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A cognitive linguistics application for Second Language Pedagogy [Recurso electrónico] : the English Preposition Tutor / Man Ho Ivy Wong, Helen Zhao, Brian MacWhinney

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

References: p. 464-468

This study investigated the effects of teaching English prepositions using schematic diagrams inspired by cognitive linguistics in a computer-based tutorial system called the English Preposition Tutor. Training was designed based on the theoretical framework of the Competition Model and a cognitive linguistic analysis of prepositions. Sixty-four Cantonese-speaking intermediate learners of English were trained using a sentence-picture matching task. They received one of the three types of feedback: schematic diagram feedback, metalinguistic rule feedback, or correctness feedback. Only the schematic diagram feedback group was exposed to chaining between spatial senses and nonspatial senses. Results showed that instruction was effective in all three feedback groups, as measured by a cloze test and a translation test. In the translation test, the group receiving schematic diagram feedback outperformed the correctness feedback group. The effects of the three feedback conditions were not significantly different in the cloze test.

Language learning. -- 2018 (June), v. 68, n. 2, p. 438-468

1. Competition Model 2. Computer-based feedback 3. Grammar instruction 4. Polysemy 5. Schematic diagrams

2

Contextual richness and word learning [Recurso electrónico] : context enhances comprehension but retrieval enhances retention / Gesa S. E. van den Broek

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

References: p. 579-585

Learning new vocabulary from context typically requires multiple encounters during which word meaning can be retrieved from memory or inferred from context. We compared the effect of memory retrieval and context inferences on short- and long-term retention in three experiments. Participants studied novel words and then practiced the words either in an uninformative context that required the retrieval of word meaning from memory ("I need the funguo") or in an informative context from which word meaning could be inferred ("I want to unlock the door: I need the funguo"). The informative context facilitated word comprehension during practice. However, later recall of word form and meaning and word recognition in a new context were better after successful retrieval practice and retrieval practice with feedback than after context-inference practice. These findings suggest benefits of retrieval during contextualized vocabulary learning whereby the uninformative context enhanced word retention by triggering memory retrieval.

Language learning. -- 2018 (June), v. 68, n. 2, p. 546-585

1. Contextual inference 2. Paired-associate learning 3. Retrieval 4. Second language 5. Testing effect 6. Vocabulary learning

3

Introducing registered reports at 'Language Learning' [Recurso electrónico] : promoting transparency, replication, and a synthetic ethic in the language sciences / Emma Marsden ... [et al.]

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

References: p. 318-320

The past few years have seen growing interest in open science practices, which include initiatives to increase transparency in research methods, data collection, and analysis; enhance accessibility to data and materials; and improve the dissemination of findings to broader audiences. Language Learning is enhancing its participation in the open science movement by launching Registered Reports as an article category as of January 1, 2018. Registered Reports allow authors to submit the conceptual justifications and the full method and analysis protocol of their study to peer review prior to data collection. High-quality submissions then receive provisional, in-principle acceptance. Provided that data collection, analyses, and reporting follow the proposed and accepted methodology and analysis protocols, the article is subsequently publishable whatever the findings. We outline key

concerns leading to the development of Registered Reports, describe its score features, and discuss some of its benefits and weaknesses.

Language learning. -- 2018 (June), v. 68, n. 2, p. 309-320

1. Open science 2. Peer review 3. Preregistration 4. Publication bias 5. Registered report 6. Replication 7. Transparency

4

Metacognitive instruction enhances the effectiveness of corrective feedback [Recurso electrónico] : variable effects of feedback types and linguistic targets / Masatoshi Sato, Shawn Loewen

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

References: p. 537-545

This study explored the impact of metacognitive instruction provided in conjunction with corrective feedback, investigating the moderating effects of two types of implicit corrective feedback (input-providing conversational recasts vs. output-prompting clarification requests) that targeted English third-person singular –s and possessive determiners his/her. Adult English as a foreign language learners from intact classes (N = 83) were assigned to four conditions: metacognitive instruction plus input-providing recasts, input-providing recasts only, metacognitive instruction plus output-prompting clarification requests, and output-prompting clarification requests only. Metacognitive instruction enhanced the effect of conversational recasts that otherwise had minimal impact but had no added benefit for clarification requests that supported language development without metacognitive instruction. Although the effect of metacognitive instruction was not moderated by linguistic structure, effectiveness of corrective feedback depended on linguistic target. Although corrective feedback in general impacted third-person singular –s more, the comparison of feedback types showed that the advantageous effect of clarification requests was found only for possessive determiners, the more salient and communicatively valuable structure.

