

1

**Differential effects of instruction on the development of second language comprehensibility, word stress, rhythm, and intonation [Recurso electrónico] : the case of inexperienced Japanese EFL learners/ Yukie Saito, Kazuya Saito**

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

References: p. 605-607

The current study examined in depth the effects of suprasegmental-based instruction on the global (comprehensibility) and suprasegmental (word stress, rhythm, and intonation) development of Japanese learners of English as a foreign language (EFL). Students in the experimental group (n= 10) received a total of three hours of instruction over six weeks, while those in the control group (n= 10) were provided with meaning-oriented instruction without any focus on suprasegmentals. Speech samples elicited from read-aloud tasks were assessed via native-speaking listeners' intuitive judgments and acoustic analyses. Overall, the pre-/post-test data showed significant gains in the overall comprehensibility, word stress, rhythm, and intonation of the experimental group in both trained and untrained lexical contexts. In particular, by virtue of explicitly addressing first language / second language linguistic differences, the instruction was able to help learners mark stressed syllables with longer and clearer vowels; reduce vowels in unstressed syllables; and use appropriate intonation patterns for yes/no and wh-questions. The findings provide empirical support for the value of suprasegmental-based instruction in phonological development, even with beginner-level EFL learners with a limited amount of second-language conversational experience.

Language teaching research. -- 2017 (September), v. 21, n. 5, p. 589-608

1. Form-focused instruction 2. Phonological development 3. Pronunciation 4. Second language speech 5. Suprasegmentals

---

2

**Learning English during the summer [Recurso electrónico] : a comparison of two domestic programs for pre-adolescents / Elsa Tragant, Raquel Serrano, Àngels Llanes**

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

References: p. 563-565

Contexts that promote intensive second language (L2) experiences (typically, stay abroad, immersion, etc.) are reported to facilitate language development; yet, little is known about such programs when they are addressed to school-age learners in their home country. The present study examines the experiences of learners aged 11–13 years who participated in two domestic summer programs: a group of 58 learners on an overnight summer camp and a group of 47 learners at a language school. While the learners on both programs received English lessons on a daily basis, only those in the summer camp were exposed to English during non-language related activities. L2 development was assessed by administering three productive tasks and students' experiences were recorded using questionnaires and via on-site observations. Our results indicate that the learners in both settings underwent significant L2 improvement in spite of the short duration of the two programs (three to four weeks). The results also highlight the challenge that domestic intensive programs face in seeking to maximize L2 use.

Language teaching research. -- 2017 (September), v. 21, n. 5, p. 546-567

1. Domestic language programs 2. Formal education 3. Informal education 4. Intensive language instruction 5. School-age learners 6. Short-term programs 7. Summer camp 8. Summer language programs

---

3

**Learning to mediate [Recurso electrónico] : teacher appropriation of dynamic assessment / Kristin J. Davin, José D. Herazo, and Anamaria Sagre**

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

References: p. 649-651

This article examines how four second language (L2) teachers' discursive practices changed as they attempted to implement dynamic assessment (DA) in their classrooms. Classroom artifacts, lesson recordings, and reflections from two pre-service teachers and two in-service teachers, both before and after a professional

development series on DA, were included in the analysis. Findings revealed that all teachers' approaches to mediation changed. In Pre-DA lessons, teachers defaulted to recasts when attempting to provide mediation. Following the DA professional development series, all teachers expanded the discursive space by providing more prompts and fewer recasts. However, findings illustrated that the four teachers appropriated DA to varying degrees, suggesting that some may have required additional mediation to appropriate all of the distinguishing features of DA. We discuss implications of these findings for teacher preparation.

Language teaching research. -- 2017 (September), v. 21, n. 5, p. 632-651

1. Corrective feedback 2. Dynamic assessment 3. Mediation 4. Sociocultural theory 5. Teacher development

---

#### 4

#### **Popular video cartoons and associated branded toys in teaching English to very young learners [Recurso electrónico] : a case study/ Danijela Prosic-Santovac**

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

References: p. 584-587

When teaching foreign languages to very young learners, motivation is an issue that needs to be taken into account even more than in the case of any other age group. Teaching materials and students' textbooks used in schools and preschools, however carefully crafted, often fail to cater for the genuine interests of children and to invoke intrinsic motivation for learning. This article aims to examine whether centring teaching around authentic media material, such as popular cartoons, and the accompanying branded toys, affects the level of second language (L2) knowledge and motivation for learning. The 'one environment – one language' approach was developed for this case study, which focuses on the learning progression of one four-year-old during the period of 18 months. The results speak in favour of using this approach both in kindergarten settings, exploiting role play with playschool character toys, as well as in home settings, where family characters can be used to connect home and preschool environments.

Language teaching research. -- 2017 (September), v. 21, n. 5, p. 568-588

1. Case study 2. ELT 3. Motivation 4. 'One environment – one language' (OEOL) approach 5. Peppa Pig 6. Preschoolers

---

#### 5

#### **Training with rhythmic beat gestures benefits L2 pronunciation in discourse-demanding situations [Recurso electrónico] / Daria Gluhareva, Pilar Prieto**

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

References: p. 625-627

Recent research has shown that beat gestures (hand gestures that co-occur with speech in spontaneous discourse) are temporally integrated with prosodic prominence and that they help word memorization and discourse comprehension. However, little is known about the potential beneficial effects of beat gestures in second language (L2) pronunciation learning. This study investigates the impact of beat gesture observation on the acquisition of native-like speech patterns in English by examining the effect of a brief training with or without beat gestures on participants' ratings of accentedness. In a within-participants, pre-/post-test design, participants (undergraduate students learning English as a foreign language) watched a training video in which an L2 instructor gave spontaneous responses to discourse prompts. The prompts belonged to one of two categories (easy and difficult), and were presented by the instructor either with or without accompanying beat gestures. Participants' own answers to the prompts were recorded before and after training and evaluated by five native speaker judges. The results of the comparison between the participants' pre-training and post-training speech samples demonstrated that beat gesture training significantly improved the participants' accentedness ratings on the set of difficult (more discourse-demanding) items. The results of the study support the role of beat gestures as highlighters of rhythmic information and have implications for pronunciation instruction practices.

Language teaching research. -- 2017 (September), v. 21, n. 5, p. 609-631

1. Accentedness 2. English language 3. Pronunciation training 4. Rhythm 5. Second language acquisition 6. Suprasegmentals

---