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Evaluating TBLT [Recurso electrónico] : the case of a task-based Spanish program / Katharine B. Nielson, Marta González-Lloret

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

References: p. 544-546

The need for foreign language education in the US has increased in recent years, and teaching methods based on traditional textbooks are unlikely to meet the real-world needs of current learners. As a response, interest in Language for Specific Purposes programs has grown and so has Task-Based Language Teaching (TBLT) methodology. This article describes and evaluates a recently developed, task-based Spanish course for a governmental agency, which was put in place to help employees conduct their jobs more efficiently. Three exploratory empirical studies undertaken to evaluate this program are presented and discussed: (1) a pilot study comparing the oral proficiency of students in the grammar-based course and students in the TBLT course; (2) a study to establish whether the students' overall proficiency had improved as a result of the TBLT program; and (3) a qualitative study of students' perceptions about the Spanish TBLT program. The results indicate that the task-based course not only prepares trainees to complete critical job tasks in the L2, but it also improves participants' overall Spanish proficiency. These results contribute to the increasing evidence of the potential of TBLT for language learning.

Language teaching research. -- 2015 (September), v. 19, n. 5, p. 525-549

1. Language assessment 2. Program evaluation 3. Spanish for Specific Purposes 4. Task-Based Language Teaching (TBLT)

2

Exploring teacher beliefs and classroom practices through reflective practice [Recurso electrónico] : a case study / Thomas S. C. Farrell, Jessica Ives

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

References: p. 608-610

This article presents a case study that explored and reflected on the relationship between the stated beliefs and observed classroom practices of one second language reading teacher. The findings of this study revealed that this particular teacher holds complex beliefs about teaching reading that were evident to some extent in many of his classroom practices. Additionally, this study found that by articulating and reflecting on his beliefs, the teacher became more aware of the meaning and impact of these beliefs on his classroom practices. Findings from this study correlate with findings from previous studies in first language (L1) reading research that examined the relationship between teacher beliefs and classroom practices. Implications for future research are also discussed.

Language teaching research. -- 2015 (September), v. 19, n. 5, p. 594-610

1. Reflective practice 2. Teacher beliefs 3. Teacher development

3

Language teachers making sense of Exploratory Practice [Recurso electrónico] / Judith Hanks

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

References: p. 631-632

This article critically examines the implementation of Exploratory Practice in an English for academic purposes (EAP) context in a British university. The innovation involved challenges as well as opportunities for uniting learning, teaching and research. Particular emphasis is given to two teachers, who are the focus of this article: the story of one, 'Jenny', illustrates the processes of doing Exploratory Practice with learners of EAP, while the story of the other, 'Bella', provides insight into the notion of puzzlement, a central feature of the Exploratory Practice framework. For these practitioners, it was clear that the integration of pedagogy with locally relevant, small-scale research activity, held a wealth of opportunities for language learning and teaching.

Language teaching research. -- 2015 (September), v. 19, n. 5, p. 612-633

1. Exploratory Practice 2. Integrating research and pedagogy 3. Practitioner research in EAP

4

Task-modality and L1 use in EFL oral interaction [Recurso electrónico] / Agurtzane Azkarai, María del Pilar García Mayo

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

References: p. 565-568

This study examines whether task-modality (speaking vs. speaking+writing) influences first language (L1) use in task-based English as a foreign language (EFL) learner-learner interaction. Research on the topic has shown that different task-modality triggers different learning opportunities with collaborative speaking tasks drawing learners' attention to meaning and tasks that also incorporate a written component drawing attention more to formal linguistic aspects. Research has also shown that a balanced L1 use might be positive in learner-learner interaction, as it helps learners maintain their interest in the task and acts as a strategy to make difficult tasks more manageable. This article analyses L1 use and the functions it served during the oral interaction of 44 EFL Spanish learners while they completed four collaborative tasks: two speaking tasks (picture placement and picture differences) and two speaking+writing tasks (dictogloss and text editing). Findings point to a clear impact of task-modality on L1 use, as speaking+writing tasks made learners fall back on their L1 more frequently. L1 functions were also task dependent with grammar deliberations more frequent in speaking+writing tasks and vocabulary searches in speaking tasks.

Language teaching research. -- 2015 (September), v. 19, n. 5, p. 550-571

1. EFL 2. L1 use 3. Task-based interaction 4. Task-modality

5

Understanding EFL students' participation in group peer feedback of L2 writing [Recurso electrónico] : a case study from an activity theory perspective / Shulin Yu, Icy Lee

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

References: p. 592-593

While the last three decades have witnessed a growing body of research on peer feedback in first language (L1) and second language (L2) writing, research about students' motives for participating in group peer feedback has remained underexplored. In order to fill this important gap, this case study, guided by the constructs of activity and motive in activity theory, investigates two Chinese university students' motives for participating in group peer feedback activities in the EFL (English as a foreign language) writing classroom. Multiple sources of data were collected, including video recordings of peer feedback sessions, semi-structured interviews, stimulated recalls and student texts. Data analyses indicate that EFL students' group peer feedback activities are driven and defined by their motives, which are shaped and mediated by the sociocultural context. The findings also show that student motives could have direct influence on students' participation in group peer feedback activities and their subsequent revisions. This study contributes new knowledge to the field by relating students' motives to other key elements in peer feedback such as peer stances, group interaction and student revisions of L2 writing, yielding a deepened understanding of students' participation in and engagement with peer feedback in EFL writing.

Language teaching research. -- 2015 (September), v. 19, n. 5, p. 572-593

1. Activity theory 2. EFL writing 3. Group work 4. Motives 5. Peer feedback
