

1**Aptitude-treatment interaction effects on explicit rule learning [Texto impreso] : A latent growth curve analysis / Fenfang Hwu, Wei Pan, Shuyan Sun**

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. 314-318 : 75 refs.

Finding the match between individuals and educational treatments is the aim of both educators and the aptitude-treatment interaction research paradigm. Using the latent growth curve analysis, the present study investigates the interaction between the type of explicit instructional approaches (deductive vs. explicit-inductive) and the level of foreign language aptitude (high vs. low) in the learning of explicit grammar rules. The results indicate that on the whole the two equally explicit instructional approaches did not differentially affect learning performance. However, when the level of language aptitude, measured by grammatical sensitivity, associative memory, and memory for text (with the last variable being the best measure), was taken into account, low-aptitude learners performed significantly better with the deductive instruction, in the sentence-correction tests. The interaction effects of equally explicit instructional approaches suggest the need for considering aptitude-treatment interaction to maximize learners' potential for success in second language learning.

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1. Aptitude-treatment interaction 2. Deduction 3. Domain knowledge 4. Grammar 5. Induction 6. Language aptitude 7. Working memory 8. Working memory capacity

2**Can planning time compensate for individual differences in working memory capacity? [Texto impreso] / Katharine B. Nielson**

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. 290-292 : 50 refs.

Language learners with high working memory capacity have an advantage, all other factors being equal, during the second language acquisition (SLA) process; therefore, identifying a pedagogical intervention that can compensate for low working memory capacity would be advantageous to language learners and instructors. Extensive research on the provision of planning time before non-native speakers complete various oral and written tasks in the target language suggests that planning time might provide the processing support needed to overcome the constraints of low working memory capacity. This article reports on an empirical aptitude-treatment interaction (ATI) study of the interaction of working memory capacity and pre-task planning time with a population of English as a second language (ESL) learners in the USA. Learners were asked to complete two different oral, monologic, picture-guided narratives in two conditions: with pre-task planning time and without pre-task planning time. The results did not show an effect for the interaction of working memory capacity with pre-task planning time; that is, the results demonstrate the facilitative effect of planning time on learner fluency for participants with both high and low working memory capacity. In addition, the results demonstrate that learners with pre-task planning time produce more fluent and more complex speech than learners without pre-task planning time, with mixed results for accuracy. Finally, the results suggest that planning time may have a carry-over effect and benefit the fluency and complexity of learners' speech during subsequent, unplanned tasks.

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1. Aptitude-treatment interaction 2. Instructed SLA 3. Language learning 4. Planning time 5. Pre-task planning 6. Task-based language teaching 7. Working memory 8. Working memory capacity

3**A fine-grained analysis of the effects of negative evidence with and without metalinguistic information in language development/ Beatriz Lado, Harriet Wood Bowden, Catherine A. Stafford, Cristina Sanz**

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. 342-344 : 44 refs.

The current study compared the effectiveness of computer-delivered task-essential practice coupled with feedback consisting of (1) negative evidence with metalinguistic information (NE+MI) or (2) negative evidence without metalinguistic information (NE-MI) in promoting absolute beginners' (n = 58) initial learning of aspects of Latin morphosyntax. This study measured language development on a variety of dependent measures (three comprehension-based tests and one production test), assessing both changes in accuracy and reaction time as well as examining effects on trained (old) vs. untrained (new) items. Although participants under both conditions improved in accuracy and reaction time on all measures, on immediate post-tests, participants receiving metalinguistic information outperformed those who did not.

However, this advantage had largely dissipated by the time of the delayed tests. Performance on untrained items also suggests an advantage for metalinguistic feedback on system learning and on transfer of skills from comprehension-based practice to production. Furthermore, we argue, based on findings in cognitive neuroscience, that greater maintenance of gains in accuracy as well as evidence of some faster processing by participants not exposed to metalinguistic information may reflect qualitatively different learning processes at work: more explicit learning in the [NE+MI] group and more implicit learning in the [NE-MI] group (Li, 2010).

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1. Explicit 2. Feedback 3. Metalinguistic information 4. Negative evidence

4**Interaction, modality, and word engagement as factors in lexical learning in a Chinese context/ Ruiying Niu, Rena Helms-Park**

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References: p. 369-372 : 62 refs.

This study investigates the roles of collaborative output, the modality of output, and word engagement in vocabulary learning and retention by Chinese-speaking undergraduate EFL learners. The two treatment groups reconstructed a passage that they had read in one of two ways: (1) dyadic oral interaction while producing a written report (Written Output); (2) dyadic oral interaction followed by an oral report (Oral Output). A control group completed a reading comprehension task (Reading) based on the same passage. Four posttests revealed that Oral Output led to significantly better productive and receptive lexical learning than Reading all the way to the last posttest. Written Output led to significantly better productive and receptive lexical learning than Reading on posttest 2, but not on posttests 3 and 4. However, the difference in lexical learning between the Written and Oral Output conditions did not achieve significance. Interaction analysis found that the Oral and Written Output groups differed in the types of word processing they favoured as well as in the frequency of their word engagement. The article discusses the reasons why collaborative output facilitates lexical learning; considers the association between the Output performers' word engagement and lexical retention; and suggests what might have contributed to the better success of the Oral Output group in their lexical retention.

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1. Collaborative output 2. L2 lexical learning and retention 3. Modality of production 4. Word engagement

5**The interface between feedback type, L2 proficiency, and the nature of the linguistic target/ Shaofeng Li**

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. 393-396 : 51 refs.

This study investigated the interactions between feedback type, proficiency, and the nature of the linguistic target in the learning of Chinese as a foreign language. Seventy-eight learners from two large US universities participated in the study. The participants were divided into two proficiency levels based on their performance on a standardized proficiency test. At each proficiency level, they were randomly assigned to three feedback conditions: recasts, metalinguistic correction, and control. Learners in the experimental conditions received feedback on their nontargetlike use of classifiers and the perfective -le. Results revealed that for the perfective -le, recasts benefited the high-level but not low-level learners; at the high proficiency level, the effects of recasts were more sustainable than those of metalinguistic correction. With respect to classifiers, recasts were effective for learners at both proficiency levels. For both target structures, metalinguistic correction showed larger effects than recasts for the low-level learners, but the two feedback types were equally effective for the advanced learners. The results underscore the importance of taking an interactional approach to the investigation of corrective feedback. The results also undermine the commonly believed superiority of explicit feedback over implicit feedback.

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1. Corrective feedback 2. Form-focused instruction 3. Metalinguistic feedback 4. Recast

6**A look into the local pedagogy of an English language classroom in Nepal / Tan Bee Tin**

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. 416-417 : 37 refs.

English language teaching (ELT) currently occurring in diverse social settings points to the need to locate ELT in its social context. Many researchers have highlighted the need to explore local vernacular practices, in particular ELT practices in peripheral contexts. The present study investigates events in an English language classroom at a Nepalese public college, using ethnographic observations and interviews. The article describes local practices that have emerged to match the contextual particularities of this classroom. Although localized practices are idiosyncratic, they have coherence within the macrocosm of language teacher education. Vernacular practices and local knowledge are under-represented in both ELT theories and language teacher education. The findings of the study will help understand classroom teaching practice and competence of teachers in 'peripheral' contexts as well as help raise 'relevant doubts and questions' (Bowers, 1986, p. 407) regarding established ELT theories and practices.

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1. Centre and periphery 2. English language teaching 3. Ethnographic research 4. Local pedagogy 5. Peripheral participation 6. Social context 7. Vernacular practices