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Anniversary article Interactional feedback in second language teaching and learning [Recurso electrónico] : a synthesis and analysis of current research / Hossein Nassaji

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

References: p. 555-562

The role of interactional feedback has long been of interest to both second language acquisition researchers and teachers and has continued to be the object of intensive empirical and theoretical inquiry.

In this article, I provide a synthesis and analysis of recent research and developments in this area and their contributions to second language acquisition (SLA). I begin by discussing the theoretical underpinnings of interactional feedback and then review studies that have investigated the provision and effectiveness of feedback for language learning in various settings. I also examine research in a number of other key areas that have been the focus of current research including feedback timing, feedback training, learner-learner interaction, and computer-assisted feedback. The article concludes with a discussion of the implications of the issues examined with regard to classroom instruction.

Language teaching research. -- 2016 (July), v. 20, n. 4, p. 535-562

1. Corrective feedback 2. Interaction 3. Interactional feedback 4. Language teaching 5. Recasts 6. SLA

2

Corrective feedback in L2 Latvian classrooms [Recurso electrónico] : teacher perceptions versus the observed actualities of practice / Gatis Dilans

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

References: p. 495-497

This two-part study aims to investigate teacher perceptions about providing oral corrective feedback (CF) to minority students of Latvian as a second language and compare the perceptions to the actual provision of CF in L2 Latvian classrooms. The survey sample represents sixty-six L2 Latvian teachers while the classroom observations involved 13 teachers of L2 Latvian from five minority schools in Latvia. The survey results show that all major types of oral CF were thought to be uniformly provided. The classroom observations, however, demonstrated a predominant provision of explicit, isolated recasts with the other types of feedback (explicit correction, elicitation, integrated recasts and repetition) present, yet trailing behind in terms of their use during classroom interactions.

Language teaching research. -- 2016 (July), v. 20, n. 4, p. 479-497

1. Elicitation 2. Explicit correction 3. L2 Latvian 4. Oral corrective feedback 5. Recast 6. Repetition

3

The impact of second language proficiency in dyadic peer feedback [Recurso electrónico] / David Allen, Amy Mills

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

References: p. 510-512

Peer feedback is widely used in second and foreign language writing contexts. While second language (L2) proficiency is likely to be an important factor in determining peers' ability to give and utilize feedback, its contribution has been relatively under-researched. In the present study, 54 undergraduates in a foreign language writing context gave and received feedback on two different texts. The quantity and type of feedback given and incorporated were analysed, looking at whether these changed or preserved meaning. Generalized linear mixed models were used to assess whether the L2 proficiency of the reviewer (reviewer proficiency) and writer (writer proficiency) in each dyad determined the quantity and type of feedback given and incorporated. Results showed that reviewer proficiency significantly predicted the number of suggestions made. Writer proficiency did not significantly predict the number of suggestions, though lower proficiency writers incorporated significantly fewer meaning-related suggestions into their revised texts than higher proficiency writers. Differences in giving and

incorporating suggestions also emerged for different pairings (i.e. matched or mixed proficiency), though these were not significant. The present findings provide further insight into understanding how L2 proficiency modulates the peer feedback process.

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1. Academic writing 2. L2 proficiency 3. Peer feedback 4. Second language writing 5. Sociocultural theor

4

The nature of negotiations in face-to-face versus computer-mediated communication in pair interactions [Recurso electrónico] / Amir Rouhshad, Gillian Wigglesworth, Neomy Storch

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

References: p. 530-534

The Interaction Approach argues that negotiation for meaning and form is conducive to second language development. To date, most of the research on negotiations has been either in face-to-face (FTF) or text-based synchronous computer-mediated communication (SCMC) modes. Very few studies have compared the nature of negotiations across the modes. Such comparisons are important as they can indicate which mode may be more conducive to language learning. The present study set out to compare the nature of negotiations between FTF and SCMC modes in same-proficiency intermediate dyads. Dyads performed two similar decision-making tasks, one in FTF and one in SCMC mode, and were encouraged to provide corrective feedback, where necessary, to their partner. The analysis revealed that negotiations for form and meaning were scarce in both modes, with more negotiations for meaning in FTF mode. The findings also suggested that mode of interaction influenced the type of negotiations, and their outcomes, in terms of modified output as well as successful uptake.

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1. Computer-mediated negotiations 2. Face-to-face negotiations 3. Negotiations for meaning and form 4. Pair interaction

5

Nonverbal behavior and corrective feedback in nine ESL university-level classrooms [Recurso electrónico] / Weiqing Wang, 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. 476-478

Nonverbal behavior is an area of recent interest in second language acquisition (SLA). Some researchers have found that teachers' nonverbal behavior plays a role in second language (L2) learners' learning. Furthermore, corrective feedback during L2 interaction can also be facilitative of L2 development; however, little is known about how nonverbal behavior accompanies teachers' corrective feedback. The current study investigated teachers' nonverbal behavior in corrective feedback during 48 observations (about 65 hours of recordings) of nine classrooms for English as a second language (ESL). The results indicated that teachers used a variety of nonverbal behavior in their corrective feedback, including hand gestures (specifically iconics, metaphors, deictics, and beats), head movements, affect displays, kinetographs, and emblems. Specific nonverbal behaviors that commonly occurred in the observations were nodding, head shaking, pointing at an artifact, and pointing at a person.

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1. Corrective feedback 2. Gesture 3. L2 teaching 4. Nonverbal behavior 5. Second language acquisition

6

The type and linguistic foci of oral corrective feedback in the L2 classroom [Recurso electrónico] : a meta-analysis / Dan Brown

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

References: p. 455-458

Research on corrective feedback (CF), a central focus of second language acquisition (SLA), has increasingly examined how teachers employ CF in second language classrooms. Lyster and Ranta's (1997) seminal study identified six types of CF that teachers use in response to students' errors (recast, explicit correction, elicitation, clarification request, metalinguistic cue, and repetition) as well as target linguistic foci (lexical, phonological, and grammatical errors). These taxonomies have remained dominant in observational studies conducted in a growing range of second language teaching contexts. Several studies have acknowledged that contextual factors may influence how teachers provide CF (e.g. Mori, 2002; Sheen, 2004) with few generalizable conclusions. The present study brings together research in this area in the first comprehensive synthesis of classroom CF research seeking to aggregate proportions of CF types teachers provide, as well as their target linguistic foci. Findings reveal that recasts account for 57% of all CF while prompts comprise 30%, and grammar errors received the greatest proportion of CF (43%). The study further identifies a range of contextual and methodological factors (i.e. moderators) that may influence CF choices across teaching contexts, such as student proficiency, teacher experience, and second/foreign language context. A clearer picture of the patterns of CF that teachers provide and the variables that influence these choices serves to complement the growing body of research investigating the efficacy of CF in second language pedagogy

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1. Corrective feedback 2. Meta-analysis 3. Observational classroom research 4. Oral feedback types 5. Second language instruction
