

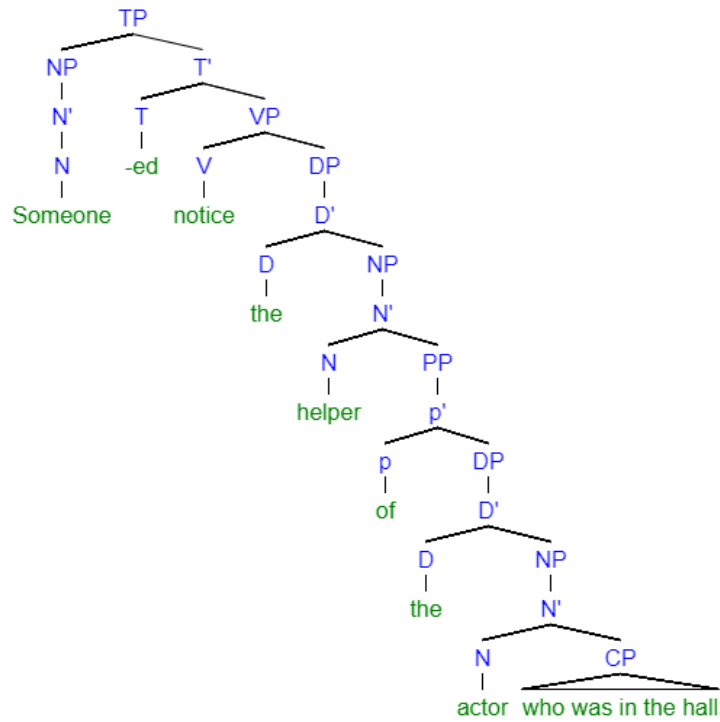
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A Descriptive Review of State-of-the-Art Research on Attachment Preference in L2 Parsing

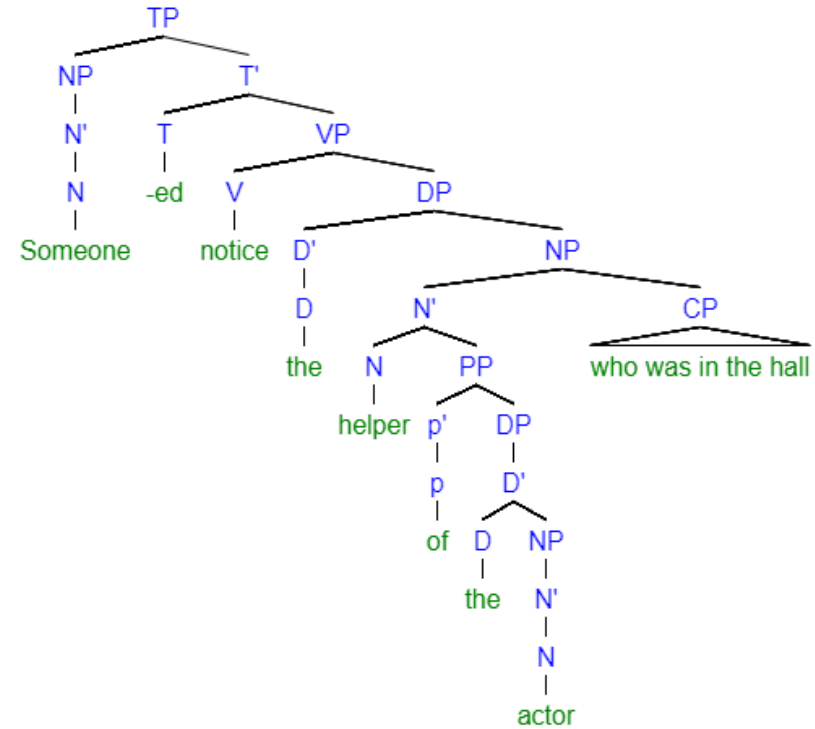
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Introduction

Low-attachment parsing strategy



High-attachment parsing strategy



Method

Descriptive review

Aim: to unveil the breadth and depth of contemporary research using computer-based tasks for determining attachment preference in L2 parsing

Sample: studies published in the past 10-year period

Databases: Scopus, Web of Science, LLBA databases

Language contexts of the reviewed research

L1-L2 of learners	L2 proficiency	Learner's background	Example
German-English	≥ Mid-intermediate	University student	13; 20
English-Spanish	Heritage	University student	14
Chinese-English	≥ Upper-intermediate	University student	20; 28; 29
Portuguese-English	Intermediate and advanced	University student	26

Stimuli in the reviewed research

- Globally ambiguous relative clause sentences
- Sentences with local ambiguity of adverb attachment
- Locally ambiguous / unambiguous sentences with NP versus sentence coordination

Computer-based tasks in the reviewed research

- Self-paced reading task
- Working memory – reading span task
- Acceptability judgment task
- Yes/no comprehension questions

Attachment preferences in the reviewed research

- L2 English learners and native English speakers display an overall preference to attach relative clauses high (contrasting with previous research!)
- Monolingual English speakers demonstrate a strong preference to attach relative clauses low
- Monolingual speakers of Mexican set of varieties are guided by the high attachment parsing strategy
- Heritage speakers of Mexican Spanish are driven by the high attachment strategy
- Chinese-speaking learners of English do not exhibit any robust attachment preference
- Chinese-speaking learners of English with advanced proficiency display an overall preference to attach relative clauses high
- Portuguese-speaking highly proficient learners of English are guided by the high attachment parsing strategy

Conclusion

1. Psychophysical tasks are more widespread, perhaps, owing to their relative simplicity of use and no need for extra apparatus.
2. No study relied on the fusion of a computer-based task and recording of electrophysiological brain responses.
3. Given a vast population of language learners and many languages across the globe, the reviewed research accounted only for the limited group of learners, i.e., the university students learning English.

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