

1

Chunk use and development in advanced Chinese L2 learners of English [Recurso electrónico] / Junping Hou, Hanneke Loerts, Marjolijn H. Verspoor

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

References: p. 165-167

The use of 'chunks' is not only a common and characteristic feature of first language use, but may also be a distinguishing factor between less and more proficient second language users. The present study aimed at investigating potential correlations between chunk use and holistically rated proficiency scores and development over time in advanced Chinese learners of English as a second language (L2) over the course of 18 months of English classes. Neither holistically rated proficiency scores nor common complexity measures had shown any progress in these learners, but a few lexically based measures did. Therefore, the development of chunks in these learners was examined as chunks are mostly lexical in nature and might show more subtle progress over time. The use of chunks was examined in the first and last two texts of the learners and, in line with previous research, it was found that more proficient writers use relatively more chunks, specifically collocations. Chunk coverage, the total number of chunk words divided by the total number of words, also correlated with some holistic proficiency scores, and increased significantly over time. Average chunk length did not show any correlation with proficiency scores nor did it increase over time. Increased proficiency in written texts is thus specifically related to the use of more chunks. This study shows that development in advanced Chinese L2 learners of English appears to be subtle, which might be due to the fact that at this advanced level mainly lexical changes take place. Future research into development over time in advanced learners may thus have to zoom in on lexical measures especially. Implications of this study point to the importance of promoting the use of target language chunks to advanced learners of English.

Language teaching research. -- 2018 (March), v. 22, n. 2, p. 148-168

1. Advanced Chinese learners 2. Chunk coverage 3. Chunk length 4. Chunk ratio 5. Chunks 6. English proficiency 7. L2 English 8. Writing

2

Developing conceptual understanding of sarcasm in L2 English through explicit instruction [Recurso electrónico] / Jiyun Kim, James P. Lantolf

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

References: p. 228-229

This article reports on a pedagogical project aimed at helping second language (L2) learners of English develop the ability to detect and appropriately interpret spoken sarcasm. The study used a pre- and posttest procedure to assess the development of learners' ability to both detect sarcasm and impute appropriate speaker intentions and attitudes conveyed through sarcastic utterances as result of a 10-week instructional program. The study also used interviews to gauge changes in learners' conceptual understanding of English sarcasm. Beyond improving learners' ability in the L2, a side effect of the project was that learners reported an enhanced awareness of the use and functions of sarcasm in their first language (L1), Korean.

Language teaching research. -- 2018 (March), v. 22, n. 2, p. 208-229

1. Explicit instruction 2. Irony 3. L2 pragmatics 4. Sarcasm 5. Systemic theoretical instruction 6. Vygotskian sociocultural theory

3

Effects of expanded vocabulary support on L2 listening comprehension [Recurso electrónico] / Yi-Chun Pan ...[et al.]

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

References: p. 205-207

Various forms of pre-listening support, such as the provision of vocabulary and topic information, have been used to help second language (L2) learners better understand what they listen to. Results of studies on the effects of vocabulary support have been mixed. Furthermore, there has been little research on the effects of different quantities of vocabulary items and types of word information provided on the listening performance of L2 students of different proficiency levels. Therefore, this study investigated the effectiveness of two different levels

of 18-week vocabulary support (an expanded vocabulary-instruction support that targeted both a greater quantity of lexical items and a focus on multiword units vs. an unexpanded vocabulary-instruction support with a focus on single words only) for enhancing listening ability of students of English as a foreign language (EFL) defined as their performance on the listening test of the Test of English for International Communication (TOEIC). The results indicate that the group that received the expanded vocabulary support attained a significant gain and performed significantly better on the posttest than the group that received the unexpanded vocabulary support. The results also reveal that the expanded vocabulary support was particularly helpful for lower proficiency level students. Pedagogical and research implications are also discussed.

Language teaching research. -- 2018 (March), v. 22, n. 2, p. 189-207

1. Expanded vocabulary support 2. Listening 3. Multiword units 4. Single words 5. Vocabulary support

4

Manipulating task implementation variables with incipient Spanish language learners [Recurso electrónico] : a classroom-based study/ Caroline Payant, Derek Reagan

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

References: p. 186-188

A growing body of research has shown a positive role of task-supported instruction in second language (L2) learning (Ellis, 2003a; Loewen, 2015; Van Den Branden, 2006). From a pedagogical perspective, recycling or repeating parts of teaching materials is common practice and theoretical support for such practice is emerging (Bygate and Samuda, 2005). However, determining which aspects to repeat during task-supported interaction that fosters interaction-driven learning opportunities while maintaining student interest is currently underexplored. Further, few studies have considered learners' perception during task completion. The current study thus examined the effects of task repetition on the production and resolution of language-related episodes (LREs) over time. English-speaking (first language, L1) students of Spanish (second language, L2) from two intact Spanish as a foreign language (FL) classroom (n= 28) were assigned to one of the following task repetition groups: task with repetition (same task/same content) or task with procedural repetition (same task/new content). Learner-learner interaction produced during two-way decision-making tasks were transcribed and coded for LREs. Learner perception data was collected following task completion and analysed qualitatively. The results indicated that the task repetition had greater benefits on the occurrence and resolution of lexis-based LREs, but that both groups benefited similarly in terms of producing and resolving form-based LREs. Results are discussed in light of speech processing models and pedagogical implications for task-based instruction in FL settings are examined.

Language teaching research. -- 2018 (March), v. 22, n. 2, p. 169-188

1. Incipient learners 2. Language-related episodes 3. Spanish 4. Task repetition 5. Task-supported language teaching

5

Strategic and unpressured within-task planning and their associations with working memory [Recurso electrónico] / Shaofeng Li, Mengxia Fu

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

References: p. 249-251

This study investigated the comparative effects of strategic and unpressured within-task planning on second language (L2) Chinese oral production and the role of working memory in mediating the effects of the two types of planning. Twenty-nine L2 Chinese learners at a large New Zealand university performed a narrative task after watching a 6-minute silent movie, followed by an operation span test gauging the learners' working memory capacity. The results revealed that (1) strategic planning enhanced fluency and unpressured within-task planning led to greater accuracy and syntactic complexity, (2) strategic planning facilitated the production of a syntactically transparent structure, while unpressured within-task planning showed an advantage for opaque, complex structures, and (3) working memory was drawn upon in unpressured within-task planning, but barely so in strategic planning. The data show that strategic planning benefits the Conceptualizer while unpressured within-task planning favors the Formulator. The data also suggest that the role of cognitive abilities in task performance is contingent upon the processing demands of different task conditions

Language teaching research. -- 2018 (March), v. 22, n. 2, p. 230-253

1. Second language acquisition 2. Strategic planning 3. Task-based language teaching and learning 4. Within-task planning 5. Working memory