

1**The effects of L2 proficiency differences in pairs on idea units in a collaborative text reconstruction task [Recurso electrónico] / Sun-Young Shin ... [et al.]**

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

References: p. 382-384

Collaborative text reconstruction tasks such as dictogloss have been suggested as effective second language (L2) learning tasks that promote meaningful interaction between learners and their awareness of L2 target grammatical structures. However, it should be noted that the effect of pair interaction on the final product may differ depending on co-participant characteristics and particularly on proficiency disparities between partners. To date, most studies conducted on the effect of the different L2 proficiency of learners on paired performance have focused on the ways in which language learners interact, and the quantity and quality of language-related episodes (LREs) produced (Kim & McDonough, 2008; Leeser, 2004), often sidelining learners' actual task performance. This study thus aims to investigate the extent to which partner L2 proficiency levels affect tangible language performance, particularly in terms of content accuracy in a dictogloss task. Results show large gains in idea units reproduced between first and second stages of the dictogloss across texts. However, while low-level students paired with high-level partners benefited most, this group also had the largest variation across the board and, overall, proficiency pairing did not systematically affect improvement in idea units. Idea unit analyses indicated that students tended to perform better on idea units from earlier parts of the text, and that some types of idea units were more discriminatory than others.

Language teaching research. – 2016 (May), v. 20, n. 3, p. 366-386

1. Collaborative writing 2. Dictogloss 3. Idea units 4. Pair work 5. Proficiency differences

2**Effects of task repetition on learners' attention orientation in L2 oral production [Recurso electrónico] / Junya Fukuta**

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

References: p. 338-339

Task repetition facilitates learners' performance, at least temporarily: Since learners are already familiar with the content of the task at the initial enactment, they are capable of focusing their attention on linguistic form during the following enactment. However, the analysis in previous studies treated various aspects of 'form' as one package. This study examined learners' attention shifts during repeated task engagement by methodological triangulation. The experiment required 28 Japanese learners of English to perform narrative tasks twice. Learners' performance was analysed, and the protocol data elicited by stimulated recall were coded along their attention orientations. The result partially supported the form-focused effects of task repetition: learners focused more on the syntactic encoding process and less on the conceptualizing process at the second task enactment when they engaged in the same task twice. Possible theoretical and pedagogical implications are discussed.

Language teaching research. – 2016 (May), v. 20, n. 3, p. 321-340

1. CAF 2. Focus on form 3. Oral production 4. Stimulated recall

3**Focus on form [Recurso electrónico] : a critical review / Rod Ellis**

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

References: p. 424-428

'Focus on form' (FonF) is a central construct in task-based language teaching. The term was first introduced by Michael Long to refer to an approach where learners' attention is attracted to linguistic forms as they engage in the performance of tasks. It contrasts with a structure-based approach - 'focus on forms' (FonFs) - where specific linguistic forms are taught directly and explicitly. However, there is perhaps no construct in second language acquisition (SLA) that has proved so malleable and shifted in meaning so much. This review article begins by

considering how Long's original definition of it has stretched over time and then offers an updated definition of the construct based on the view that the term is best used to refer to specific kinds of 'activities' or 'procedures' rather than to an 'approach'. A classification of different types of focus-on-form activities/procedures is then presented. There follows a discussion of focus on form from a psycholinguistic and discoursal perspective along with a review of research relevant to these perspectives. The article addresses a number of criticisms that have been levelled against focus on form, with special consideration paid to how focus on form can be utilized in instructional contexts where more traditional (i.e. FonFs) approaches have been the norm.

Language teaching research. – 2016 (May), v. 20, n. 3, p. 405-428

1. Corrective feedback 2. Pre-task planning 3. Task-based teaching 4. Text-enhancement 5. Task-repetition

4

Focus on form through task repetition in TBLT [Recurso electrónico] / Marrit van de Guchte, Martine Braaksma, Gert Rijlaarsdam, Peter Bimmel

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

References: p. 316-318

Because there has been little research on focus on form during the post-task phase in task-based language teaching, this experimental study investigates the effects of task repetition after having directed learners' attention to form during the main task. The study comprises two interventions, where each consisted of a task with a focus on a particular language structure. Forty-eight ninth-grade students learning German as a foreign language were randomly assigned to two conditions: one group repeated a similar task (R); the other group did not (NR). The first intervention targeted the German dative case after a preposition; the second German comparatives. Pretests, immediate and delayed posttests measured metalinguistic knowledge, written and oral accuracy as well as oral fluency. Results showed that on written accuracy and metalinguistic knowledge, the R condition outperformed the NR condition on both structures. No significant differences between conditions were found on oral accuracy and fluency.

