

1**Effects of written feedback and revision on learners' accuracy in using two english grammatical structures [Texto impreso] / Natsuko Shintani, Rod Ellis, Wataru Suzuki**

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

References: p. 128-131

The study compared the effects of two types of form-focused written feedback-direct corrective feedback (DCF) and metalinguistic explanation (ME) given to the whole class-on Japanese university students' accuracy of use of two grammatical structures: indefinite article and the hypothetical conditional. Both types of feedback were given with and without an opportunity to rewrite. Accuracy of use was measured in new pieces of writing. The feedback led to increased accuracy for the hypothetical conditional but not for the indefinite article. The effectiveness of the DCF proved longer lasting than the ME. Also, providing opportunity for revision enhanced the effect of the feedback. Overall, DCF followed by revision proved the most effective type of feedback. The results suggest that when form-focused written feedback is directed at two features that vary in saliency and complexity, learners are likely to focus on the structure that contributes more to the global meaning of the text. The results also indicate that directly correcting the errors learners make with respect to a complex syntactical structure is more beneficial than giving them a metalinguistic explanation.

Language learning. -- 2014, v.64, n. 1, March, p. 103-131

1. Form-focused instruction 2. Grammar 3. Implicit/explicit 4. L2 acquisition 5. Written feedback

2**Language use in six study abroad programs [Texto impreso] : an exploratory analysis of possible predictors / Dan P. Dewey ... [et al.]**

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

References: p. 63-71

A common predictor of language gains during study abroad (SA) is amount of language use. Yet little attention has been given to determining what factors influence the extent of language use while abroad. Studies in this area have mainly been case studies of learners in single locations. In this larger study, we seek to determine variables connected with language use by examining 118 learners studying abroad in Madrid, Mérida (Mexico), Paris, Moscow, Nanjing, or Cairo. These learners reported their second language (L2) use over a 1-week period during their stay. Significant predictors of reported L2 use include SA program, age, pre-departure language proficiency, number of native speaker friends, gender, and personality.

Language learning. -- 2014, v.64, n. 1, March, p. 36-71

1. Age 2. Gender 3. Intercultural competence 4. Language use 5. Personality 6. Social networks 7. Study abroad

3

Multicompetence in L2 language play [Texto impreso] : a longitudinal case study / Nancy Bell, Stephen Skalicky, Tom Salsbury

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

References: p. 99-101

Humor and language play have been recognized as important aspects of second language (L2) development. Qualitative studies that have documented the forms and functions of language play for adult and child L2 users have taken place largely in classroom settings. In order to gain a fuller understanding of such creative manipulations by L2 users, it is necessary to examine these phenomena across a variety of contexts. In this article, we explore the ways that two L2 users marshal resources to play with language across communicative activities, for various purposes, and with a variety of interlocutors in interaction.

Our goal is to gain a fuller view of our participants as multicompetent language users, specifically with respect to their playful communicative repertoires. The data consist of informal conversations which were recorded approximately every 2 weeks over 10-12 months. Episodes framed by the participants as playful were identified across all recordings and were analyzed qualitatively to document patterns of use and participation. Despite individual differences in style, both participants demonstrated sensitivity to context in their use of language play and an awareness of the ways humor functions as a social practice, subtly adjusting their strategies to changing social situations.

Language learning. -- 2014, v.64, n. 1, March, p. 72-102

1. Case study 2. Humor 3. Language play 4. Longitudinal research 5. Multicompetence

4

Native language phonological skills in low-proficiency second language learners [Texto impreso] / Katy Borodkin, Miriam Faust

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

References: p. 155-158

This study investigated the link between low second language performance and difficulties with native language phonological processing. Participants were native Hebrew speakers, 19-31 years of age, who learned English as a second language in a school setting. Individuals with dyslexia performed below high-proficiency second language learners on each of four tasks assessing native language phonological processing, whereas low-proficiency second language learners were disadvantaged compared to high-proficiency second language learners on only two of the tasks: pseudoword repetition and tip-of-the-tongue naming. These results indicate that both individuals with dyslexia and low-proficiency second language learners have a weakness in native language phonological processing. The weakness in low-proficiency second language learners, however, is evident in a more limited set of skills compared to individuals with dyslexia.

Language learning. -- 2014, v.64, n. 1, March, p. 132-159

1. Bilingualism 2. Dyslexia 3. Naming 4. Phonological short-term memory 5. Second language learning

5

Phase transitions in development of writing fluency from a complex dynamic systems perspective [Texto impreso] / Kyoko Baba, Ryo Nitta

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

References: p. 31-35

This study explored patterns in L2 writing development by focusing on one of the linguistic features of texts (fluency) from a complex dynamic systems perspective. It investigated whether two English-as-a-foreign-language university students would experience discontinuous change (phase transition) in their writing fluency through repetition of a timed writing task. The students performed the task along with reflective writing once a week throughout the school year (30 times). Phase transitions were assessed against four criteria: sudden jumps, anomalous variance, divergence, and qualitative change in the attractor. The results suggest that both students underwent at least one phase transition. The findings imply the existence of 'supra' patterns that could be revealed by longitudinal, multiple-type observation.

Language learning. -- 2014, v.64, n. 1, March, p. 1-35

1. Complex dynamic systems 2. EFL 3. L2 writing 4. Longitudinal
