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Bridging the vocabulary gap for EFL medical undergraduates [Texto impreso] : the establishment of a medical word list / Wenhua Hsu

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. 471-472 : 37 refs.

This study created a medical word list (MWL) to bridge the gap between non-technical and technical vocabulary. The researcher compiled a corpus containing 155 textbooks across 31 medical subject areas from e-book databases (totaling 15 million running words) and examined the range and frequency of words outside the most frequent 3,000-word families along the British National Corpus scale. To reach 98% lexical coverage for adequate comprehension of medical texts, 595 of the most frequently-occurring word families in the corpus were ultimately chosen and formed the MWL, and these accounted for 10.72% of the tokens in the medical textbooks under study. Excluding highly-specialized medical terms of Greek/Latin sources, the MWL encompasses various sub-technical and lay-technical vocabularies. It is suggested that with the help of free online concordancers, medical teachers can raise their students' awareness of the commonly-used medical words reported in this study by incorporating concordance data into teaching materials, thereby consolidating the vocabulary knowledge acquired from the MWL. For medical novices, the present MWL provides a window to the medical register.

Language teaching research. -- 2013, v.17, n.4, October, p. 454-484

1. British National Corpus (BNC) 2. Lexical coverage 3. Medical word list 4. Vocabulary levels

2

How 'sign meaning develops' [Texto impreso] : strategic mediation in learning to teach / Karen Johnson, Adriana Kuerten Dellagnelo

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References: p. 430-431 : 29 refs.

A fundamental goal of any L2 teacher education program is to move novice teachers toward greater levels of professional expertise, both in terms of what they know and what they can do with what they know. Yet, it is less clear how the activities embedded in teacher education programs actually assist novice teachers as they move toward greater levels of expertise. Informed by a sociocultural theoretical perspective on teacher learning (Johnson, 2009) this study examines the practices of a teacher educator as she works with a team of three novice teachers of English as a second language (ESL) who are exposed to and attempt to take up and use a set of pedagogical tools designed to assist them in garnering greater levels of student participation and engagement in their L2 instruction. Specifically, this study traces how the meaning and functional uses of this set of pedagogical tools develops and the critical role that strategic mediation must play in order to assist novice teachers in becoming fluent users of these pedagogical tools in their L2 instruction.

Language teaching research. -- 2013, v.17, n.4, October, p. 409-432

1. Novice teacher learning 2. Sociocultural theory 3. Teacher cognition 4. Teacher education

3**Listening, remembering, writing [Texto impreso] : exploring the dictogloss task / Peter Prince**

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. 471-472 : 22 refs.

The listening comprehension skill is frequently cited by both teachers and learners of a second language (L2) as perhaps the most difficult to deal with in any systematic way. One possible approach is to use the dictogloss task. This involves learners reconstructing a short text they have listened to. Originally developed to draw learners' attention to grammatical points, dictogloss can also be used as a listening comprehension activity. Having incorporated dictogloss in a listening comprehension course for learners of English in a French university, I sought to explore its various components further. My principal aim was to improve students' understanding and retention of spoken English input. After a presentation of the task itself, the difficulties that learners experience when trying to remember and reproduce spoken text are discussed. Three variations of the task are presented, each of which highlights different input features. Students' written productions were collected and scored over the course of a semester, and progress was noted on all of the measures adopted. Whether such progress can be carried over into more authentic tasks remains, however, a matter for further research.

Language teaching research. -- 2013, v.17, n.4, October, p. 486-500

1. Dictogloss 2. Listening comprehension 3. Listening strategies 4. Working memory

4**Shadow-reading [Texto impreso] : affordances for imitation in the language classroom / María CM de Guerrero, Millie Commander**

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. 450-453 : 47 refs.

Imitation has a fundamental role in learning and development within Vygotskian sociocultural theory. In this study, we adopt a sociocultural theory view of imitation as an intentional, meaningful, and transformative process leading learners to higher developmental levels. The study centers on instances of imitation that occurred as adult learners of English as a second language (ESL) were engaged in a classroom shadow-reading task. The task consisted of an interactional phase where two learners, working collaboratively, read aloud, shadowed, and orally summarized a story, and a non-interactional phase where students produced written retellings of the story. The qualitative analysis of the data involved identifying possible instances of imitation and tracking relevant story segments throughout the different phases of the activity. Various types of imitative behaviors were found, ranging from close copies to major transformations of models, as well as immediate to deferred reproductions. From an instructional point of view, the built-in, recursive structure of the shadow-reading task seemed effective in providing affordances for persistent, meaningful imitation and internalization of second language (L2) exemplars as well as story comprehension and retention.

Language teaching research. -- 2013, v.17, n.4, October, p. 433-453

1. Chunking 2. Imitation 3. Interaction 4. Reading 5. Repetition 6. Second language 7. Shadowing 8. Sociocultural theory 9. Summarizing 10. Vygotsky

5

The impact of overseas training on curriculum innovation and change in English language education in Western China [Texto impreso] / Daguo Li, Viv Edwards

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References: p. 407-408 : 43 refs.

This article assesses the impact of a UK-based professional development programme on curriculum innovation and change in English Language Education (ELE) in Western China. Based on interviews, focus group discussions and observation of a total of 48 English teachers who had participated in an overseas professional development programme influenced by modern approaches to education and ELE, and 9 of their colleagues who had not taken part, it assesses the uptake of new approaches on teachers' return to China. Interviews with 10 senior managers provided supplementary data. Using Diffusion of Innovations Theory as the conceptual framework, we examine those aspects of the Chinese situation that are supportive of change and those that constrain innovation. We offer evidence of innovation in classroom practice on the part of returnees and 'reinvention' of the innovation to ensure a better fit with local needs. The key role of course participants as opinion leaders in the diffusion of new ideas is also explored. We conclude that the selective uptake of this innovation is under way and likely to be sustained against a background of continued curriculum reform in China.

Language teaching research. -- 2013, v.17, n.4, October, p. 390-408

1. China 2. Cultural adaptation 3. Diffusion of Innovation 4. English language education 5. Secondary school teachers