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**From needs analysis to task design [Recurso electrónico] : insights from an English for specific purposes context / Aleksandra Malicka, Roger Gilabert Guerrero, John M. Norris**

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

References: p. 94-96

Needs analysis (NA) has long been argued to be the prerequisite for the design of language curricula or syllabi and the selection of tasks. According to Long (2005), a one-size-fits-all approach should be substituted by a careful examination of learners' needs in a particular domain or learner community. Despite the increasing practice of carrying out a NA as a first step in curriculum design, it is still unclear how exactly the insights obtained from NA can be used in meaningful ways to take informed decisions about task and syllabus design. This study attempts to fill this gap by applying the findings obtained in a NA in the domain of a hotel receptionist's job to the design of pedagogic tasks. The goals of this study were to obtain insights into what tasks are done in this domain (task selection), what kind of language use is associated with these tasks (task discourse analysis), how the information about perceived difficulty of tasks can be translated into instructionally manipulable variables (task difficulty), and in what order the resulting tasks should be presented to learners (task sequencing). The study design employed in-depth qualitative data collection, including 10 semi-structured interviews and three observations, and the sources were domain experts and domain novices. By linking the information obtained in the NA with a theoretical task complexity model, the study provides a detailed account of how real-life tasks can be translated into an articulated set of genuine and instructionally relevant pedagogic tasks.

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1. Needs analysis 2. Task-based language teaching 3. Task complexity 4. Task design 5. Task difficulty

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2

**Language learner autonomy in a tertiary context [Recurso electrónico] : teachers' beliefs and practices / Simon Borg, Yousif Alshumaimeri**

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

References: p. 32-36

This questionnaire study examined the beliefs, practices and constraints related to learner autonomy reported by 359 teachers (mainly expatriate) working on an English Preparatory Year Programme (PYP) at a university in Saudi Arabia. The teachers associated learner autonomy primarily with notions of independence and control and saw it as the ability and motivation to complete tasks, individually and/or collaboratively, in and/or outside the classroom, and with no/little teacher involvement. They believed that promoting learner autonomy was a desirable goal and described how they tried to achieve this goal in their teaching. Most were, however, less positive about the feasibility of promoting learner autonomy and explained this in relation to curricular, societal and, above all, learner factors (such as lack of motivation and independence and low proficiency in English). In discussing these findings, several avenues for further research are identified and through which teachers' conceptualizations of learner autonomy can be understood using mixed methods research and with reference to a range of socio-cultural, intercultural, professional, occupational and institutional forces.

Language teaching research. -- 2019 (January), v. 23, n. 1, p. 9-38

1. English language teaching 2. Foundation programme 3. Learner autonomy 4. Saudi Arabia 5. Teachers' beliefs

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3

**Measuring student attention in the second language classroom [Recurso electrónico] / Anne Cummings Hlas, Krista Neyers, Sarah Molitor**

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

References: p. 121-123

The purpose of this study was to investigate student attention lapses in second language classrooms at the university level. In 17 classes, 274 undergraduate students reported the frequency and duration of their attention lapses during 50- and 75-minute classes at various levels. Students' beliefs regarding their attention and the pedagogical occurrences that coincided with an attention lapse are also discussed. Findings from a mixed methods analysis reveal that students report short lapses, 1 minute or less, that occur two to three times throughout most classes and often state being fatigued, thinking about other things, and making connections to other topics as possible reasons for the lapses. Specific pedagogical practices, such as correcting homework, led to more lapses regardless of when they occurred during class, whereas other practices, such as discussion questions, led to fewer lapses. In addition, more active learning moments, for example, calling on students randomly, increased the attentional system, and more passive moments, such as listening to peers speak, decreased this system.

