

**1****A case study of an EFL teacher's critical literacy teaching in a reading class in Taiwan [Texto impreso] / Mei-Yun Ko**

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. 107-108 : 34 refs.

This qualitative case study describes in detail a college teacher's experience in teaching critical literacy to English major students in Taiwan. A qualitative analysis of the data collected from classroom observation, class discussion and interviews shows that the teacher struck a balance between language skills teaching and critical literacy teaching. By posing critical questions and having a critical dialogue with students, the teacher helped students to read beyond the text on its literal level and raised their awareness of the subtle workings of ideologies in it. The teacher himself also underwent a change in his professional development, moving from banking pedagogy to empowering pedagogy. However, in taking a critical literacy approach to reading instruction, he encountered some difficulties such as a transmission model of literacy, students' language learning beliefs, and teaching resources.

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1. Critical literacy 2. EFL reading instruction 3. Reading

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**2****Exploring and contrasting EFL learners' perceptions of textbook-assigned and self-selected discussion topics [Texto impreso]/ James P. Wolf**

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References: p. 61-62 : 34 refs.

In an attempt to explore the significance of a 'willingness to communicate' (WTC) variable in second language (L2) acquisition, this article reports on a survey study that investigated 101 Japanese university English as a Foreign Language (EFL) learners' perceptions of textbook-assigned and self-selected discussion topics. Additionally, the study examined whether learners' confidence in discussion differed in relation to textbook-assigned and self-selected topics. The study compiled 40 textbook-assigned topics through analysis of six EFL textbooks and employed 5-point Likert scale questionnaires to collect perceptions and reports of confidence. The study elicited learners' self-selected topics through an argumentative essay assignment and administered another 5-point Likert scale questionnaire to collect perceptions and reports of confidence regarding these topics. The study found that the learners had statistically significantly greater perceptions of knowledge about and interest in discussing their own topics, but perceived no difference in difficulty or importance compared with the textbook-assigned topics. Moreover, the study found that the learners reported more confidence for discussing their own topics in pair and whole-class situations, but no difference concerning their confidence in group situations compared with the textbook-assigned topics. The study concludes that it is more sensible to have learners select their own topics given the potential implications for L2 WTC and both quantity and quality of production, and suggests that future studies explore the effects of free choice of topic on learners' interactive behaviors and output.

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1. Communication confidence 2. EFL discussions 3. Group speaking activities 4. Language teaching textbooks 5. Learner attitudes 6. Learner perceptions 7. Second language speaking

**3****Is training student reviewers worth its while? A study of how training influences the quality of students' feedback and writing [Texto impreso] / Mohammad Rahimi**

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. 88-89 : 33 refs.

Vygotsky-inspired sociocultural theory (Vygotsky, 1962) indicates that human learning is mainly a social and cultural process that occurs through meaningful negotiation and interaction (scaffolding) between learners. The present study investigates whether training student reviewers can help them provide stronger scaffolding for their peers through providing feedback of a higher quality than those who do not undergo such training. In other words, this study investigates the effect of training student reviewers on the quality of their feedback and the effect of their comments on the quality of the revisions as well as their writing in the long run. To this end, two groups of Iranian English as a Foreign Language (EFL) learners (n = 56) were randomly assigned to a trained group and an untrained group. The students in the trained group participated in two training sessions as well as student-teacher conferences, where they learned how to review a paragraph and provide effective feedback on it. The two groups then proceeded to review their peers' writing. The results suggested that the trained students shifted attention from mere focus on formal aspects of writing to global comments (comments on the content and organization of writing) after training, while the feedback provided by untrained students mainly addressed formal errors. The results also indicated that the trained group made significant improvement in their writing in the long run and wrote paragraphs of a much higher quality as compared to the untrained group.

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1. Feedback 2. Peer response 3. Sociocultural theory 4. Training 5. Writing

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**4****Pairing learners in pair work activity [Texto impreso] / Neomy Storch, Ali Aldosari**

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. 47-48 : 26 refs.

Although pair work is advocated by major theories of second language (L2) learning and research findings suggest that pair work facilitates L2 learning, what is unclear is how to best pair students in L2 classes of mixed L2 proficiency. This study investigated the nature of pair work in an English as a Foreign Language (EFL) class in a college in Saudi Arabia. The L2 proficiency of the learners in such classes is often quite heterogeneous. Thirty learners allocated into similar (high-high and low-low) and mixed-L2 proficiency pairs (five pairs in each proficiency pairing) completed a short composition. The audio recorded and transcribed pair talk was analysed for the learners' overt focus on language use and amount of L2 used. In our analysis we took into consideration the effect of proficiency pairing as well as the dyadic relationship the learners formed. Our findings suggest that decisions regarding how to best pair students in heterogeneous classes depend on the aim of the activity, and that the dyadic relationship may be of greater significance than proficiency pairing.

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1. Dyadic relationships 2. Language-related episodes (LREs) 3. Learner's L2 use 4. Pair work 5. Proficiency pairing 6. Saudi Arabia

## 5

**Strategy-based instruction [Texto impreso] : a learner-focused approach to developing learner autonomy / Le Thi Cam Nguyen, and Yonqi Gu**

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. 26-30

This study investigates the effects of strategy-based instruction (SBI) on the promotion of learner autonomy (LA). LA was conceptualized and operationally defined as learner self-initiation and learner self-regulation. An intervention study was conducted with the participation of 37 students in an experimental group, and 54 students in two control groups at a Vietnamese university. An eight-week metacognition training package was incorporated into the academic writing programme of the experimental group. Students in the experimental group improved their ability to plan, monitor and evaluate a writing task more than students in the two control groups. Planning became the most often exercised skill, followed by evaluating and monitoring. Improvements in writing were maintained on a delayed test. Overall, the study suggests that strategy-based instruction in the form of training learners in task-specific metacognitive self-regulation improved learners' autonomy in both learning and their writing ability.

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1. Learner autonomy 2. Self-regulation 3. Strategy-based instruction 4. Strategy training

## 6

**The reading response e-journal [Texto impreso] : an alternative way to engage low-achieving EFL students / Hsiao-Chien Lee**

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. 127-129 : 55 refs.

The reading response journal has been valued as an effective tool for involving students in authentic reading and writing activities. As the internet has become an essential medium in today's English classroom, it is advisable to integrate both the web and the journal when approaching our EFL students. In order to motivate and engage my low-achieving students, I implemented a reading response electronic journal in my freshman English course. This article presents the rationale behind the use of a reading response e-journal in language learning and the context of my instruction. Data collection focused on the participating students' journal entries and their perceptions of their reading and journal-writing experiences. Findings obtained from data analysis show that my goals for the course design were generally achieved, and that more attempts of such an implementation in EFL classrooms should be endeavored in the future.

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1. Electronic journal 2. Reading response 3. Low-achieving EFL Students