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Comparing the effectiveness of phrase-focused exercises [Recurso electrónico] : a partial replication of Boers, Demecheleer, Coxhead, and Webb (2014) / Frank Boers, Tu Cam Thi Dang, Brian Strong

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

References: p. 378-380

In a recent article, Boers, Demecheleer, Coxhead, and Webb (2014) deplored the lack of effectiveness for the learning of verb–noun collocations of a number of exercise formats which they sampled from EFL textbooks and put to the test in a series of quasi-experimental trials. The authors called for further investigations into possible improvements to such exercise formats. The present article is a response to that call. It also addresses methodological issues that may have affected Boers et al.'s (2014) findings and that rendered their conclusions tentative. In the quasi-experiment reported here, EFL learners were given fill-in-the-blank exercises on verb–noun phrases in one of three formats: (1) choose the appropriate verb, (2) complete the verb by using a first-letter cue, and (3) choose the appropriate intact phrase. A delayed post-test gauged the learners' ability to recall the meaning of the phrases as well as their verb–noun partnership. In both regards the exercise where learners worked with intact phrases generated the best results. We then evaluate the extent to which exercises for phrase learning in 10 recent EFL textbooks accord with recommendations that follow from the quasi-experimental findings.

Language teaching research. – 2017 (May), v. 21, n. 3, p. 362-380

1. Collocations 2. Errorless learning 3. Idioms 4. Interference 5. Lexical phrases 6. Textbook exercises 7. Trial and error

2

Examining second language receptive knowledge of collocation and factors that affect learning [Recurso electrónico] / Thi My Hang Nguyen, Stuart Webb

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

References: p. 317-320

This study investigated Vietnamese EFL learners' knowledge of verb–noun and adjective–noun collocations at the first three 1,000 word frequency levels, and the extent to which five factors (node word frequency, collocation frequency, mutual information score, congruency, and part of speech) predicted receptive knowledge of collocation. Knowledge of single-word items at the same word frequency levels was also examined. The results indicated that the participants were not close to a level of mastery of collocational knowledge at any word frequency level; knew less than 50% of each type of collocation overall; and that their knowledge of collocation significantly decreased at each level. The analysis also revealed that there were significant large positive correlations between knowledge of collocations and single-word items, and that node word frequency was the strongest predictor of receptive knowledge of collocation.

Language teaching research. – 2017 (May), v. 21, n. 3, p. 298-390

1. Collocation 2. Formulaic language 3. Frequency 4. Second language acquisition 5. Testing 6. Vocabulary

3

Learning L2 collocations incidentally from reading [Recurso electrónico] / Ana Pellicer-Sánchez

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

References: p. 397-400

Previous studies have shown that intentional learning through explicit instruction is effective for the acquisition of collocations in a second language (L2) (e.g. Peters, 2014, 2015), but relatively little is known about the effectiveness of incidental approaches for the acquisition of L2 collocations. The present study examined the incidental acquisition of collocational knowledge when learners encounter adjective–pseudoword collocations while reading. Forty-one L2 learners read a story containing six target collocations in a classroom setting. One week after the reading they were interviewed about their knowledge of the form, meaning and collocation of the

target items (at recall and recognition levels). Participants were randomly assigned to one of two experimental groups, i.e. the 4-repetition group and the 8-repetition group. Results showed that collocational knowledge can be learnt incidentally from reading; that it is learnt at a similar rate to other lexical components such as form and meaning of individual words; and that the frequency manipulation in this study did not seem to have a significant effect on the acquisition of any of the aspects examined.

Language teaching research. – 2017 (May), v. 21, n. 3, p. 381-402

1. Collocations 2. Incidental learning 3. Multi-word units 4. Reading 5. Vocabulary

4

Not just 'small potatoes' [Recurso electrónico] : knowledge of the idiomatic meanings of collocations / Marijana Macis, Norbert Schmitt

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

References: p. 336-339

This study investigated learner knowledge of the figurative meanings of 30 collocations that can be both literal and figurative. One hundred and seven Chilean Spanish-speaking university students of English were asked to complete a meaning-recall collocation test in which the target items were embedded in non-defining sentences. Results showed limited collocation knowledge, with a mean score of 33% correct. The study also examined the effects of frequency, semantic transparency, year at university, and everyday engagement with the second language (L2) outside the classroom on this collocation knowledge. Mixed-effects modelling indicated that there was no relationship between frequency and semantic transparency and the knowledge of the figurative meanings. However, a positive relationship was found between this knowledge and year at university, time spent in an English-speaking country, and time spent reading.

Language teaching research. – 2017 (May), v. 21, n. 3, p. 321-340

1. Collocations 2. Idiomatic language 3. Frequency 4. Language use factors 5. Semantic transparency 6. Year at university

5

The power of sound in L2 idiom learning [Recurso electrónico]/ June Eyckmans, 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. 359-361

Corpus analyses of learners' dictionaries of English idioms have revealed that 11% to 35% of English figurative idioms show either alliteration (miss the mark) or assonance (get this show on the road), depending on the type considered. Because English multiword combinations, particularly idiomatic expressions, present a huge challenge even to advanced learners, techniques for helping learners come to grips with this part of the lexicon should be welcomed. A quasi-experiment was conducted to investigate whether interword phonological similarity (specifically, alliteration and assonance) facilitates the delayed recall of the forms of common second language (L2) English figurative idioms which were not known at pretest. Twenty-six advanced-level EFL learners learned significantly more phonologically similar, or 'sound-repeating', idioms than phonologically dissimilar control idioms after a treatment designed to raise awareness of phonological similarity and to direct learners' attention toward occurrences of it. Learners in a comparison group (n = 24), who experienced no awareness raising or attention direction, recalled more non-sound-repeating control idioms than sound-repeating ones. We conclude that the presence of sound-repetition in idioms makes the forms of those idioms relatively easy to recall, but only when learners experience appropriate awareness raising and attention direction. It appears that the techniques of awareness raising and attention direction did not hinder learning of the control idioms.

Language teaching research. – 2017 (May), v. 21, n. 3, p. 341-361

1. Explicit instruction 2. Figurative idioms 3. L2 phrase learning 4. Phonological similarity 5. Recall of forms

6

Processing and learning of enhanced English collocations [Recurso electrónico] : an eye movement study / Sungmook Choi

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

References: p. 419-423

Research to date suggests that textual enhancement may positively affect the learning of multiword combinations known as collocations, but may impair recall of unenhanced text. However, the attentional mechanisms underlying such effects remain unclear. In this study, 38 undergraduate students were divided into two groups: one read a text containing typographically enhanced collocations (ET group) and the other read the same text with unenhanced collocations (the baseline text, or BT group). While reading, participants' eye movements were recorded with an eye-tracker. Results showed that the ET group spent significantly longer time processing target collocations, and performed better than the BT group in a post-reading collocation test. However, apart from the enhanced collocations, the ET group recalled significantly less unenhanced text than the BT group. Further investigation of eye fixation data showed that the ET group spent substantially longer time processing collocations which, according to a pretest, they were not familiar with than did the BT group, whereas the two groups did not differ significantly in their processing of familiar collocations. Collectively, the results suggest that the trade-off between collocation learning and recall of unenhanced text is due to additional cognitive resources being allocated to enhanced collocations that are new to the reader.

Language teaching research. -- 2017 (May), v. 21, n. 3, p. 403-426

1. Collocation learning 2. Eye fixation 3. Recall of textual information 4. Textual enhancement 5. Vocabulary acquisition