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1. Attention 2. Classroom 3. Second-language acquisition 4. Learner beliefs 5. Pedagogy

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4

**On self-reported use of communication strategies by CLIL learners in primary education [Recurso electrónico] / María Martínez-Adrián, Francisco Gallardo-del-Puerto, María Basterrechea**

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

References: p. 53-57

The use of communication strategies (CSs) in oral and written second language (L2) production has been widely investigated (e.g. Muñoz, 2007). As for content and language integrated learning (CLIL) settings, learners seem to resort to the first language (L1) less often than in traditional foreign language instruction (e.g. Celaya & Ruiz de Zarobe, 2010). However, few studies have examined what L2 learners say about their use of CSs by means of questionnaires – e.g. Ehrman & Oxford (1990), with adult English as a foreign language (EFL) learners – and little is known about the reported use of CSs by young learners (Purdie & Oliver, 1999), and much less by young CLIL learners. This study examines learners' self-reported opinions about the use of CSs (guessing, miming, morphological creativity, dictionary, predicting, paraphrasing, borrowing, calque, foreignizing, avoidance and appeal for assistance). An adapted survey (Kellerman, Bongaerts, & Poulisse, 1987; Oxford, 1989; O'Malley & Chamot, 1990; Yule & Tarone, 1990) was administered to CLIL learners of English in grades 5 and 6 of primary education. Quantitative differences in terms of the type of strategies used were explored. Analyses showed striking similarities between grades 5 and 6 as well as significant differences in the use of the different CSs, paraphrasing and appeal for assistance being the most frequent strategies, whereas morphological creativity and miming obtained the lowest frequency. Findings are discussed in the light of learners' age and the nature of CLIL instruction.

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1. Communication strategies (CSs) 2. Content and language integrated learning (CLIL) 3. Children 4. Learners of English as a foreign language (EFL) 5. Questionnaires

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5

**Openness to messages about English as a foreign language [Recurso electrónico] : working with learners to uncover purpose to study / Richard J. Sampson**

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

References: p. 141-142

As a compulsory classroom subject in an environment in which it is rarely used, English as a foreign language might seem to have very little connection to students' present or future lives. There may be a disconnect between various circulating messages about English, and experiences of little day-to-day English use. This article presents understandings that evolved through an action research project with undergraduate students in Japan. The study was instigated due to a gap between the expectations of industry for graduates' English abilities, and perceptions by learners. Data were collected from 48 Japanese science and technology students in two of the author's first-year, compulsory English classes. Change-action activities encouraged participants to engage with messages about English they carried with them into the classroom. Analysis revealed students to be very capable of describing and discussing detailed discourses absorbed from past teachers, family and peer-group members, and

society and the media. These ideas had varying motivational and affective resonance for learners. Over the research, the faculty of change-action activities to foster reflection, share understandings and introduce new information seemed to reduce the discrepancy with industry expectations.

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1. Action research 2. Classroom learning 3. English as a foreign language 4. Messages 5. Motivation

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6

**Textual enhancement, grammar learning, reading comprehension, and tag questions [Recurso electrónico] / Yoichi Meguro**

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

References: p. 72-75

The present study investigates whether textual enhancement had any effects on grammar learning (tag questions) and reading comprehension, and whether the types of tag question contributed to the benefits of textual enhancement. The study employed a pretest–posttest design with three treatment sessions. The target forms were English tag questions, which were grouped into three types: auxiliary (AUX), do-support (DO), and modal (MODAL). Participants were 69 Japanese high school students, who were assigned into three experimental groups (n= 52) and a control group (n= 17). The control group received unenhanced passages, whereas three experimental groups received passages, each of which included one of the target forms visually manipulated. To examine the effects of textual enhancement, the participants performed a multiple-choice grammar task consisting of 18 items. Reading comprehension was assessed using a 10-item multiple-choice test based on information from the passage. The results showed (1) that the effectiveness of textual enhancement on learning the target forms appeared in one enhanced group (Group 3) but it did not appear in the other two groups; (2) that textual enhancement did not detract from reading comprehension; and (3) that enhancing specific types of the target forms seemed to facilitate Group 3's learning, but did not have any effects for the other groups.

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1. Grammar learning 2. Input enhancement 3. Reading comprehension 4. Tag questions 5. Textual enhancement

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