

1

**The effect of planning time on cognitive processes, monitoring behavior, and quality of L2 writing [Recurso electrónico] / Morteza Rostamian, Ali Mohammad Fazilatfar, Ali Akbar Jabbari**

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

References: p. 436-438

This article reports on a study in which stimulated recall data and quantitative measures of complexity, accuracy and fluency (CAF) were used to address three interconnected questions in different planning conditions: (1) how learners share their limited attentional capacity with different cognitive processes of 'planner/proposer', 'translator' and 'evaluator/reviser', (2) what kinds of self-repairs are more prone to be utilized by L2 writers, and (3), which condition can provide a better work plan for producing high quality narratives in terms of CAF triad. Sixty intermediate L2 writers narrated a picture story task in four types of planning conditions. The results show that while on-line planning induced the most cognitive processes of planning, translating and evaluating, pre-task planning reduced the number of processes at the time of writing. Moreover, the results reveal that pre-task planning significantly reduced the amount of self-repair when compared to on-line planning, which activated more error repairs, rephrasing repairs and different information repairs. The CAF measures disclose that enhancement of all measures at the same time could not be attained even with the provision of both pre- and on-line planning simultaneously and therefore lend support to the Overload Hypothesis and the Limited Attentional Capacity Model. The implications of these outcomes are discussed, and suggestions for further research are advanced.

Language teaching research. -- 2018 (July), v. 22, n. 4, p. 418-438

1. Accuracy 2. Complexity 3. Fluency 4. Planning time 5. Revising behavior 6. Second language writing 7. Taskbased language teaching and learning 8. Writing processes

2

**How does prior explicit knowledge affect the efficacy of explicit instruction and feedback? [Recurso electrónico] : the case of the personal ain L2 Spanish / Alyssa Martoccio**

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

References: p. 396-397

This study examined the effectiveness of explicit instruction and feedback, focusing on degrees of prior knowledge of the personal ain intermediate level second language (L2) Spanish. On the pretest, participants (n=58) completed grammaticality judgment and picture description tasks, which found that learners had different degrees of receptive and productive command of the structure but had not mastered it above 90% accuracy. Based on pretest scores, participants were split into two groups: high prior knowledge (some receptive and productive command) and low prior knowledge (some receptive command only). On the posttest, half of each group was given computer-administered explicit instruction and feedback on the personal a followed by the two tasks. The control groups completed only the tasks. Results indicated that both instructed groups improved more than their respective control groups after treatment; however, while six individuals from the uninstructed high knowledge group improved over time on both tasks, no one from the uninstructed low knowledge group improved. Awareness results help to explain this difference, since both high prior knowledge and instruction with feedback were associated with higher levels of awareness. These results reveal a link between prior knowledge, awareness and the usefulness of instruction and feedback.

Language teaching research. -- 2018 (July), v. 22, n. 4, p. 379-397

1. Awareness 2. Explicit instruction 3. L2 learners 4. Personal 'a' 5. Spanish

3

**Improving ASL fingerspelling comprehension in L2 learners with explicit phonetic instruction [Recurso electrónico] / Leah C. Geer, Jonathan Keane**

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

References: p. 454-456

Students acquiring American Sign Language (ASL) as a second language (L2) struggle with fingerspelling comprehension more than skilled signers. These L2 learners might be attempting to perceive and comprehend

fingerspelling in a way that is different from native signers, which could negatively impact their ability to comprehend fingerspelling. This could be related to improper weighting of cues that skilled signers use to identify fingerspelled utterances. Improper cue-weighting in spoken language learners has been ameliorated through explicit phonetic instruction, but this method of teaching has yet to be applied to learners of a language in a new modality (M2 learners). The present study assesses this prospect. Eighteen university students in their third-semester of ASL were divided into two groups; one received explicit phonetic training, and the other received implicit training on fingerspelling. Data from a fingerspelling comprehension test, with two experimental conditions and a control, were submitted to a mixed effects logistic regression. This revealed a significant improvement from the pre-test to post-test by students who received the explicit training. Results indicate that even short exposure to explicit phonetic instruction significantly improves participants' ability to understand fingerspelling, suggesting that ASL curricula should include this type of instruction to improve students' fingerspelling comprehension abilities.

Language teaching research. -- 2018 (July), v. 22, n. 4, p. 439-457

1. ASL fingerspelling 2. Explicit phonetic instruction 3. Phonetics 4. Second language acquisition

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#### 4

#### **The role of input in second language oral ability development in foreign language classrooms [Recurso electrónico] : a longitudinal study / Kazuya Saito, Keiko Hanzawa**

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

References: p. 415-417

The current project longitudinally investigated the extent to which first-year Japanese university students developed their second language (L2) oral ability in relation to increased input in foreign language classrooms. Their spontaneous speech was elicited at the beginning, middle and end of one academic year, and then judged by linguistically trained coders for pronunciation, fluency, vocabulary and grammar qualities. According to the statistical analyses, the total amount of input (operationalized as number of English classes taken and L2 use outside of classrooms) was significantly related to the participants' quick and immediate development of fluency and lexicogrammar during the first semester. Their pronunciation development was mixed, either subject to continuous change over two academic semesters (for prosody) or limited within the timeframe of the study (for segmentals). Similar to naturalistic L2 speech learning, the findings support the multifaceted role of input in different areas of oral proficiency development in foreign language classrooms.

Language teaching research. -- 2018 (July), v. 22, n. 4, p. 398-417

1. Fluency 2. Foreign language education 3. Grammar 4. Pronunciation 5. Second language speech 6. Vocabulary

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#### 5

#### **Through their eyes [Recurso electrónico] : Israeli-Arab students speak up through participatory documentary photography projects/ Rawia Hayik**

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

References: p. 476-477

'PhotoVoice' is a participatory documentary photography tool that empowers youth with little money, power, or status by providing them with opportunities to voice their critique and act for enhancing their realities. Grounded in critical literacy theory, this research tool has the potential to raise students' awareness to problematic issues in their surroundings and enable them to highlight such issues to the wider community. This article describes the journey I embarked upon as a teacher-researcher with my college students to apply such a tool in the Israeli-Arab classroom. After engaging a group of third year future English teachers in PhotoVoice projects, students' PhotoVoices were collected and analysed to explore what issues students addressed and the ways they used to do so. A description of the topics that students chose to highlight and the language used for demanding change is followed by students' as well as my reflections on the process.

Language teaching research. -- 2018 (July), v. 22, n. 4, p. 458-477

1. Critical literacy 2. English teaching 3. Minority 4. Participatory documentary photography 5. Social justice

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