

1**Isolated and Integrated form-focused instruction [Texto impreso]: effects on different types of L2 knowledge / Nina Spada, Lorena Jessop, Yasuto Tomita, Wataru Suzuki, Antonella Valeo**

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. 468-469

In this study we compared the effects of two types of form-focused instruction (FFI) on second language (L2) learning and their potential contributions to the development of different types of L2 knowledge. Both types of instruction were pre-emptive in nature, that is planned and teacher generated. In Integrated FFI attention to form was embedded within communicative practice; in Isolated FFI it was separated from communicative practice. Two groups of adult learners of English as a second language (ESL) received 12 hours of Integrated or Isolated FFI on the 'passive' construction. Learners' progress on a written grammar test and an oral communication task indicated no significant differences between the instructional groups over time. However, some advantages were observed for Integrated FFI on the oral production task and for Isolated FFI on the written grammar test. The results are discussed in relation to instructed second language acquisition (SLA) research and transfer appropriate processing theory.

Language teaching research. -- 2014 (October), v.18, n.4, p. 453-473

1. Classroom research 2. Form-focused instruction 3. Integrated FFI 4. Instructed SLA 5. Isolated FFI 6. Passive construction 7. Transfer appropriate processing

2**The multi-feature hypothesis [Texto impreso] : connectionist guidelines for L2 task design / Machteld Moonen, Rick de Graaff, Gerard Westhoff, Mieke Brekelmans**

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. 490-492

This study focuses on the effects of task type on the retention and ease of activation of second language (L2) vocabulary, based on the multi-feature hypothesis (Moonen, De Graaff, & Westhoff, 2006). Two tasks were compared: a writing task and a list-learning task. It was hypothesized that performing the writing task would yield higher retention and ease of activation of the target words than performing the list task. Translation tests and picture description tests were used to measure acquisition of the target vocabulary. Think-aloud protocols were used to study task performance. Results show that the writing group significantly outperformed the list group on both test types and on both direct and delayed tests. These findings are discussed in the light of task design characteristics and the issue of time on task.

Language teaching research. -- 2014 (October), v.18, n.4, p. 474-496

1. Connectionism 2. Cognitive psychology 3. L2 vocabulary acquisition 4. Task design

3

The noticeability and effectiveness of corrective feedback in relation to target type [Texto impreso] / Eva Kartchava, Ahlem Ammar

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. 448-451

This quasi-experimental study investigated the noticeability and effectiveness of three corrective feedback (CF) techniques (recasts, prompts and a combination of the two) delivered in the language classroom. The participants were four groups of high-beginner college level francophone learners of English as a second language (ESL) (n = 99) and their teachers. Each teacher was assigned to a treatment condition that fit his CF style, but the researcher taught the controls. CF was provided to the learners in response to their production problems with the simple past and questions in the past. While the noticing of CF was assessed through immediate recall protocols, learning outcomes were measured by way of picture description and spot-the-differences tasks administered through a pre-test/post-test design. The results indicated that the noticeability of CF is dependent on the grammatical target it addresses (i.e. feedback on past tense errors was noticed more) and that the CF techniques that push learners to self-correct alone or in combination with target exemplars are more effective in bringing out the corrective intent of the feedback move. In relation to the learning outcomes, the past tense accuracy levels increased more than those for questions, but the differences between the two targets were not significant across groups

Language teaching research. -- 2014 (October), v.18, n.4, p. 428-452.

1. Corrective feedback 2. English as a second language 3. L2 development 4. Noticing 5. Prompts 6. Recasts

4

Tracking 'learning behaviours' in the incidental acquisition of two dimensional adjectives by Japanese beginner learners of L2 English [Texto impreso] / Natsuko Shintani, Rod Ellis

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. 540-542

The purpose of this article is to examine both the process and product of vocabulary learning in a task-based instructional context. The article reports a study that investigated the acquisition of two dimensional adjectives ('big' and 'small') by six-year-old Japanese children who were complete beginners. It tracked the 'learning behaviours' that occurred in the classroom interactions involving the use of these adjectives in nine task-based lessons to show how these behaviours developed over time. It also collected test data to establish whether the learners had developed the receptive and productive knowledge required for the independent use of two adjectives. In this way, the study shows how second language (L2) learning evolves through interaction by exploring the relationships between the learners' different learning behaviours and the differences in their test performance. The main finding was that differences in the success of the individual learners in acquiring productive control over the dimensional adjectives - as shown in the tests - was directly traceable to their learning behaviours in the task-based interactions.

Language teaching research. -- 2014 (October), v.18, n.4, p. 521-542

1. Dimensional adjectives 2. Incidental acquisition 3. Interaction 4. Task-based instruction 5. Tracking learning behaviours

5

Vocabulary learning in collaborative tasks [Texto impreso] : a comparison of pair and small group work / Ana Fernández Dobao

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. 517-519

This study examined the opportunities that pair and small group interaction offer for collaborative dialogue and second language (L2) vocabulary learning. It compared the performance of the same collaborative writing task by learners working in groups of four ($n = 60$) and in pairs ($n = 50$), focusing on the occurrence of lexical language-related episodes (LREs). Findings indicate that groups produced more lexical LREs than pairs and were able to solve correctly a higher percentage of these LREs. Although opportunities for individual learners to contribute to the conversation were more limited in small groups, the number of participants did not have a negative impact on learners' rate of retention of the lexical knowledge co-constructed in interaction. The pretests and posttests showed that learners benefited from the LREs they initiated or resolved, as well as from observing their peers' collaborative problem-solving activities. As a result, small group interaction resulted in significantly more instances of L2 vocabulary learning than pair interaction.

Language teaching research. -- 2014 (October), v.18, n.4, p. 497-520

1. Collaborative tasks 2. Language-related episodes 3. Pair and small group interaction 4. Vocabulary learning
