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Explicit instruction, input flood or study abroad [Recurso electrónico] : which helps Japanese learners of English acquire adjective ordering? / Makiko Hirakawa, Mayumi Shibuya, Marie Endo

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

References: p. 177-178

This article explores what kind of second language (L2) input influences Japanese learners' acquisition of adjective ordering restrictions (AOR) in English where Japanese exhibits no AOR. In Study I, an explicit instruction (EI) group (n= 13) and a natural exposure (NE) group (n= 12) responded to a preference task. In Study II, an input flood (IF) group (n= 15) and a NE group (n= 16) were involved in the same task. The EI group received 90-minute EI across three weeks while the IF group received positive evidence with multiple adjectives over 15 weeks. The NE groups participated in three or five-week intensive study-abroad programs in North America. Results from the two studies showed that many of the participants failed to make correct choices at the pre-test indicating difficulty with AOR and that only the EI group improved in their performance at the post-tests. We claim that positive evidence alone does not guarantee L2 acquisition of AOR.

Language teaching research. -- 2019 (March), v. 23, n. 2, p. 158-178

1. Adjective ordering 2. Explicit instruction 3. Input flood 4. Japanese learners of English 5. Study abroad

2

Grammatical meaning and the second language classroom [Recurso electrónico] : introduction / Heather Marsden, Roumyana Slabakova

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

References: p. 155-157

This special issue assembles empirical work on second language teaching and learning from a generative linguistic perspective. The focus is on properties that constitute grammar–meaning interaction that differ in the native and target language grammars, and that have not been highlighted in the pedagogical literature so far. Common topics address whether and how learners acquire grammatical meanings in the second language, including difficult misalignments between native and target-language constructions and functional morphemes. We propose that teaching and learning a second language can be enhanced by focusing on the relationship between grammatical forms and their meanings, as elucidated by contemporary linguistic theory.

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1. Generative linguistics 2. Grammar instruction 3. Grammatical knowledge 4. Grammar–meaning interaction 5. Implicit–explicit knowledge interface

3

L1–L2 differences in the L2 classroom [Recurso electrónico] : anticipating Anglophone learners' difficulties with French pronoun interpretation / Elena Shimanskaya, Roumyana Slabakova

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

References: p. 275-277

In this article, we address the issue of targeted instruction on interpretive contrasts between native and second-language grammatical meanings. Such mismatches are predicted to create challenges for learners. We illustrate this with French and English pronouns. In French, clitic pronouns (le, la) point to human as well as inanimate referents, while English pronouns distinguish between human (him, her) and inanimate (it) referents. While other grammatical differences between English and French pronouns are taught, this interpretive mismatch attracts less attention in instructional materials. We review the pedagogical literature and report the results of a study investigating this knowledge in Anglophone learners of French as a second language (L2). We document that the mismatch is indeed challenging, particularly to beginning learners, and propose ways to overcome this difficulty.

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1. Clitics 2. French as a second language 3. Gender 4. Interpretive mismatch 5. Pronouns

4

The long-term effect of explicit instruction on learners' knowledge on English articles [Recurso electrónico] : which helps Japanese learners of English acquire adjective ordering? / Mari Umeda ... [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. 198-199

This study examines the role of explicit instruction in article semantics to L2 learners of English. Two types of generic sentences, expressed by different articles, were tested over time. An instruction group (n = 21), a control group (n = 16) and a native English speaker control group (n = 9) participated in the study. The instruction group received nine 60-minute lessons across 9 weeks. A pre-test was administered to both groups before instruction began and four post-tests were given to both groups. The results from delayed post-tests show that the instruction group improved, but after one year little knowledge was retained. The findings suggest that explicit knowledge of articles is unlikely to be retained unless ongoing instruction is achieved.

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1. Articles 2. Explicit knowledge 3. Generics 4. Instruction 5. L2 learner

5

The meaning of negation in the second language classroom [Recurso electrónico] : evidence from 'any' / Kook-Hee Gil, Heather Marsden, Melinda Whong

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

References: p. 233-235

This article brings together an experimental study involving L2 knowledge of negation in English and an analysis of how English language textbooks treat negation, in order to consider whether textbook explanations of negation could better exploit linguistic insights into negation. We focus on the English negative polarity item any, whose distribution is contingent on negation, whether through the explicit negator not or through lexical semantic negators (e.g. hardly). Our experiment compares Chinese-speaking learners with existing data from Arabic-speaking learners, finding lower accuracy on any with lexical semantic negators in both groups. Our textbook analysis reveals an approach to negation that is limited to form, focusing on the explicit negator not without explicit treatment of other types of negation. We propose that emphasizing the meaning of negation, with explicit treatment of the full range of negative forms could facilitate more complete acquisition across a range of grammatical properties where negation plays a role.

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1. EFL 2. Generative SLA 3. Negation 4. Negative polarity 5. Textbook explanations

6

The relationship between L2 instruction, exposure, and the L2 acquisition of a syntax-discourse property in L2 Spanish [Recurso electrónico] / Tania Leal, Roumyana Slabakova

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

References: p. 253-255

This article uses the clitic left dislocation (CLLD) construction in L2 Spanish to investigate whether generative SLA has valuable insights to contribute to language teaching. Although CLLD is a structure that is commonly used by native speakers, as reported anecdotally and in at least one corpus, we found that native-Spanish and native-English teachers of Spanish have little metalinguistic knowledge of it. Crucially, we also found that CLLD does not appear consistently in Spanish textbooks. Additionally, it appears to be infrequent in the classroom input that learners receive, as we found in three lectures we recorded and tallied for CLLD usage rates. At the same time, study results show that the construction is learnable. Study abroad, that is, exposure to naturalistic input, appears to be a significant factor. Based on these collective findings, we suggest that learners at intermediate proficiency levels should be exposed to CLLD and that generative SLA is valuable to teachers in identifying such gaps in instruction.

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1. Clitic left dislocation 2. Generative SLA 3. L2 Spanish 4. Naturalistic input 5. Study abroad

7

Teaching the English article system [Recurso electrónico] : definiteness and specificity in linguistically-informed instruction / Elaine Lopez

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

References: p. 215-217

Many explanations have been offered for the widely attested problems second language (L2) learners experience with the English article system. One influential proposal from formal linguistics is the Article Choice Parameter and associated Fluctuation Hypothesis, which states that learners of English fluctuate between correct and incorrect usage by sometimes selecting articles on the basis of definiteness (correct for English) and sometimes on the basis of specificity (correct for Samoan). The current study trialled new instruction materials which taught specificity then measured the outcome with low-intermediate first language Chinese learners of English (n= 50). Results show that learners who were taught about specificity did not perform significantly better than learners who were taught about definiteness (using standard teaching materials) or learners who received no instruction on the English article system. The low proficiency of the learners and short intervention period likely contributed to their difficulty understanding the complexities of article meaning. Issues also arose when developing instructional materials which were both linguistically-accurate and sufficiently simple for learners of this level.

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1. Article choice parameter 2. Article instruction 3. Definiteness 4. Fluctuation hypothesis 5. Specificity
