

1**Acquisition of formulaic sequences in intensive and regular EFL programmes [Texto impreso] / Raquel Serrano, Helene Stengers, Alex Housen**

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. 103-106

This paper aims to analyse the role of time concentration of instructional hours on the acquisition of formulaic sequences in English as a foreign language (EFL). Two programme types that offer the same amount of hours of instruction are considered: intensive (110 hours/1 month) and regular (110 hours/7 months). The EFL learners under study are adults at the beginner (N=35), intermediate (N=44) and advanced levels (N=45). A group of native English speakers (N=12) served as a benchmark. The focus of this study is on the number and range of formulaic sequences the participants used while performing an oral narrative. The results of the statistical analyses show a slight advantage for the learners in the intensive programme, especially at the intermediate level, both in terms of frequency and range of formulaic sequences produced. Moreover, results suggest that there are still marked differences between even the advanced EFL learners in our sample and the native speaker benchmarks, again both in terms of number and range of formulaic sequences.

Language teaching research. -- 2015 (January), v.19, n.1, p. 89-106

1. Formulaic sequences 2. Intensive language courses 3. EFL 4. Oral production

2**Becoming an L2 learner (again) [Texto impreso] : how a brief language learning experience sparked connections with SLA theory / Ross Forman**

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. 120-121

A brief 'language learning experience' (LLE) in Thai was integrated into a second language development course as part of postgraduate TESOL study at an Australian university. Sixty primary and secondary teachers from a range of schools evaluated the impact of the LLE by means of a questionnaire; the teachers proved highly affirming of its value, nominating awareness of experiential learning and affective factors as the most salient outcomes. An additional and unexpected outcome was its impact upon the lecturer himself, who also served as the language instructor. This dual role of lecturer-instructor resulted in the creation of a different tenor of relationships with teachers; in the lecturer's deeper understanding of the constraints of teaching a language other than one's own; and, most directly, in his enhanced capacity to present key concepts in the field of second language development.

Language teaching research. -- 2015 (January), v.19, n.1, p. 108-122

1. Language learning experience (LLE) 2. Language teacher education 3. SLA 4. Teacher educator development

3**Do the cognacy characteristics of loanwords make them more easily learned than noncognates? [Texto impreso] / James Rogers, Stuart Webb, Tatsuya Nakata**

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. 25-27

This study investigates the effects of cognacy on vocabulary learning. The research expands on earlier designs by measuring learning of English-Japanese cognates with both decontextualized and contextualized tests, scoring responses at two levels of sensitivity, and examining learning in a more ecologically valid setting. The results indicated that Japanese learners could successfully recall the L2 forms of more cognates than noncognates, supporting earlier findings. However, when scoring was sensitive to partial knowledge of written form, the results indicated that greater knowledge of noncognates was gained. Because there was greater potential for learning noncognates due to the higher pretest scores for cognates, relative gains were also examined. The relative gains were greater for cognates than noncognates on a form recall test. The results of a cloze test contrasted with those of the form recall test. Gains were significantly larger for noncognates than cognates immediately after the treatment although no statistically significant difference existed 1 week after learning. Taken together, the research indicates that although the L2 forms of cognates may be more easily learned, it may be more challenging for second language learners to use cognates than noncognates, at least shortly after learning.

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1. Cognates 2. Loanwords 3. Vocabulary learning

4**Does teaching mnemonics for vocabulary learning make a difference? [Texto impreso]: putting the keyword method and the word part technique to the test / Zheng Wei**

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. 64-66

The present research tested the effectiveness of the word part technique in comparison with the keyword method and self-strategy learning. One hundred and twenty-one Chinese year-one university students were randomly assigned to one of the three learning conditions: word part, keyword or self-strategy learning condition. Half of the target words were high imageability words and the other half low imageability words. Learning was assessed immediately after the learning phase and after a 9-day delay using three different test formats: word-form recognition, meaning recognition and translation. Results showed that the keyword method was inferior to the word part technique and self-strategy learning on the translation test format. No significant difference was observed on the form recognition test between any two of the three learning conditions.

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1. Keyword method 2. Self-strategy 3. Vocabulary learning mnemonics 4. Word part

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The impact of CLIL on affective factors and vocabulary learning [Texto impreso] / Arantxa Heras, David Lasagabaster

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References: p. 86-88

The aim of this article is twofold: to assess the effectiveness of a CLIL (content and language integrated learning) module on affective factors (motivation and self-esteem), and to test the purported blurring effect of CLIL on gender differences in foreign language learning. Forty-six students in their fourth year of compulsory secondary education were administered a background questionnaire, a questionnaire on motivation and self-esteem, and a vocabulary test. Participants' learning of vocabulary was tested on a pre-test, immediate post-test and delayed post-test design. Results revealed that CLIL can help reduce gender differences in motivation. Similarly, vocabulary tests indicated that the CLIL module had a similar positive effect on both male and female students' learning of the technical content-related vocabulary.

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1. CLIL 2. Gender differences 3. Motivation 4. Vocabulary learning

6

Spacing techniques in second language vocabulary acquisition [Texto impreso] : short-term gains vs long-term memory / Ulf Schuetze

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. 40-41

This article reports the results of two experiments using the spacing technique (Leitner, 1972; Landauer & Bjork, 1978) in second language vocabulary acquisition. In the past, studies in this area have produced mixed results attempting to differentiate between massed, uniform and expanded intervals of spacing (Balota, Duchek, & Logan, 2007). A particular problem has been the point of testing that did not draw a clear line between short-term gains and long-term retention (Roediger & Karpicke, 2010). The experiments presented in this article addressed this issue. In the first experiment, 76 university students enrolled in a Beginning German class learned 24 content and 15 function words during a practice phase with a 'one plus three' design followed by three delayed post-tests. Results showed that in regards to short-term gains, the expanded group obtained higher mean scores than the uniform group, whereas in the long-term test it was the other way round. The second experiment used the same methodology with one exception: the practice phase was increased to a 'one plus four' design. Results confirmed those of the first experiment; in addition it was shown that function words are particularly difficult to recall for students using the expanded interval.

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1. Lexical processing 2. Second language acquisition 3. Spacing techniques 4. Vocabulary learning