

1

Inferential statistics in Language Teaching Research [Recurso electrónico] : a review and ways forward / Seth Lindstromberg

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

References: p. 764-768

This article reviews all (quasi)experimental studies appearing in the first 19 volumes (1997-2015) of Language Teaching Research(LTR). Specifically, it provides an overview of how statistical analyses were conducted in these studies and of how the analyses were reported. The overall conclusion is that there has been a tight adherence to traditional methods and practices, some of which are suboptimal. Accordingly, a number of improvements are recommended. Topics covered include the implications of small average sample sizes, the unsuitability of pvalues as indicators of replicability, statistical power and implications of low power, the non-robustness of the most commonly used significance tests, the benefits of reporting standardized effect sizes such as Cohen's d, options regarding control of the familywise Type I error rate, analytic options in pretest-posttest designs, 'meta-analytic thinking' and its benefits, and the mistaken use of a significance test to show that treatment groups are equivalent at pretest. An online companion article elaborates on some of these topics plus a few additional ones and offers guidelines, recommendations, and additional background discussion for researchers intending to submit to LTRan article reporting a (quasi)experimental study.

Language teaching research. -- 2016 (November), v. 20, n. 6, p. 741-768

1. Effect sizes 2. L2 quantitative research 3. Pretest-posttest designs 4. (Quasi)experimental studies 5. Robust methods 6. Small sample sizes 7. Statistical analysis 8. Statistical power 9. Testing for baseline balance

2

Measuring group work dynamics and its relation with L2 learners' task motivation and language production [Recurso electrónico] / Glen Poupore

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References: p. 733-736

While learners of a second language (L2) are increasingly interacting in small groups as part of a communicative methodological paradigm, very few studies have investigated the social dynamics that occur in such groups. The aim of this study is to introduce a group work dynamic measuring instrument and to investigate the relationship between group work dynamic (GWD), or the social climate existing within a group, and learners' state-level motivational responses and amount of language produced in interactive tasks. The context for the classroom-based study was a speaking-skills course consisting of a small group of 10 Korean English learners of intermediate to high intermediate proficiency level enrolled in a Korean university TESOL certificate program. The data were based on 15 different tasks that were part of the course and two work groups for each task for a total of 30 groups. Instruments of data collection consisted of audio-video recordings, transcription of all verbal and nonverbal language produced in the tasks, the GWD measurement instrument, and post-task motivation questionnaires. Results from correlational analysis showed a significant relationship between GWD and task motivation and between GWD and language production. Nonverbal-related behaviors, furthermore, were found to be particularly influential in shaping GWD and were significantly associated with learners' task motivation, especially in the form of greater task enjoyment and sense of success. The study's findings therefore add support to socio-contextual perspectives in L2 motivation and applied linguistics that emphasize the critical role of social and group factors on motivation and language development and imply a need for educators to focus on creating positive group dynamics in their classrooms.

Language teaching research. -- 2016 (November), v. 20, n. 6, p. 719-740

1. Group dynamics 2. L2 motivation 3. Nonverbal communication 4. Social climate 5. Task-based language teaching 6. Task motivation

3**Teaching how to apologize [Recurso electrónico] : EFL textbooks and pragmatic input / Holger Limberg**

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

References: p. 716-718

Learners of English as a foreign language (EFL) are exposed to a collection of materials and communicative activities in the classroom through which they learn to use the language competently and appropriately. Textbooks, in particular, are a rich source of input, offering a variety of opportunities to acquire and practice pragmatic competence in specific areas of language use. One such area concerns apologies. As a ubiquitous and routinized pragmatic speech act, apologies are important to master for learners who have violated a socio-cultural norm. This study examines how German textbooks for EFL learners provide input on apologies and what tasks as well as exercises they suggest to practice and perform this act in the classroom. Teaching apologies - like any other speech act - should be based on rich, meaningful and authentic input and tasks in order for learners to appreciate and make use of this competence in real-life communication. The analysis of textbooks for secondary schools in Germany reveals the existence of some apology input, but also a lack of variety in terms of apology expressions. In addition, a noticeable difference between (implicit) input and (explicit) tasks exists, which can have an influence on the development of learners' apology competence. EFL teachers need to be aware of what textbooks can and cannot offer, and then they need to adapt input and tasks for their teaching.

Language teaching research. – 2016 (November), v. 20, n. 6, p. 700-718

1. Apologies 2. EFL textbooks 3. Pragmatic input 4. Sorry 5. Speech acts

4**To what extent do learners benefit from indirect written corrective feedback? [Recurso electrónico] : a study targeting learners of different proficiency and heritage language status / Eun Sung Park, Sunhee Song, Yu Kyoung Shin**

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

References: p. 696-699

Should teachers spend hours correcting students' errors, or should they simply underline the errors, leaving it up to the students to self-correct them? The current study examines the utility of indirect feedback on learners' written output. Journal entries from students enrolled in intact second language (L2) Korean classes (n= 40) were collected and returned to the students with all of their errors underlined (indirect feedback). The students were then given class time to either identify the target of their errors, or to self-correct them. The results were compared across two proficiency levels (beginning vs. intermediate) and across learners' prior language exposure/learning experiences (heritage language vs. non-heritage language learners). The results showed that the learners in general were able to self-correct more than a third of their errors, and that the non-heritage language learners were significantly better at perceiving their errors on orthography and particles. It was also found that the higher proficiency and non-heritage language learners were better able to self-correct their errors on particles. The current findings suggest that simply underlining the errors and asking students to self-correct them can be helpful, especially for certain 'treatable' errors, including those involving orthography and particles. The findings also highlight the importance of considering individual learner factors, such as the nature and length of their prior L2-learning experience, when providing indirect written feedback.

Language teaching research. – 2016 (November), v. 20, n. 6, p. 678-699

1. Classroom-based study 2. Heritage language learners 3. Indirect feedback 4. L2 Korean 5. Written corrective feedback