Language teaching research. – 2016 (May), v. 20, n. 3, p. 300-320

1. Accuracy/fluency trade-off 2. Focus on form 3. German as a foreign language 4. Similar task repetition 5. Task-based language teaching

5

"I'm still not sure what a task is" [Recurso electrónico] : teachers designing language tasks / Rosemary Erlam

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

References: p. 298-299

Ellis (2003) identifies four key criteria that distinguish a 'task' from the types of situational grammar exercises that are typically found in the more traditional language classroom. This study investigates how well teachers were able to design tasks that fulfilled these four criteria (Ellis, 2003) at the end of a year-long professional development programme in which TBLT figured prominently. Forty-three tasks designed by the teachers for use in their own foreign language classrooms are analysed against Ellis's four criteria in order to evaluate the effectiveness of the professional development programme, on the premise that adequate understanding of the construct of task underpins successful implementation of TBLT. The findings show that some aspects of task-design were difficult for teachers. Implications for professional development programmes that focus on TBLT, such as the one whose effectiveness is evaluated here, are discussed.

Language teaching research. – 2016 (May), v. 20, n. 3, p. 279-299

1. Foreign language learning 2. Language task 3. Professional development 4. TBLT 5. Teacher education

6**Similar prompts may not be similar in the performance they elicit [Recurso electrónico] : examining fluency, complexity, accuracy, and lexis in narratives from five picture prompts / Nel de Jong, Mary Lou Vercellotti**

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

References: p. 403-404

Only a few characteristics of picture-based narrative prompts have been studied to determine what features affect task performance. Thus, it is not easy to identify equivalent narrative prompts or identify features that are impactful. Tavakoli and Foster (2008) and Tavakoli (2009) examined the impact of prompt on the language produced by English learners during a picture-based narrative task in respect to narrative structure and storyline complexity. This study investigates if prompts within these known categories elicit similar performance. Considering the findings based on different prompts in Tavakoli and Foster, as well as in Robinson's (2011) Triadic Componential Framework for pedagogical tasks, we added another feature, number of elements. All of the prompts in this study had a tight sequential structure (\pm causal reasoning), similar storyline complexity (\pm intentional reasoning), and similar main characters and props (\pm elements). Although the accuracy and complexity in the ESL narratives were similar across prompts, there were some unexpected differences in fluency and lexis. Potential explanations of the variation in these subareas of language performance are discussed. Overall, this study highlights the importance of piloting research and testing materials and of investigating features that constitute task complexity.

Language teaching research. -- 2016 (May), v. 20, n. 3, p. 387-404

1. CAF 2. Elicited language performance 3. Narratives 4. Picture prompts 5. Task complexity 6. Task difficulty

7**Task-based language teaching [Recurso electrónico] : an empirical study of task transfer / Susan D. Benson**

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

References: p. 361-363

Since the 1980s, task-based language teaching (TBLT) has enjoyed considerable interest from researchers of second language acquisition (SLA), resulting in a growing body of empirical evidence to support how and to what extent this approach can promote language learning. Although transferability and generalizability are critical assumptions for TBLT, there is little empirical evidence that task-related language abilities are indeed transferable. The current study was conducted to address this need for empirical research on generalizability and transfer critical for the planning of teaching and assessment of learning by specifically investigating whether or not transfer occurs between two similar pedagogic tasks. Fifty-three randomly assigned low-level adult second language learners were trained in a computer lab to complete one of two pedagogic tasks or no task, after which all participants were tested on two transfer tasks. Although the results of a MANCOVA did not provide statistically significant evidence of transfer, a post hoc analysis on a subset of the lowest proficiency learners suggests that task-related language abilities are transferable. Directions for future research and implications for teaching and assessment are discussed in light of the present findings.

Language teaching research. -- 2016 (May), v. 20, n. 3, p. 341-365

1. Generalizability 2. Task-based 3. Task selection 4. TBLT 5. Transfer
