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The effect of instruction on pragmatic routines in academic discussion [Recurso electrónico] / Kathleen Bardovi-Harlig, Sabrina Mossman, Heidi E. Vellenga

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

References: p. 345-346

This study investigates the effect of instruction on the acquisition of pragmatic routines used in academic discussion, specifically expressions of agreement, disagreement, and clarification. Thirty-seven learners, including an experimental group of 26 students and a control group of 11 students, participated in the study. Five intact classes received instruction across four 50-minute lessons. Input consisted of authentic language samples extracted from the MICASE corpus; instruction included noticing and production activities. Evaluation in the form of a pretest/posttest was administered through a computer-delivered oral-production test, which allowed for free production in a researcher-controlled context. The task included 30 items, including 10 agreement, 10 disagreement, and 10 clarification scenarios. Two-tailed paired-sample t-tests revealed that production of both speech acts and targeted expressions increased significantly in the experimental condition, whereas the control group did not show significant change. The results show that instruction has a significant positive effect on the use of expressions as measured by oral production in conversation simulations. We attribute this positive outcome to two components, instruction and means of evaluation.

Language teaching research. -- 2015 (May), v. 19, n. 3, p. 324-350

1. Corpus-based materials 2. Formulaic sequences 3. Instructional effects 4. Oral production 5. Pragmatic routines 6. Pragmatics 7. Speech acts

2

The emergent nature of strategic mediation in ESL teacher education [Recurso electrónico] / Kuldip Kaur

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

References: p. 388

This article concentrates on a practitioner-driven approach to teacher education aimed at advancing ESL teachers' instructional knowledge about writing. Based on activity-centred interaction between a group of Malaysian English teachers and their teacher educator, the discussion demonstrates (1) the emergent, unplanned nature of strategic mediation in teacher education, as well as (2) the evolution of teacher thinking in the context of ESL writing instruction. Three forms of strategic mediation are illustrated: drafting teacher participation in challenging instructional circumstances; supporting teachers in crafting working definitions for key concepts; and establishing instructional ground rules for carrying out writing lessons in ESL classrooms. Additionally, the article discusses how a three-part activity structure formed the basis of demonstrating, implementing and reflecting on writing lessons, and how this structure paved the way for teachers to reshape their ways of thinking about ESL writing.

Language teaching research. -- 2015 (May), v. 19, n. 3, p. 374-388

1. ESL writing 2. In-service teachers 3. Malaysia 4. Strategic mediation

3

Learning to do concept-based pragmatics instruction [Recurso electrónico] : teacher development and L2 pedagogical content knowledge/ Rémi A. van Compernelle, Ashlie Henery

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

References: p. 345-346

This article explores the development of pedagogical content knowledge in relation to one teacher's experience in learning to engage in a Vygotskian approach to teaching second language (L2) pragmatics known as 'concept-based pragmatics instruction' (CBPI). The teacher, Mrs. Hanks, was a PhD candidate in second language acquisition at the time of the study, and she was a co-investigator for a larger project that investigated the integration of CBPI into an intact L2 French class that she was teaching. We focus on three aspects of Mrs.

Hanks' development: (1) mediation she received during 'mentoring meetings' with a more expert collaborator (her co-investigator), (2) changes in her classroom practices during the study, and (3) metacognitive reflections on her progress at the end of the study. Drawing on Vygotskian theory, we examine Mrs. Hanks' development in terms of her internalization and transformation of relevant pedagogical content knowledge. In this way, we are contributing to the very small amount of empirical work examining teacher education/development in the context of 'learning to do' concept-based instruction (e.g. Williams, Abraham, & Negueruela, 2013), with specific focus on CBPI.

Language teaching research. -- 2015 (May), v. 19, n. 3, p. 351-372

1. Concept-based instruction 2. Pedagogical content knowledge 3. Second language pragmatics 4. Sociocultural theory 5. Teacher education

4

Phonetics instruction improves learners' perception of L2 sounds [Recurso electrónico] / Elizabeth M. Kissling

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

References: p. 272-275

Explicit phonetics instruction can help second language (L2) learners to moderately improve their pronunciation, but less is known about how the instruction affects learners' perception, even though there is evidence that perception and pronunciation are related. This study provided phonetics instruction to students (n = 46) studying Spanish as a foreign language and measured the resulting change in their perception of eight target phones as compared with a control group (n = 41). Perception was assessed with discrimination tests immediately following instruction and three weeks later. Results indicated that the instruction conferred a small advantage in the delayed posttest and that course level was not a significant factor, suggesting that phonetics instruction was effective for attuning the perception of learners at multiple stages of development.

Language teaching research. -- 2015 (May), v. 19, n. 3, p. 254-275

1. L2 perception 2. Phonetics instruction 3. Pronunciation instruction

5

Variables affecting the effects of recasts on L2 pronunciation development [Recurso electrónico] / Kazuya Saito

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

References: p. 299-300

The current study investigated how recasts can promote the L2 pronunciation development of word-initial /ɹ/ by Japanese learners of English in relation to two developmental stages of English /ɹ/ acquisition (i.e. change in second formant [F2] → change in third formant [F3]) as well as four affecting variables (i.e. the amount of recasts and repairs, initial pronunciation levels, explicit articulatory knowledge). In total, 54 Japanese learners of English participated in the study and received 4 hours of form-focused activity. While teachers gave pronunciation-focused recasts to students in the experimental group (n = 29), no recasts were directed to those in the control group (n = 25). According to the results of the rating session, which involved 20 native speaker listeners, their positive perception of /ɹ/ was associated with lower F3 values as the primary cue; lower F2 values were demonstrated to be secondary, and less relevant, for listeners' positive perception of /ɹ/. The results of the ANOVAs showed that whereas the F2 values of both the experimental and control groups equally decreased (i.e. due to the use of the interlanguage strategy), only the experimental group significantly lowered their F3 values (the extent of acquisition). Furthermore, a range of post-hoc analyses found that recast effectiveness was related to the amount of recasts and repairs and initial pronunciation levels.

Language teaching research. -- 2015 (May), v. 19, n. 3, p. 276-300

1. English /ɹ/ 2. Explicit knowledge 3. Focus on form 4. Form-focused instruction 5. Pronunciation teaching 6. Recasts 7. Second language phonetics

6

Writing strategy instruction [Recurso electrónico] : its impact on writing in a second language for academic purposes / Radhika De Silva

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

References: p. 317-320

Writing for academic purposes in a second/foreign language is a major challenge faced by many students at both secondary and tertiary levels. This suggests that displaying content knowledge and understanding of a subject through a second language is a very complex process. This article discusses the findings of a longitudinal intervention study that attempted to investigate the impact of writing strategy instruction on writing strategy use and writing performance of a group of undergraduate students following a course in English for Academic Purposes in Sri Lanka. The study used a pre-test post-test experimental research design and the data were collected using multiple methods. The results revealed that the students could be trained to use writing strategies effectively and their writing strategy use and writing performance increased significantly after strategy instruction.

Language teaching research. -- 2015 (May), v. 19, n. 3, p. 301-323

1. English for Academic Purposes 2. Second language writing 3. Strategy instruction
