

1

Corpus use in Language Learning [Recurso electrónico] : a meta-analysis / Alex Boulton, and Tom Cobb

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

References: p. 388-393

This study applied systematic meta-analytic procedures to summarize findings from experimental and quasi-experimental investigations into the effectiveness of using the tools and techniques of corpus linguistics for second language learning or use, here referred to as data-driven learning (DDL). Analysis of 64 separate studies representing 88 unique samples reporting sufficient data indicated that DDL approaches result in large overall effects for both control/experimental group comparisons ($d = 0.95$) and for pre/posttest designs ($d = 1.50$). Further investigation of moderator variables revealed that small effect sizes were generally tied to small sample sizes. Research has barely begun in some key areas, and durability/transfer of learning through delayed posttesting remains an area in need of further investigation. Although DDL research demonstrably improved over the period investigated, further changes in practice and reporting are recommended.

Language learning. -- 2017 (June), v. 67, n. 2, p. 348-393

1. Corpus-based language learning 2. Data-driven learning 3. DDL 4. Meta-analysis 5. Research synthesis

2

The effects of mode and task complexity on second language production [Recurso electrónico] / Olena Vasylets, Roger Gilabert, and Rosa M. Manchón

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

References: p. 423-430

Taking a psycholinguistic orientation within task-based language teaching scholarship, this study investigated the effects of mode (oral vs. written) and task complexity on second language (L2) performance. The participants were 78 Catalan/Spanish learners of English as a foreign language. Half of the participants performed the simple and complex versions of an argumentative, instruction-giving task orally, the other half did it in writing. The comparison of the participants' oral and written performance revealed that speakers produced more idea units but that writers achieved higher scores for subordination, mean length of analysis-of-speech units, lexical diversity, extended idea units, and time on task. As for the effects of task complexity, the participants' written production showed more variation between the complex and the simple versions of the task. These findings are interpreted in light of task modality effects in L2 learning and discussed in relation to task complexity theory and research.

Language learning. -- 2017 (June), v. 67, n. 2, p. 394-430

1. Mode 2. Propositional complexity 3. Second language 4. Speech 5. Task complexity 6. Writing

3

The influence of standard and substandard dutch on gender assignment in second language German [Recurso electrónico] / Jan Vanhove

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

References: p. 457-460

This study investigated how standard and substandard varieties of first language (L1) Dutch affect grammatical gender assignments to nouns in second language (L2) German. While German distinguishes between masculine, feminine, and neuter gender, the masculine-feminine distinction has nearly disappeared in Standard Dutch. Many substandard Belgian Dutch varieties, however, still mark this distinction, making them more akin to German than Standard Dutch in this respect. Seventy-one Belgian and 104 Netherlandic speakers of Dutch with varying levels of German proficiency assigned gender-marked German articles to German nouns with Dutch cognates; these gender assignments were then compared to the cognates' gender in the standard and substandard L1 varieties.

While the gender assignments of both Belgian and Dutch participants were strongly influenced by the cognates' Standard Dutch gender, the Belgians' responses showed, at best, weak traces of the masculine–feminine distinction in substandard Belgian Dutch. Possible reasons for this weak substandard variety influence are discussed.

Language learning. -- 2017 (June), v. 67, n. 2, p. 431-460

1. Closely related languages 2. Cognates 3. Crosslinguistic influence 4. Dutch 5. German 6. Grammatical gender 7. Substandard variety

4

Interaction mindsets, interactional behaviors, and L2 development [Recurso electrónico] : an affective-social-sognitive model / Masatoshi Sato

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

References: p. 276-283

This classroom-based study explored links among second language (L2) learners' interaction mindsets, interactional behaviors, and L2 development in the context of peer interaction. While peer interaction research has revealed that certain interactional behaviors (e.g., receiving corrective feedback and engaging in collaborative interaction) assist L2 learning, it is yet unknown why some learners exhibit these interactional behaviors or how learners' affective states impact their L2 development. The participants were two Grade 10 English as a foreign language classes in Chile (N = 53). Three data sets were collected: (a) interaction mindset data based on pretask interviews with focus groups from each class (n = 10); (b) interaction data pertaining to the communicative tasks of the focus groups; and (c) L2 development data from both classes consisting of oral and written production tests focusing on grammar and lexis. Results indicated that L2 development was mediated by learners' interaction mindsets, which in turn affected their interactional behaviors.

