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Comparing core-image-based basic verb learning in an EFL junior high school [Recurso electrónico] : learner-centered and teacher-centered approaches / Satoshi Yamagata

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

References: p. 88-91

The present study investigated the effects of two types of core-image-based basic verb learning approaches: the learner-centered and the teacher-centered approaches. The learner-centered approach was an activity in which participants found semantic relationships among several definitions of each basic target verb through a picture-elucidated card game. By contrast, the teacher-centered approach involved explicit instruction from the teacher explaining how several definitions of the basic target verbs are interrelated. A total of 241 Japanese EFL (English as a foreign language) junior high school students acted as participants in this comparative study to determine the superior approach. At the end of the treatment period, a short questionnaire was distributed. A two-way repeated measures analysis of variance (ANOVA) revealed that the learner-centered approach was more effective than the teacher-centered approach with regard to both retention rates for learned definitions and accuracy rates for novel definitions of the basic target verbs. The results of paired t-tests for the questionnaire also support these findings. Considering the results, it can be argued that basic verbs may be best taught through a learner-centered collaborative approach, with conventional teacher-centered explicit instruction as a supplement.

Language teaching research. -- 2018 (January), v. 22, n. 1, p. 65-93

1. Basic verb learning 2. Core images 3. EFL 4. Learner-centered approach 5. Teacher-centered approach

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The effect of learner age on the interpretation of the nonverbal behaviors of teachers and other students in identifying questions in the L2 classroom [Recurso electrónico] / Nobuhiro Kamiya

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

References: p. 63-64

This study investigated how learners' ages affect their interpretation of the nonverbal behaviors (NVBs) of teachers and other students in distinguishing between questions and statements in the second language (L2) classroom. After watching 48 short video clips without sound in which three L2 teachers asked a question or made a statement with or without gesture, 36 elementary school pupils and 30 university students judged whether they thought the teachers asked a question or made a statement along with their reasons. The findings show that, regardless of learners' ages, L2 teacher's gestures were found to help learners better identify questions. Furthermore, the six major types of NVBs used for judgments most frequently were identical across the two age groups regardless of the accuracy of their judgments. Nevertheless, incorrect judgments were made as often and sometimes even more often than correct judgments by applying the same assumptions. The effect of age was evidenced in that the university students were able to use a larger number of NVBs for correct judgments, and better distinguish questions and statements without linguistic information than the elementary school pupils. The data suggest that it is the learners' (L2) classroom experience that seems to be playing the major role in yielding this difference. The study indicates that adult L2 learners are better able than children to incorporate and interpret NVBs of teachers as well as other students quantitatively and qualitatively.

Language teaching research. -- 2018 (January), v. 22, n. 1, p. 47-64

1. Learner age 2. Nonverbal behaviors 3. Second language classrooms 4. Teacher gestures 5. Teacher questions

3**L2 fluency as influenced by content familiarity and planning [Recurso electrónico] : performance, measurement, and pedagogy / Gavin Bui, Zeping Huang**

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

References: p. 112-114

This study investigates how second language (L2) fluency is influenced by two factors: Pre-task planning and content familiarity. Planning was adopted as a between-participant variable, combined with content familiarity as a within-participant variable, in a 2 × 2 split-plot factorial design. Nineteen measures of fluency phenomena, constituting eight categories, were used. Both planning and content familiarity were found to enhance fluency, but the positive effects of planning were stronger and noticeable on a wider range of measures. The availability of planning time also helped to compensate for lack of content familiarity. Implications for pedagogy and L2 fluency measurement are discussed.

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1. Content familiarity 2. L2 fluency 3. Pre-task planning 4. Task-based language instruction 5. Task-readiness

4**Language teacher noticing [Recurso electrónico] : a socio-cognitive window on classroom realities / Daniel O. Jackson, Minyoung Cho**

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

References: p. 45-46

This article introduces the construct of teacher noticing, situates it in research on second language teacher cognition, and considers its implications for research on second language teacher training, acknowledging socio-cognitive perspectives on language learning and teaching. We then present a mixed-methods observational study that utilized quantitative and qualitative approaches to study novice teacher noticing in the context of teaching demonstrations carried out as part of eight participants' undergraduate course requirements. Teacher noticing was defined as awareness of features of second language classroom interaction that may influence student learning. The goals of the study were to: (1) assess our approach to studying teacher noticing, (2) examine the interactional contexts in which teacher noticing occurs, and (3) identify themes in novice teacher noticing. The results indicated that the stimulated recall methodology used was, not surprisingly, sensitive to the time delay between teaching demonstrations and recall interviews. Nonetheless, all participants reported noticing. Teacher noticing occurred primarily when the participants were teaching to the whole class and tended to involve the difference between plans vs. reality, noticing as a trigger for action, and individual learner contributions. The discussion weighs the strengths and limitations of this study and explains how a focus on the significance that teachers place on classroom interactions they become aware of during lessons may benefit research on language teacher education.

Language teaching research. -- 2018 (January), v. 22, n. 1, p. 29-46

1. Classroom research 2. Stimulated recall 3. Teacher cognition 4. Teacher education 5. Teacher noticing

5

Situated willingness to communicate in an L2 [Recurso electrónico] : interplay of individual characteristics and context / Tomoko Yashima, Peter D. MacIntyre, Maiko Ikeda

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

References: p. 134-136

Recently, situated willingness to communicate (WTC) has received increasing research attention in addition to traditional quantitative studies of trait-like WTC. This article is an addition to the former but unique in two ways. First, it investigates both trait and state WTC in a classroom context and explores ways to combine the two to reach a fuller understanding of why second language (L2) learners choose (or avoid) communication at given moments. Second, it investigates the communication behavior of individuals and of the group they constitute as nested systems, with the group as context for individual performance. An interventional study was conducted in a class for English as a foreign language (EFL) with 21 students in a Japanese university. During discussion sessions in English over a semester in which Initiation–Response–Feedback (IRF) patterns were avoided to encourage students to initiate communication, qualitative data based on observations, student self-reflections, and interviews and scale-based data on trait anxiety and WTC were collected. The analyses, which focused on three selected participants, revealed how differences in the frequency of self-initiated turns emerged through the interplay of enduring characteristics, including personality and proficiency, and contextual influences such as other students' reactions and group-level talk–silence patterns.

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1. Complex Dynamic Systems Theory 2. Context 3. EFL 4. Individual characteristics 5. Trait and state 6. Willingness to communicate in an L2

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A worldwide survey of MATESOL programs in 2014 [Recurso electrónico] : patterns and perspectives / Paul Stapleton, Qing Shao

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

References: p. 26-28

This article reports on a survey of 241 Master of Arts programs in TESOL (MATESOL) in 16 countries serving as a snapshot of second language teacher education in 2014. After an initial screening by a set of criteria, these programs were first identified, and their course offerings, among other criteria, such as entrance and capstone requirements, were categorized. In total, 3,877 courses across 15 knowledge fields were coded with frequency counts taken. Our analysis revealed that the most frequently appearing course offerings tended to focus on teaching methods. However, large differences appeared among the programs with regard to the offering of courses in various knowledge fields. Differences also appeared between US and non-US programs, particularly with regard to practicum requirements. Several other patterns and themes emerged from the data including the extensive coverage of social and cultural aspects of language learning in elective courses, and the lack of focus on specific English as a foreign language (EFL) contexts in course offerings, among others.

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1. Capstone requirements 2. Knowledge fields 3. Second language teacher education 4. TESOL: MATESOL programs
