Cognitive Processing in Second Language Acquisition

Inside the learner's mind

Edited by

Martin Pütz
University of Koblenz-Landau

Laura Sicola
University of Pennsylvania

John Benjamins Publishing Company
Amsterdam / Philadelphia

Table of contents

Acknowledgements vii

Introduction: Cognitive processing in second language acquisition 1
Martin Pütz and Laura Sicola

Section I. Cognitive theoretical foundations of language and learning

1. Concept stretching and model merging: An attempt to better account for L2 processing and acquisition of grammatical constructions 9
Mark Fifer Seilhamer

2. Construction learning as category learning 27
Nick C. Ellis

3. The role of relevance theory in SLA studies 49
Maria Jodłowiec

4. Distinct mechanisms in the processing of English past tense morphology: A view from L2 processing 67
Bilal Kırkıcı

5. Third language acquisition, macrocategories and synonymy 85
Ksenya Filatova

Section II. Mental processes and acquisition procedures followed by language learners

6. First exposure: Converting target language input to intake 99
Rebekah Rast

7. On the stability of representations in the multilingual lexicon 117
Kees de Bot and Wander Lowie

8. Conceptual representations in the multilingual mind: A study of advanced Dutch students of English 135
Wander Lowie, Marjolijn Verspoor and Bregtje Seton

9. Formulaic language in L2: Storage, retrieval and production of idioms by second language learners 149
Anna Cieślicka

10. A procedure for testing the Noticing Hypothesis in the context of vocabulary acquisition **169**
Aline Godfroid, Alex Housen and Frank Boers

11. Construal and the use of impersonalisation strategies in English and Spanish in an FLL context **199**
Juana I. Marín Arrese

12. Inside the attriter's mind: A comparative exploration of the cognitive constraints in Dutch L1 attrition in an L2 English environment and advanced Dutch L1 acquisition **227**
Merel Keijzer

Section III. Cognitive language pedagogy: Classroom studies with applications for teaching

13. Situating and distributing cognition across task demands: The SSARC model of pedagogic task sequencing **243**
Peter Robinson

14. Typology in the L2 classroom: Second language acquisition from a typological perspective **269**
Luna Filipović and Ivana Vidaković

15. Metaphoric competence in the first and second language: Similarities and differences **293**
Jeannette Littlemore

16. Figurative competence is better developed in L1 than in L2, or is it? Understanding conversational implicatures in L1 and L2 **317**
Katarzyna Bromberek-Dyzman and Anna Ewert

17. Attention to phonological form: Modified output in task-based negotiated interaction **335**
Laura Sicola

18. Quality and type of corrective feedback, noticing, and learner uptake in synchronous computer-mediated text-based and voice chats **351**
Susana Sotillo

Index **371**