictively. Research on second-language (L2) learners suggests that learners have difficulty integrating linguistic information across various domains, likely subject to L2 proficiency levels. The current study investigated eye-movement behavior of native speakers of English and Chinese learners of English in their use of contrastive intonational cues to restrict the set of upcoming referents in a visual world paradigm. Both native speakers and learners used contrastive pitch accent to restrict the set of referents. Whereas native speakers anticipated the upcoming set of referents, this was less clear in the L2 learners. This suggests that learners are able to integrate information across multiple domains to build information structure in the L2 but may

not do so predictively. Prosodic processing was not affected by proficiency or working memory in the L2 speakers.

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1. Anticipation 2. Contrastive pitch accent 3. Eye tracking 4. Interface 5. Prosody 6. Second language processing

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## 6

**The role of feedback and instruction on the cross-situational learning of vocabulary and morphosyntax [Recurso electrónico] : Mixed effects models reveal local and global effects on acquisition / Padraic Monaghan, Simón Ruiz, Patrick Rebuschat.**

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

References: p. 281-284.

First language acquisition is implicit, in that explicit information about the language structure to be learned is not provided to children. Instead, they must acquire both vocabulary and grammar incrementally, by generalizing across multiple situations that eventually enable links between words in utterances and referents in the environment to be established. However, this raises a problem of how vocabulary can be acquired without first knowing the role of the word within the syntax of a sentence. It also raises practical issues about the extent to which different instructional conditions – about grammar in advance of learning or feedback about correct decisions during learning – might influence second language acquisition of implicitly experienced information about the language. In an artificial language learning study, we studied participants learning language from inductive exposure, but under different instructional conditions. Language learners were exposed to complex utterances and complex scenes and had to determine the meaning and the grammar of the language from these co-occurrences with environmental scenes. We found that learning was boosted by explicit feedback, but not by explicit instruction about the grammar of the language, compared to an implicit learning condition. However, the effect of feedback was not general across all aspects of the language. Feedback improved vocabulary, but did not affect syntax learning. We further investigated the local, contextual effects on learning, and found that previous knowledge of vocabulary within an utterance improved learning but that this was driven only by certain grammatical categories in the language. The results have implications for theories of second language learning informed by our understanding of first language acquisition as well as practical implications for learning instruction and optimal, contingent adjustment of learners' environment during their learning.

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1. Feedback 2. Instruction 3. Implicit learning 4. Mixed effects models 5. Statistical learning

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## 7

**Which words do English non-native speakers know? [Recurso electrónico]: New supernational levels based on yes/no decision / Marc Brysbaert, Emmanuel Keuleers, Pawel Mandera.**

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

References: p. 230-231.

To have more information about the English words known by second language (L2) speakers, we ran a large-scale crowdsourcing vocabulary test, which yielded 17 million useful responses. It provided us with a list of 445 words known to nearly all participants. The list was compared to various existing lists of words advised to include in the first stages of English L2 teaching. The data also provided us with a ranking of 61,000 words in terms of degree and speed of word recognition in English L2 speakers, which correlated  $r = .85$  with a similar ranking based on native English speakers. The L2 speakers in our study were relatively better at academic words (which are often cognates in their mother tongue) and words related to experiences English L2 students are likely to have. They were worse at words related to childhood and family life. Finally, a new list of 20 levels of 1,000 word families is presented, which will be of use to English L2 teachers, as the levels represent the order in which English vocabulary seems to be acquired by L2 learners across the world.

Second language research. -- 2021 (April), v. 37, n. 2, p. 207-231

1. English as a second language 2. Second language acquisition 3. Vocabulary 4. Word frequency 5. Word knowledge 6. Word prevalence

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