

1

Anxiety in reading and listening English as a foreign language in Chinese undergraduate students [Recurso electrónico] / Bonnie Wing-Yin Chow, Hey Tou Chiu, Simpson W. L. Wong

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

References: p. 735-738

This study tested relationships between foreign language (FL) reading and listening anxiety and learner variables in English as a foreign language (EFL). It tested links between foreign language anxiety (FLA) and its cognitive, affective and behavioral correlates in English (i.e. language learning strategies, learning motivation, and performance). Three-hundred-and-six Chinese undergraduates learning EFL were administered the measures via a questionnaire. Regression analyses indicated that EFL performance and EFL motivation were key factors that uniquely predicted EFL reading and listening anxiety. However, the role of EFL learning strategies was not significant after the effects of EFL performance and EFL motivation were controlled for. Despite this, mediation analyses revealed that EFL learning strategies had a significant indirect effect on EFL reading performance and listening anxiety levels with EFL learning motivation as a mediator. This suggests its secondary role in affecting FL anxieties. These findings provide important implications regarding assessment of students' FL anxiety level as well as identification of and intervention for those with FL difficulties. These findings have extended past studies by highlighting the relative importance of these cognitive, affective and behavioral correlates on Chinese undergraduates' EFL anxiety in specific domains.

Language teaching research. -- 2018 (November), v. 22, n. 6, p. 719-738

1. English as a foreign language 2. Language anxiety 3. Language learning motivation 4. Language performance 5. Learning strategies

2

Computer-mediated textual and audio glosses, perceptual style and L2 vocabulary learning [Recurso electrónico] / Ehsan Rassaei

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

References: p. 672-674

The current study examined the effects of first language (L1) textual and audio glosses along with the moderating effect of learners' visual and auditory perceptual style on second language (L2) vocabulary learning. The participants were first divided into two groups of auditory and visual learners based on their scores obtained from a learning style questionnaire. Then, each style group was further subdivided into three groups who received a text via a screen including a number of unfamiliar vocabulary items with one of the following L1 gloss conditions: textual glosses, audio glosses or no glosses. Learners could either hear or see the L1 definitions of target words by clicking on hyperlinks provided under each target word. The results provided evidence that both gloss types promoted vocabulary learning and indicated that audio glosses were more effective than textual glosses. Moreover, the results suggested the moderating role of perceptual learning style in vocabulary learning. Among the treatment groups, the auditory learners who received audio glosses indicated the highest rate of vocabulary learning.

Language teaching research. -- 2018 (November), v. 22, n. 6, p. 657-675

1. Audio glosses 2. Auditory style 3. Textual glosses 4. Vocabulary 5. Visual style

3

Foreign language enjoyment and anxiety [Recurso electrónico]: the effect of teacher and learner variables / Jean-Marc Dewaele, John Witney, Kazuya Saito, Livia Dewaele

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

References: p. 695-697

Positive psychology has boosted interest in the positive as well as the negative emotions that Foreign Language learners experience. The present study examines whether – and to what extent – foreign language enjoyment (FLE) and foreign language (FL) classroom anxiety (FLCA) are linked to a range of learner internal variables and teacher/classroom-specific variables within one specific educational context. Participants were 189 British high school students learning various FLs. Higher levels of FLE were linked to higher scores on attitudes towards the FL, the FL teacher, FL use in class, proportion of time spent on speaking, relative standing and stage of development. Lower levels FLCA were linked to higher scores on attitudes towards the FL, relative standing and stage of development. FLCA thus seems less related to teacher and teacher practices than FLE. The pedagogical implication is that teachers should strive to boost FLE rather than worry too much about students' FLCA.

Language teaching research. -- 2018 (November), v. 22, n. 6, p. 676-697

1. Emotional classroom 2. Foreign language anxiety 3. Foreign language enjoyment 4. Learner-internal variables 5. Teacher effect

4

The genesis of classroom discursive practices as history-in-person processes [Recurso electrónico] / Richard Donato, Kristin J. Davin

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

References: p. 757-759

This article reports findings from an investigation into how novice teachers' classroom discursive practices were influenced by history-in-person processes. Thought-based and practice-based data sources of two novice teachers were analysed to understand how history is brought to the present through the minds and bodies of individuals as they are addressed by external forces. Findings suggested that one's history-in-person interacts in complex and unpredictable ways with external factors and can result in contentious local practice. Thus, attention to both personal history and to institutional constraints must figure into interpretations of how novice teachers perform and how changing practice is approached.

Language teaching research. -- 2018 (November), v. 22, n. 6, p. 739-760

1. Discursive practice 2. History-in-person 3. Social practice theory 4. Talk-in-interaction 5. Teacher education

5

Incidental focus on form and the role of learner extraversion [Recurso electrónico] / Jongmin Kim, Hossein Nassaji

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

References: p. 713-715

Previous studies have shown that learner individual differences have important impacts on L2 accuracy development. The present study examines a learner variable (i.e. extraversion versus introversion) and its effects on incidental focus on form. Twenty-eight ESL students in two classes (an advanced and an upper-intermediate class) and their teacher participated in the study. Data were collected through classroom observation over 7 weeks (for a total of 16 hours) and background and personality trait questionnaires. All sessions were audio- and video-recorded. The classroom data were first coded for the instances of focus on form episodes (FFE) and then individualized post-tests were created and administered to each student after the final classroom observation. The results revealed that more extraverted learners were more likely to engage in FFEs in the advanced class and that more introverted learners produced more successful uptake in the upper-intermediate class. The findings partially support the role of this learner variable in learners' participation in FFEs and its effects on immediate L2 Improvement.

Language teaching research. -- 2018 (November), v. 22, n. 6, p. 698-718

1. Classroom research 2. Extraversion 3. Focus on form 4. Individual differences 5. Introversion
