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**Caring and emotional labour [Recurso electrónico] : language teachers' engagement with anxious learners in private language school classrooms / Christina Gkonou, Elizabeth R. Miller**

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

References: p. 385-387

This study examines how a group of eight teachers of English as a foreign language (EFL) in Greece discuss their efforts to address their students' language anxiety (LA). We found that in most cases, these teachers' efforts are motivated by an ethic of care (Noddings, 1988, 2005, 2013) in which they seek to construct positive relationships with students in order to help mitigate their students' LA. Though desirable, such efforts often result in 'emotional labour' as teachers suppress their own negative emotions while attending to those of their students. Adopting a dialogical perspective to teacher engagement with anxious learners, we analyse the affective or emotional labour that language teachers often undertake in responding to their students' displays of LA. Drawing on positioning theory, we explore these concepts through analysing these language teachers' interview accounts, produced in response to questions related to their students' LA.

Language teaching research. -- 2019 (May), v. 23, n. 3, p. 372-387

1. Caring 2. Emotional labour 3. Language anxiety 4. Language teacher 5. Teacher agency

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2

**The effects of articulatory gestures on L2 pronunciation learning [Recurso electrónico] : a classroom-based study / Ying Li, Taylor Somlak**

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

References: p. 368-371

Research on second-language (L2) speech acquisition suggests that audio-visual aids could be effective in helping learners acquire difficult L2 speech sounds (Li, 2016a). However, most previous studies have been restricted to laboratory settings rather than the classroom environment. The present study, therefore, was designed to fill this knowledge gap by analysing the effectiveness of audio-visual aids, particularly articulatory gestures, in teaching L2 speech sounds in actual classrooms. The participants were students from two classes of non-English majors who had severe difficulties with the differentiation of /θ/-/s/ and /ð/-/z/. 'Read-aloud' tasks were employed for pronunciation tests. The baseline data of the students' pronunciation of the two contrasts was collected with a pre-test, and the intuitive-imitative approach was adopted for teaching. Specifically, the students were exposed to seven audio- or audio-visually recorded poems (one poem per week over the course of seven weeks) containing the target contrasts. The students in Class 1 were taught with the audio-recordings without images of the speaker's face being displayed; in contrast, students in Class 2 were taught using audio-visual recordings, which allowed them to observe the speakers' articulatory gestures of /θ/-/s/ and /ð/-/z/. To detect the teaching effect, a post-test was carried out after the teaching programme was completed. A delayed post-test was conducted one month after the post-test. Comparisons with the respective pre-test results indicated that students in Class 2 had a significant improvement in the pronunciation of the target contrasts in the post-test, whereas those in Class 1 did not. In the delayed post-test, neither class showed any significant difference in the pronunciation performance in comparison with the post-test. The findings, therefore, confirmed the effectiveness of exposure to audio-visual aids in teaching L2 pronunciation.

Language teaching research. -- 2019 (May), v. 23, n. 3, p. 352-371

1. Articulatory gestures 2. Audio-visual 3. Classroom based 4. L2 pronunciation 5. Video

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3

**Focus on language versus content in the pre-task [Recurso electrónico] : effects of guided peer-video model observations on task performance / Marrit Van de Guchte ... [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. 325-327

The present experimental study examined whether a different focus during a pre-task planning observation task affects learners' subsequent oral task performance. Forty-eight ninth-grade students learning German as a foreign language were randomly assigned to two different planning conditions: video observations with a focus on language (FonL) and video observations with a focus on content (FonC). With a communicative oral task we measured the effects on oral task performance, in terms of attempted (accurate) use of the target structure and

complexity, in terms of number of words, subordination and coordination. In addition we investigated whether there was a trade-off between attempted (accurate) use of the target structure and complexity. Results showed that the focus of the observations at the pre-task stage did indeed lead to different outcomes: students in the language condition used the grammatical target structure more often and more accurately, whereas students of the content condition generated more coordinate and subordinate clauses. Trade-offs were found between attempted (accurate) use of the target structure and the use of subordinate clauses. These findings imply that, depending on the purposes of the lesson, the observation of peer-model videos with different planning foci can be effectively used to promote (accurate) use of targeted grammatical structures and improve complexity during subsequent task performance.

Language teaching research. -- 2019 (May), v. 23, n. 3, p. 310-329

1. Form versus meaning 2. German 3. Modeling 4. Task-based language teaching 5. Video

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#### 4

##### **Learner perception of multimodal synchronous computer-mediated communication in foreign language classrooms [Recurso electrónico] / YeonJoo Jung ... [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. 306-309

Recently, second language (L2) instruction has benefitted from the development of instructional technology such as synchronous computer-mediated communication (SCMC). The present study was conducted to investigate learner perception of the effectiveness of SCMC interactions for L2 learning and building intercultural competence. Students (n= 55) from three different universities in Korea, Japan, and Taiwan participated in a joint online class for one semester. The purpose of the class was to facilitate students' development of linguistic and intercultural competence by interacting with peers from different cultures online. This study set out to examine the relation between learner perception and interactional features during group discussions. A range of data collection instruments were employed, including a questionnaire to track change in learner perception over time, interviews, and transcripts of interactions during each chat session. Results from linear mixed effect models suggest that among various interactional features, the following two variables were found to be significant predictors of positive attitudes towards SCMC: the amount of students' attention to language and cultural issues during online discussion. Findings are discussed in light of developing effective SCMC-based language courses.

Language teaching research. -- 2019 (May), v. 23, n. 3, p. 287-309

1. Intercultural competence development 2. Learner perception 3. L2 learning 4. SCMC 5. Telecollaboration

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#### 5

##### **Preparing special education teacher candidates to teach English language learners with disabilities [Recurso electrónico] : how well are we doing? / Jessica L.W. Miranda, Jenny C. Wells, and Amelia Jenkins**

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

References: p. 349-351

A utilization-focused evaluation (Patton, 2008) was conducted to systematically investigate special education teacher candidates' preparation to teach English language learners (ELLs) with disabilities. The results were used to (1) determine current effectiveness of departmental programs and (2) guide program improvement efforts. The initial literature review on ELLs with disabilities and teacher preparation guided the development of a four element framework to organize and analyse the data and results of the program evaluation. Data were collected using (1) a document review of program materials, (2) a faculty questionnaire, (3) a faculty focus group, and (4) a survey of the teacher candidates' knowledge and perceptions on their preparedness in this area. Data revealed a scattered and disjointed approach to preparing preservice teachers to teach ELLs with disabilities, leading to a lack of special education teacher candidate's: (1) mastery of essential content and (2) sense of efficacy in teaching ELLs. This investigation also shed light on the range of faculty perspectives, knowledge, and practices in the preparation of special education teacher candidates to teach ELLs.

Language teaching research. -- 2019 (May), v. 23, n. 3, p. 330-351

1. English language learners 2. Program evaluation 3. Special education 4. Teacher preparation 5. Utilization focused evaluation

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