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A language for all the world [Texto impreso] / John Edwards

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. 379-381 : 57 refs.

In the popular mind, constructing a language has always been seen as an odd activity, one that seems to fly in the face of 'natural' language dynamics. It is, nonetheless, a very old activity, and attention to its various stages is an important part of the study of linguistic history – and, indeed, of modern scientific development. The first stage involves attempts (highly speculative, of course) to recapture the original *lingua humana*, as spoken in the Garden of Eden. At a later stage, scholars tried to create entire languages *ab ovo*, motivated by the desire for a more logical and regular variety that would better reflect and channel scientific classification. Later still – and on into the modern era – 'artificial' languages have been assembled from pre-existing rules and components. At all stages, the work has been underpinned by hopes for a more practical medium, but there have also been expectations that a language that was both regular and widely shared would contribute to international harmony and understanding.

Language teaching. -- 2013, v.46, n.3, July, p. 365-381

2

Applications of quality management in language education [Texto impreso] / Frank Heyworth

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. 311-315

This review examines applications of quality management (QM) in language education. QM approaches have been adapted from methodologies developed in industrial and commercial settings, and these are briefly described. Key aspects of QM in language education are the definition of purpose, descriptions of principles and practice, including various descriptive frameworks, and the place of reflective practice and action research. Quality descriptions for different aspects of language teaching - examinations and assessment, education for migrants, for young learners, in mainstream education - are summarised. There is an account of accreditation and recognition of language teaching institutions and a critical review of some of the contradictions and conflicts in the QM approach, such as those between accountability and trust, and between creativity and standardisation. The strengths and weaknesses of auditing and quality inspection methods are examined.

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3

Integrating process and genre into the second language writing classroom [Texto impreso] : research into practice / Juval V. Racelis, Paul Kei Matsuda

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References: p. 391-393 : 38 refs.

The field of second language (L2) writing has moved beyond the false dichotomies between process- and genre-based pedagogies perpetuated in the 1980s and 1990s, but there has still been little research on how the two are actually reconciled in the classroom. Consequently, L2 writing instructors are left with an incomplete picture, unsure how to incorporate such research into their own classrooms. This paper describes how one teacher, Juval, encountered the research on process- and genre-based pedagogies and negotiated his understanding of this research into his practice. Alongside Juval's voice is the voice of a teacher educator, Paul, setting these frameworks in the context of larger developments in the field of L2 writing. Their discussion takes Juval from his initial view of writing as a grammar-elicitation task to his resort to research for answers to the complex needs of his students. With further support from colleagues, Juval reaches a place where the two pedagogies are not only reconciled but work together to prepare his students for their writing tasks. His narrative chimes with the experience of many L2 writing teachers and should inspire novice and experienced teachers to reflect on their relationship with theory and research.

Language teaching. -- 2013, v.46, n.3, July, p. 382-393

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Vocabulary knowledge in relation to memory and analysis [Texto impreso] : an approximate replication of Milton's (2007) study on lexical profiles and learning style / Paul Booth

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. 352-353 : 36 refs.

This paper presents an approximate replication of Milton's (2007) study on lexical profiles and learning style. Milton investigated the assumption that more frequent words are acquired before less frequent ones. Using a vocabulary recognition test (X-Lex) to measure vocabulary size, Milton found that L2 English group profiles show a linear relationship between greater knowledge of high frequency words and lesser knowledge of low frequency items. The profiles also showed variability in individual profiles. Milton hypothesised that the individual differences in profiles are partly attributable to different approaches to learning, as elicited via language aptitude tests of memory and analysis. Learner profiles that showed a linear relationship with vocabulary frequency scored higher on analysis; learners who had irregular profiles scored higher on memory. The aim of this replication is to confirm whether learning style helps to determine what L2 lexis is learnt. It duplicates the vocabulary size test and the memory and analysis tests. However, the replication uses regression analyses, rather than a single ANOVA, to determine whether memory or analysis contributes to vocabulary knowledge. Moreover, the participants' L1 backgrounds are mixed, and they are older. The results from this replication do not support Milton's findings, but a post-study supports the notion that at low proficiency there is a relationship between memory and vocabulary size. It is concluded that neither memory nor analysis is related to patterns in lexical profiles, but that memory contributes to vocabulary size.

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