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**Beliefs and practices of Brazilian EFL teachers regarding pronunciation [Recurso electrónico] / Larissa Buss**

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

References: p. 635-637

Interest in pronunciation learning and teaching has increased significantly in the past few years. Studies and resources in the area have proliferated, but it is important to know whether they have influenced teachers of English as a foreign language (EFL) and English as a second language (ESL). The purpose of this study was to investigate the beliefs and practices of Brazilian EFL teachers. Convenience and snowball sampling were employed to recruit 60 participants, who completed an online survey on pronunciation teaching and learning. Descriptive statistics was used to analyse trends, while qualitative responses were coded for common topics. The findings suggest that the instructors had generally informed views about pronunciation and positive attitudes toward its teaching. Their teaching practices tended to be traditional: the predominant approach was to deal with word-level features, especially problematic sounds, through repetition as the need arose. Although most of the respondents claimed to be comfortable teaching pronunciation, they reported a wish for more pronunciation training, as have other instructors in prior studies (e.g. Burgess & Spencer, 2000; Foote, Holtby, & Derwing, 2011).

Language teaching research. – 2016 (September), v. 20, n. 5, p. 619-637

1. Beliefs 2. EFL teachers 3. Practices 4. Pronunciation 5. Survey 6. Teacher cognition

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**The effects of teaching songs during foreign language classes on students' foreign language anxiety [Recurso electrónico] / Dacian Dorin Dolean**

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

References: p. 651-653

Foreign language classroom anxiety (FLCA) has been the subject of several studies aimed to optimize learning of a foreign language in the classroom. However, few studies provide specific curriculum-based methodological strategies to be used in the classroom in order to lower the anxiety level. In this article, two experimental classes of 8th-grade students participated in a 5-week intervention program aimed to teach French as a foreign language through music during the regular French classes. One class had a higher anxiety average (ExpHi) compared with the other (ExpLo). The self-reported level of anxiety of the two experimental classes was compared after the intervention program with the self-reported level of anxiety of two control classes with similar levels of anxiety (CtrHi and CtrLo). The study also compared the opinions of students from the experimental classes regarding their overall experience of the foreign language classes. Findings indicated that teaching songs during FL classes was perceived as an enjoyable experience by students from classes with both high and low anxiety; however, this teaching method decreased the FLCA average of classes of students with rather high anxiety, but not of the ones with a rather low anxiety.

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1. Foreign language classroom anxiety 2. Language learning 3. Music 4. Songs

3

**Investigating the nature of classroom willingness to communicate (WTC) [Recurso electrónico] : a micro-perspective / Miroslaw Pawlak, Anna Mystkowska-Wiertelak, Jakub Bielak**

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

References: p. 635-637

Recent years have witnessed a shift in empirical investigations of language learners' willingness to communicate (WTC) from quantitative studies examining the ways in which WTC antecedents co-act and contribute to communication, treating the concept as a stable characteristic, to a mixed-methods approach that allows the examination of stable behavioral tendencies and dynamic changes brought about by contextual variables. The rationale behind this study comes from the assumption that more profound understanding of motives underlying learners' readiness or reluctance to speak may help create classroom conditions that facilitate communication, thus contributing to linguistic attainment. More specifically, the study represents an attempt to

tap factors that shape advanced learners' WTC during conversation classes in four different groups of students. Each time, the data were collected by means of self-ratings (i.e. indications of the level of WTC on a scale from -10 to +10) and immediate reports (i.e. questionnaires including closed and open-ended items). A combination of quantitative and qualitative analysis revealed that the extent to which WTC fluctuated was impacted by a range of contextual and individual factors. It was enhanced in particular when students were given the opportunity to communicate with familiar receivers in small groups or pairs on topics related to personal experiences.

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1. Contextual factors 2. Dynamic systems 3. Individual differences 4. Intact classes 5. Willingness to communicate 670-671 6. Teacher cognition

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##### **Student teacher beliefs on grammar instruction [Recurso electrónico] / Johan Graus, Peter-Arno Coppén**

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

References: p. 596-599

The role of grammar teaching in foreign language education is a controversial one both in second language acquisition (SLA) research and language pedagogy and, as a result, a potential source of confusion to student teachers. The objective of this study was to gain insight into the beliefs on grammar teaching of student teachers of English as a foreign language enrolled in undergraduate and postgraduate teacher education programmes at Dutch universities of applied sciences. To this end a questionnaire was developed and validated based on four construct pairs from SLA literature: meaning- versus form-focused instruction, focus on form (FonF) versus focus on forms (FonFs), implicit versus explicit instruction, and inductive versus deductive instruction. Overall, respondents (n = 832) were found to prefer form-focused, explicit, inductive instruction, and FonFs. However, higher-year undergraduates' and postgraduates' results showed a trend towards a preference for more meaning-focused and implicit instruction, and FonF. When learner level was factored in, however, these forms of language instruction were considered subordinate to more traditional form-focused approaches for teaching higher-level language learners.

Language teaching research. – 2016 (September), v. 20, n. 5, p. 571-599

1. English as a foreign language 2. Form-focused instruction 3. Grammar teaching 4. Teacher beliefs 5. Teacher cognitions 6. Teacher education

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#### 5

##### **The use of self-regulation strategies by foreign language learners and its role in language achievement [Recurso electrónico] / Meral Seker**

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

References: p. 616-618

Studies show that incorporating self-regulated learning (SRL) strategies into foreign language teaching encourages the development of autonomous learners. However, interviews with teachers (n = 51) indicate that they mostly do not consider SRL in classroom practices. The present study attempts to highlight the significance of SRL in language teaching by exploring its impact on language achievement. It investigates learner reported use of SRL, focusing on its three main components - orientation, performance, and evaluation - and their power in predicting foreign language achievement. A total of 222 undergraduate foreign language learners at a state university participated in the study. Data was collected from two sources: a five-point Likert-type self-regulated language learning questionnaire, adapted from models and research instruments used in previous studies to investigate SRL and language learning strategies, and the university's English achievement exam. Quantitative analyses indicated that although participants reported moderate to low levels of SRL use, it is a significant predictor of foreign language achievement and had significant correlations with language achievement. The results are meant to draw attention to the importance of SRL research within the foreign language teaching field as well as foster SRL implementation in language instruction.

Language teaching research. – 2016 (September), v. 20, n. 5, p. 600-618

1. Cognitive strategies 2. Evaluation 3. Foreign language learning 4. Metacognitive strategies 5. Orientation 6. Self-regulated learning