Language learning. -- 2017 (June), v. 67, n. 2, p. 249-283

1. Corrective feedback 2. Interaction mindsets 3. Peer interaction 4. Social interdependence theory 5. Sociocultural theory

5

Language use in real-time interactions during early elementary science lessons [Recurso electrónico] : the bidirectional dynamics of the language complexity of teachers and students / Astrid Menninga, Marijn van Dijk, Henderien Steenbeek, and Paul van Geert

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

References: p. 315-320

This study used a dynamic approach to explore bidirectional sequential relations between the real-time language use of teachers and students in naturalistic early elementary science lessons. It also compared experienced teachers (n = 22) with novice teachers (n = 8) with respect to such relations. Verbal interactions were transcribed and coded at the utterance level for syntactic complexity, lexical density of content word use, and open-ended teacher questions. Sequential analyses provided evidence for the existence of a bidirectional relationship, meaning that both teachers and students were sensitive to each other's use of complex and dense language. In addition, the use of open-ended teacher questions was related to complex and dense student utterances. Comparisons between experienced teachers and novice teachers revealed that sequential patterns were stronger in the case of experienced teachers, suggesting that there were more flexible adaptation processes in this group.

Language learning. -- 2017 (June), v. 67, n. 2, p. 284-320

1. Bidirectional relation 2. Early elementary science education 3. Language 4. Real-time interaction 5. Sequential analysis

6

The role of foreign domestic helpers in Hong Kong Chinese children's English and Chinese skills [Recurso electrónico] : a longitudinal study / Katrina May Dulay, Xiuhong Tong, and Catherine McBride

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

References: p. 345-347

We investigated the influence of nonparental caregivers, such as foreign domestic helpers (FDH), on the home language spoken to the child and its implications for vocabulary and word reading development in Cantonese- and English-speaking bilingual children. Using data collected from ages 5 to 9, we analyzed Chinese vocabulary, Chinese character recognition, English vocabulary, and English word reading among 194 native Cantonese-speaking children in Hong Kong with English-speaking FDHs ($n = 46$), children with Cantonese-speaking FDHs ($n = 32$), and children with no FDHs who were spoken to in Cantonese ($n = 116$). Multilevel modeling results showed potential advantages in initial English vocabulary and disadvantages in initial Chinese character recognition among children in the English-speaking FDH group, with no evidence for compounding or diminished costs or benefits over time. Results are discussed in relation to both theoretical and practical aspects of home language and literacy development.

Language learning. -- 2017 (June), v. 67, n. 2, p. 321-347

1. Bilingualism 2. Chinese 3. Domestic helpers 4. Language acquisition 5. Language exposure

7

What we gain by combining variationist and concept-oriented approaches [Recurso electrónico] : the case of acquiring spanish future-time expression / Matthew Kanwit

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

References: p. 494-498

This study aimed to advance research on first and second language future-time expression in Spanish and to demonstrate the strengths of combining functionalist, concept-oriented approaches (e.g., Andersen, 1984; Bardovi-Harlig, 2000; Shirai, 1995; von Stutterheim & Klein, 1987) with variationist approaches. The study targeted 140 participants (120 English-speaking learners of Spanish of varying proficiency and 20 native speakers of Spanish) who completed an oral task responding to eight prompts (e.g., describe tus planes para este fin de semana "describe your plans for this weekend"). Results from cross-tabulations and multinomial regressions indicated gradual inclusion of new linguistic and social variables as learner proficiency increased and demonstrated the value of considering both group and individual behavior. Findings were discussed in relation to stages of acquisition of future-time expression.

Language learning. -- 2017 (June), v. 67, n. 2, p. 461-498

1. Concept-oriented approaches 2. Future-time expression 3. Sociolinguistic variation 4. Spanish 5. Variable morphosyntax
