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Effects of distributed practice on the proceduralization of morphology [Recurso electrónico] / Yuichi Suzuki, Robert DeKeyser

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

References: p. 187-188

The present study aimed to examine whether distributed practice works better than massed practice for proceduralization of grammatical knowledge. Learners of Japanese as a second language were trained on an element of Japanese morphology under either massed or distributed practice conditions. Results showed that massed practice led to accurate utterances to the same extent as distributed practice. It was also shown that massed practice may lead to more rapid utterances than distributed practice. A number of potential factors that mediate the effects of distributed practice are discussed.

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1. Distributed and massed practice 2. Japanese as a second language 3. Proceduralization 4. Second language grammar learning 5. Skill acquisition theory

2

Reading-writing integrated tasks, comprehensive corrective feedback, and EFL writing development [Recurso electrónico] / Xiaoyan Zhang

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

References: p. 239-240

The study examines whether there is any difference between the effects of a reading-writing integrated task and comprehensive corrective feedback (CF) on English as a foreign language (EFL) learners' writing development, and whether the input language in the integrated task makes a difference in L2 writing development over time and the language accuracy of the writing resulting from the integrated task. It also explores the possible relationships among language, content alignment and language accuracy and the relationship between language alignment and content alignment. To this end, a quasi-experimental study was conducted to assess participants' L2 writing development based on a pretest-posttest-delayed-posttest design implemented in four intact EFL freshman classes. Four groups were created: an English-reading-English-writing (EE) group, a Chinese-reading-English-writing (CE) group, a comprehensive CF group, and a control group, which engaged solely in writing practice. The results demonstrated that (1) the EE and CF groups outperformed the control and CE groups on the posttest and outscored the control group on the delayed posttest with respect to language, although there were no significant differences among the three experimental groups in overall, content, and organization scores; (2) the input language of the integrated reading-writing task had a significant effect on language accuracy in the resulting essays; and (3) there was no significant correlation between content alignment and language accuracy for the CE group, whereas for the EE group, a significant positive correlation was observed not only between content and language alignment, on the one hand, and language accuracy, on the other hand, but also between content alignment and language alignment.

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1. Comprehensive corrective feedback 2. Content alignment 3. Input language 4. Language accuracy 5. Language alignment 6. Reading-writing integrated tasks

3

Second language education and micro-policy implementation in Canada [Recurso electrónico] : the meaning of pedagogical change / Stephanie Arnott

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

References: p. 280-284

Using data from a study investigating the implementation of a popular French as a second language (FSL) teaching method in Canada (i.e. the Accelerative Integrated Method), this article presents a second language (L2) perspective on micro-policy implementation and pedagogical change. According to Fullan (2007), successful change implementation requires the establishment of 'shared meaning': a balanced vision of what the change represents and coordinated management of its implementation. This inquiry compared stakeholder perspectives (n = 36) on the method and its implementation in contexts where it was mandated and optional for FSL instruction. Data from interviews and focus groups were triangulated to provide a descriptive synthesis of the shared realities and practices of these local players. Findings showed that the bias for action and utility of the method, teacher agency and lack of collaborative monitoring emerged as factors affecting the short-term implementation of this change and its potential long-term sustainability. The findings present important implications for FSL education, micro-level L2 policy implementation and ongoing research focusing on L2 pedagogical change in the Canadian context.

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1. Canada 2. French as a second language 3. Instructional method 4. Language policy implementation 5. Second language pedagogy 6. Second language teaching

4

Testing the efficacy of two new variants of recasts with standard recasts in communicative conversational settings [Recurso electrónico]: an exploratory longitudinal study / Richard Charles Wacha, Yeu-Ting Liu

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

References: p. 213-216

The purpose of this exploratory longitudinal study was to evaluate the efficacy of two new forms of recasts (i.e. elaborated and paraphrased recasts), each of which was designed to be more in accordance with contested views of input processing. The effectiveness of the two new forms of recasts was compared to that of conventional standard recasts. To this end, an experienced language teacher engaged four intermediate-level learners of English as a foreign language (EFL) in weekly, one-on-one, English conversation sessions under four instructional conditions (elaborated recast, paraphrased recast, standard recast, and no recast), one learner under each condition. A diachronic, time-series research design was used to assess the effects of recasts on each learner's performance of past tense over a nine-week, instructional period. The results showed that all three types of recasts proved effective in assisting the learners to improve their accuracy on English past tense; all things considered, elaborated and especially paraphrased recasts proved to have a distinct advantage over standard recasts. The results suggest that recasts, in general, and more specifically paraphrased and elaborated recasts, are effective when employed in less controlled, spoken conversational practice, where there is free turn-taking, topic shifts, and the conversational content is related to the learner's personal experiences and background knowledge.

Language teaching research. – 2017 (March), v. 21, n. 2, p. 189-216

1. EFL learners 2. Elaborated recast 3. Paraphrased recast 4. Second language acquisition 5. Standard recast

5

Uncovering the layers of foreign language teacher socialization [Recurso electrónico] : a qualitative case study of Fulbright language teaching assistants / Baburhan Uzum

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

References: p. 256-257

This qualitative case study explored how a novice language teacher negotiated her pedagogical beliefs and practices during her socialization into a foreign cultural and educational context. The focal participant was an Uzbek language teacher at a university in the USA. Using a language socialization theoretical framework, data were drawn from multiple sources such as interviews, video-recorded classroom observations, and classroom materials. The findings indicate that biographical factors (e.g. the teacher's personal history, experience as a learner), contextual factors (e.g. interactions with students and institutional resources), and dialogic factors (e.g. the teacher's knowledge of theories of teaching and learning) guided the process of socialization. The teacher was able to transform her beliefs and practices by negotiating the tensions, dilemmas, concerns, and questions across her biography, current teaching context, and theoretical knowledge of teaching and learning.

Language teaching research. – 2017 (March), v. 21, n. 2, p. 241-257

1. Language teacher 2. Professional development 3. Teacher beliefs 4. Teacher identity 5. Teacher socialization 6. Reading-writing integrated tasks

6

Variability and variation of L2 grammar [Recurso electrónico]: a cross-sectional analysis of German learners' performance on two tasks/ Zsuzsanna Abrams, Susanne Rott

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

References: p. 163-165

Research on second language (L2) grammar in task-based language learning has yielded inconsistent results regarding the effects of task-complexity, prompting calls for more nuanced analyses of L2 development and task performance. The present cross-sectional study contributes to this discussion by comparing the performance of 245 learners of German at two universities in the USA on two types of assessment tasks using multidimensional analyses of grammatical accuracy, fluency and complexity. Results show that: (1) grammatical accuracy in learner performance did not improve linearly across two years of instruction in either task condition; (2) participants tended to perform more accurately in the integrative task than on discrete-point items; (3) second-year learners wrote more fluently than first-year learners; and (4) fourth-semester learners wrote more complex sentences than other groups. The results yield important research, pedagogical and curricular insights.

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1. Accuracy 2. Complexity 3. Fluency 4. Multidimensional analysis 5. TBLT
