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Advancing research in second language writing through computational tools and machine learning techniques [Texto impreso] :a research agenda / Scott A. Crossley

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 269-271 : 51 refs.

This paper provides an agenda for replication studies focusing on second language (L2) writing and the use of natural language processing (NLP) tools and machine learning algorithms. Specifically, it introduces a range of the available NLP tools and machine learning algorithms and demonstrates how these could be used to replicate seminal studies in L2 writing that concentrate on longitudinal writing development, predicting essay quality, examining differences between L1 and L2 writers, the effects of writing topics, and the effects of writing tasks. The paper concludes with implications for the recommended replication studies in the field of L2 writing and the advantages of using NLP tools and machine learning algorithms.

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Cognitive Linguistic approaches to teaching vocabulary [Texto impreso] : assessment and integration / Frank Boers

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References: p. 220-224 : 97 refs.

The pace at which new L2 words or expressions are acquired is influenced by the degree of engagement with them on the part of the learner. Several researchers with a Cognitive-Linguistics (CL) background have, since the 1990s, proposed ways of exploiting non-arbitrary aspects of vocabulary as stimuli for such engagement. Their proposals have been backed up by the results of several quasi-experimental studies. It must be acknowledged, however, that many of these are small-scale, some show only small effect sizes, and some are hard to interpret due to confounding variables. Taken collectively, the reported experiments are nevertheless beginning to constitute a body of evidence in favour of CL-informed instruction that is hard to dismiss, so there is reason to believe that this kind of instruction deserves a niche in second language programmes. However, a judicious implementation of CL ideas stands to gain considerably from a closer alignment with 'mainstream' second language vocabulary research. Insights to be taken on board from the mainstream concern issues of selection, the desirability of distributed learning, and the need to cater for complementary types of knowledge.

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Forty years later [Texto impreso] : updating the Fossilization Hypothesis / ZhaoHong Han

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 166-171

A founding concept in second language acquisition (SLA) research, fossilization has been fundamental to understanding second language (L2) development. The Fossilization Hypothesis, introduced in Selinker's seminal text (1972), has thus been one of the most influential theories, guiding a significant bulk of SLA research for four decades; 2012 marks its fortieth anniversary. This article revisits the Fossilization Hypothesis, starting with the earliest set of questions (still the most comprehensive) (Selinker & Lamendella 1978) and using them as a basis for updating the Hypothesis. The current understanding of fossilization is presented by introducing an alternative hypothesis, the Selective Fossilization Hypothesis (Han 2009) and, in the light of that alternative, reviewing a selection of fossilizable structures documented in the recent literature.

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Research in applied linguistics and language teaching and learning in New Zealand 2006-2010 [Texto impreso] / Alastair Ker, Rebecca Adams, and Gillian Skeyrme

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References: p. 249-255

This survey gives an overview of research into language teaching and learning in New Zealand over a five-year period, including the context of that research. The majority of New Zealanders are monolingual English speakers, yet the country faces complex linguistic challenges arising from its bicultural foundations and the multicultural society it has become. The survey encompasses the teaching and learning of indigenous and community languages, including te reo Māori and New Zealand Sign Language, both official languages; the teaching and learning of foreign languages and English for Speakers of Other Languages (ESOL); psychological factors in language learning; and language teacher education. Certain themes recur: the daunting task of maintaining minority languages against a tide of language shift, the lag between language trends and language policy, and the struggle to create space within the education system for cultural and linguistic diversity. Research into language teaching and learning in New Zealand is vibrant, but there is a need for greater collaboration, generalisability and more effective dissemination of research findings. Future research should focus on the effectiveness of methodologies and programmes in international comparison, and helping teachers and course designers to refine the use of digital technology.

Language teaching. -- 2013, v.46, n.2, april, p. 225-255

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The inseparability of cognition and emotion in second language learning [Texto impreso] / Merrill Swain

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 206-207 : 45 refs.

The scholarly literature about the process of second language (L2) learning has focused to a considerable extent on cognitive processes. Left aside are questions about how emotions fit into an understanding of L2 learning. One goal of this plenary is to demonstrate that we have limited our understanding of L2 learning by failing to take into account the roles played by emotions. A perspective which brings together cognition and emotion is that of Vygotsky's sociocultural theory (SCT) of mind. Vygotsky saw the two as being inextricably interconnected. However, many in the Western world who have taken up Vygotsky's ideas, myself included, have focused on the cognitive side of learning and development. The second goal of this plenary is therefore to redress this imbalance.

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