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Cultural contrasts and commonalities in inspiring language teaching [Texto impreso] : a cross-cultural investigation / Martin Lamb, Martin Wedell

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 222-224

Inspiring teaching is the kind of pedagogy that motivates pupils to study autonomously, in their own time, of their own volition beyond the classroom, and may be particularly important for long-term endeavours such as learning a second language. This study aimed to find out the prevalence and nature of inspiring English language teaching in the state school systems in two Asian contexts, Guangzhou, China and Jakarta, Indonesia, using an open-item survey which asked learners to nominate and describe inspiring teachers they had had in school. Seven of these teachers were then visited in their schools, interviewed and observed teaching in class. The response to the survey (n = 279) indicated that inspiring teaching was probably not common but when it did occur, learners usually recalled that the teacher had a wide range of qualities, though some systematic differences were noted between Chinese and Indonesian respondents. Cultural differences were even more noticeable in the observed lessons, suggesting that the teachers worked hard to ensure their practice was contextually appropriate. All the teachers evinced an intrinsic motivation to teach, indicating that this factor might underlie inspiring pedagogy wherever it takes place. We argue for more research on inspiring teaching to complement that on motivational strategies.

Language teaching research. -- 2015 (March), v. 19, n. 2, p. 207-224

1. Context 2. Culture 3. Inspiring teaching 4. Language teaching 5. Motivation 6. Motivational strategies 7. School

2

The formation of English teacher identities [Texto impreso] : a cross-cultural investigation / Mingyue (Michelle) Gu, Phil Benson

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 203-206

Drawing on insights from Communities of Practice and critical discourse theory, this study investigates how teacher identities are discursively constructed in course of teacher education and under the influence of social structure. The participants were seven Hong Kong and nine mainland Chinese pre-service teachers. Two focus group interviews and in-depth individual interviews with each of the participants were employed. The study revealed that the identity formation of these participants is enacted individually, mediated by the immediate contextual factors, shaped by their socio-economic backgrounds and constructed with reference to social discourses on teachers and teaching profession. This article discusses the sociocultural factors behind the differences and generates implications for present teacher education practice and future research.

Language teaching research. -- 2015 (March), v. 19, n. 2, p. 187-206

1. Comparative study 2. Hong Kong 3. Mainland China 4. Pre-service English language teachers 5. Teacher identity

3

Task-based language learning and teaching [Texto impreso] : an action-research study / Megan Calvert, Younghee Sheen

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 242-243

The creation, implementation, and evaluation of language learning tasks remain a challenge for many teachers, especially those with limited experience with using tasks in their teaching. This action-research study reports on one teacher's experience of developing, implementing, critically reflecting on, and modifying a language learning task to better address the needs of her students in an adult refugee English program. Task evaluation involved a

response-based comparison of student success in task completion and qualitative student-based results. The results noticeably improved after the task modification and the successful implementation of the modified task led to changes in how the teacher viewed task-based teaching. The study serves as an example of how teachers can create their own tasks and of the importance of evaluating them empirically. The article concludes with the importance of action research as a means by which language teachers can address problems that arise in task-based instruction.

Language teaching research. -- 2015 (March), v. 19, n. 2, p. 226-244

1. Action research 2. Communicative task 3. Task-based language teaching (TBLT) 4. Task evaluation

4

A teacher's first language use in form-focused episodes in Spanish as a foreign language classroom [Texto impreso] / Kimi Nakatsukasa, Shawn Loewen

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 148-149

This study investigates a teacher's L1 use during focus-on-form episodes (FFE). FFEs assist L2 learning by bringing learners' attention to language. We studied the language used in FFEs in a Spanish as a foreign language (SFL) classroom to better understand the pedagogical purposes of L1 use in the classroom. We video-recorded 12 hours of an intermediate-high SFL classroom with an L1 English teacher at a US university. The audio data was segmented into FFEs and then coded (English L1, Spanish L2, mix) to reflect the language used in each of the teacher's utterances. We also identified the linguistic areas (e.g., grammar, vocabulary, pronunciation) targeted in the FFEs. Chi-square and descriptive statistics were used to understand the relationship between the teacher's language and the linguistic areas. Lastly, using the same data set, we conducted a qualitative analysis in order to depict the situations in which the teacher employed the L1 and L2. There was a significant relationship between the teacher's language and the FFEs' linguistic areas. Specifically, the L1 and L2 were used equally when FFEs concerned vocabulary and grammar. However, when FFEs concerned semantics, frequent code-switching occurred. The qualitative data illustrate that the language choice may depend on the interactional patterns and the complexity of the linguistic structure.

Language teaching research. -- 2015 (March), v. 19, n. 2, p. 133-149

1. Classroom 2. Focus-on-form episodes 3. L1 use 4. Spanish as a foreign language 5. Teacher speech

5

Teaching in the foreign language classroom [Texto impreso] : how being a native or non-native speaker of German influences culture teaching / Carla Ghanem

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 183-186

The study explores the complexities associated with graduate language instructors' NS/NNS identities and teaching of culture. Researchers, who work mainly in the English as a Second/Foreign Language field, have been discussing this divide and have examined the advantages and disadvantages each group brings to the profession, but not the influence this divide might have on teaching practices, especially in regards to teaching the culture. Research on foreign language teachers other than English is almost non-existent. This study investigates eight graduate instructors of German - four NSs and four NNSs of German at a large southwestern US university. The participants included novice and advanced instructors teaching different levels of German. The findings illustrate that NS/NNS identities influenced graduate instructors' self-perception, confidence, and comfort in the classroom in regard to teaching culture. In discussing their identities, instructors also used various interpretive repertoires, underscoring their individuality and their experiences. The study's findings suggest that the NS/NNS teacher identities need to be included in training in order to support FL language teaching and learning.

Language teaching research. -- 2015 (March), v. 19, n. 2, p. 169-186

1. FL instructors 2. Identity 3. Native/non-native speaker teachers 4. Teaching culture

6

Translation as a pedagogical tool in the foreign language classroom [Texto impreso] : a qualitative study of attitudes and behaviours/ Niamh Kelly, Jennifer Bruen

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 166-167

A review of the literature on language teaching reveals predominantly negative attitudes towards the use of translation in language teaching (TILT) (Cook, 2010). The purpose of this article is to explore the question of whether this negativity is reflected in the attitudes and behaviours of university lecturers engaged in language teaching as well as to consider the background and contextual factors associated with these attitudes and behaviours. A case study of one Irish Higher Education Institution was conducted, and qualitative interviews were carried out with six lecturers in Japanese and six in German in conjunction with a review of the relevant documentation including course outlines and module descriptors. The results indicated widespread support on the ground for the use of TILT in some form suggesting a need for further research on the impact of the use of TILT on the language learning process.

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1. Grammar translation 2. L1 3. Language teaching 4. Translation