Language learning. -- 2018 (June), v. 68, n. 2, p. 507-545

1. Classroom research 2. Corrective feedback 3. Linguistic target 4. Metacognitive instruction 5. Quasi-experimental design 6. Salience

5

Multisite replication in Second Language Acquisition Research [Recurso electrónico] : attention to form during listening and reading comprehension / Kara Morgan-Short ... [et al.]

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

References: p. 432-437

We conducted a multisite replication study with aspects of preregistration in order to explore the feasibility of such an approach in second language (L2) research. To this end, we addressed open questions in a line of research that has examined whether having learners attend to form while reading or listening to a L2 passage interferes with comprehension. Our results are consistent with findings from the specific paradigm that we replicated in that no effects on comprehension were detected in analyses conducted over all sites. However, further investigation is warranted due to site-specific effects and methodological limitations. We found all aspects of the multisite registered replication approach to be useful although the registration component itself appeared to be an especially feasible and valuable first step toward increasing the robustness and generalizability of findings in our field.

Language learning. -- 2018 (June), v. 68, n. 2, p. 392-437

1. Attention 2. Multisite study 3. Preregistration 4. Replication 5. Second language acquisition

6

Replication in Second Language Research [Recurso electrónico]: narrative and systematic reviews and recommendations for the field/ Emma Marsden ... [et al.]

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

References: p. 379-391

Despite its critical role for the development of the field, little is known about replication in second language (L2) research. To better understand replication practice, we first provide a narrative review of challenges related to replication, drawing on recent developments in psychology. This discussion frames and motivates a systematic review, building on syntheses of replication in psychology, education, and L2 research. We coded 67 self-labeled L2 replication studies found across 26 journals for 136 characteristics. We estimated a mean rate of 1 published replication study for every 400 articles, with a mean of 6.64 years between initial and replication studies and a mean of 117 citations of the initial study before a replication was published. Replication studies had an annual mean of 7.3 citations, much higher than averages in linguistics and education. Overlap in authorship between initial and replication studies and the availability of the initial materials both increased the likelihood of a replication supporting the initial findings. Our sample contained no direct (exact) replication attempts, and changes made to initial studies were numerous and wide ranging, which likely obscured, if not undermined, the interpretability of replication studies. To improve the amount and quality of L2 replication research, we propose 16 recommendations relating to rationale, nomenclature, design, infrastructure, and incentivization for collaboration and publication.

Language learning. -- 2018 (June), v. 68, n. 2, p. 321-391

1. Methodology 2. Publishing 3. Replication 4. Research design 5. Second language 6. Systematic review 7. Transparency

7

Tracking the real-time evolution of a writing event [Recurso electrónico] : Second Language writers at different proficiency levels/ Gabriela Adela Gánem-Gutiérrez, Alexander Gilmore

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

References: p. 501-505

The current study focused on emergent processes during real-time second language (L2) writing activity in an English as a foreign language university context, examining differences in these processes across individual capacities. Participants included 22 adult Japanese learners of L2 English and their tutor. The data were collected using digital screen capture and eye-tracking technologies while the learners wrote a 35-minute argumentative essay. Supplementary stimulated retrospective recalls were also conducted to document the learners' and the tutor's reflections on the writing event. Results revealed clear differences in L2 writing activity at different periods in time as well as differences in cognitive activity that appear to be mediated by L2 proficiency. Importantly, the obtained patterns differed depending on whether duration or frequency data were considered. These findings thus demonstrate the need to broaden the study of the temporal dimension of L2 writing and to consider more nuanced mixed-methods approaches in future work.

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1. Digital screen capture 2. English 3. Eye tracking 4. Multimodal data 5. Second language 6. Temporal dimension 7. Writing processes
