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Affirming the context of instructed SLA [Recurso electrónico]: The potential of curricular thinking / Heidi Byrnes

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

References: p. 529-532

Offered as a conceptual and programmatic piece, this article suggests that, due to its explicit educational orientation, the domain of instructed second language acquisition (ISLA) is challenged to align theoretical choices, research preferences, and educational practices in the interest of improving instructed L2 learning. It addresses the current disjuncture by proposing the constructs of 'development' along with 'curricular thinking', particularly when they are informed by complexity theory, in order to accomplish three interrelated goals: first, to specify a given educational context in a manner that allows for principled inquiry into how instructed L2 learning evolves in that setting; second, to affirm and operationalize its longitudinal trajectory in a traceable and actionable manner; and, third, to embed the situated and contingent forms of 'doing teaching' and 'doing learning' within a framework that gives them meaning, value, and significance for long-term development. The article discusses core issues arising from such an approach and briefly exemplifies it with curriculum development in a collegiate foreign language (FL) department. It concludes with a consideration of benefits for ISLA.

Language teaching research. -- 2019 (July), v. 23, n. 4, p. 514-532

1. Complexity theory 2. Curriculum 3. Development 4. Educational context 5. Instructed SLA 6. Longitudinal

2

ISLA [Recurso electrónico] : how implicit or how explicit should it be? Theoretical, empirical, and pedagogical/curricular issues/ Ronald P. Leow

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

References: p. 488-493

Instructed second language acquisition (ISLA) research has recently attracted more focal attention due to the publications of three books and as the theme of the 2016 Second Language Research Forum (SLRF) conference that celebrated its 35th anniversary in the field of second language acquisition (SLA). Recent definitions (e.g. Loewen, 2015) have underscored the context (instructed vs. naturalistic setting), the 'mechanisms of learning' (cognitive processes), and the potential manipulation of these processes or the conditions under which such processes take place by instructional intervention. This article goes a step further to consider the curricular aspect of the ISLA context that exists within the language curriculum, the type of learning that does take place in an instructed environment and should be promoted in the instructed setting, and the pedagogical implications for the instructed L2 environment, given its curricular status (Leow & Cerezo, 2016). To this end, this article (1) provides a critical discussion of the context of ISLA, (2) presents a succinct overview of cognitive processes reported to play a role in the L2 learning process, (3) reports the findings of empirical research on implicit/incidental and explicit/intentional learning, and (4) reports on one recent study that purports to acknowledge these variables. Recommendations for future ISLA research are provided.

Language teaching research. -- 2019 (July), v. 23, n. 4, p. 476-493

1. Cognitive processes 2. Explicit learning 3. Implicit learning 4. Incidental learning 5. Intentional learning 6. ISLA 7. Language curriculum

3**Making research on instructed SLA relevant for teachers through professional development [Recurso electrónico] / Roy Lyster**

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

References: p. 511-513

This article recounts three studies that portray an evolution from research examining the effects of researcher-designed instructional interventions to research examining the impact of helping teachers to design their own instructional interventions. Study 1 investigated the effects of an instructional treatment designed by the research team on students' ability to accurately assign grammatical gender in French. The treatment yielded positive outcomes and evolved into an instructional model employed in two subsequent researcher-led professional development (PD) initiatives (Studies 2 and 3). The PD in Study 2 aimed to engage teachers with instructional practices considered effective for integrating language and content across their classes in French L2 and social studies classes taught in French. Study 3 had biliteracy instruction as its primary goal, aiming to make connections between French and English classes, specifically with respect to derivational morphology. Together the three studies point to the benefits of developing a synergy between teachers and researchers as a means (1) to support teachers in their implementation of pedagogical insights yielded by instructed second language acquisition (ISLA) research and (2) to strengthen ISLA itself in its endeavor to improve language teaching and learning.

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1. Content and language integration 2. Counterbalanced instruction 3. Form-focused instruction 4. Instructed second language acquisition 5. Professional development

4**Thirty-five years of ISLA on form-focused instruction [Recurso electrónico] : a meta-analysis / Sarah Sok, Eun Young Kang, ZhaoHong Han**

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

References: p. 443-447

This meta-analysis offers a snapshot of thirty-five years (1980–2015) of research on instructed second language acquisition (ISLA). Fifty-four empirical studies involving a total of 5,051 second language learners – sampled from six applied linguistics journals, Applied Linguistics, Language Learning, Language Teaching Research, The Modern Language Journal, Studies in Second Language Acquisition, and TESOL Quarterly– were aggregated for the effects of second language (L2) instruction, yielding an overall large effect size, $g = 1.06$, 95 % CI = 0.84-1.29. Data were further analysed to identify factors that can modulate the efficacy of instruction. While a minor difference was detected between explicit and implicit instruction, statistically significant effects were found for modes of outcome measures, learners' onset L2 proficiency, research settings, and intensity of instruction.

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1. Explicit instruction 2. Factors influencing efficacy of instruction 3. Implicit instruction 4. L2 instructional efficacy 5. Meta-analysis

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Thirty-five years of ISLA on form-focused instruction [Recurso electrónico] : a methodological synthesis / Sarah Sok, Eun Young Kang, ZhaoHong Han

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

References: p. 426-427

This article offers a methodological synthesis spanning 35 years of instructed second language acquisition research on the efficacy of form-focused instruction. Eighty-eight (quasi-) experimental studies were sampled from six academic journals: Applied Linguistics, Language Learning, Language Teaching Research, Modern Language Journal, Studies in Second Language Acquisition, and TESOL Quarterly. The focus of analysis was on five sets of variables: (1) research design, (2) participants, (3) context in which the studies were conducted, (4) instructional treatment, and (5) outcome measures. Results revealed that since Norris and Ortega's (2000) seminal study, the research domain has grown, not only with respect to the number of studies published, but also with regard to the addition of previously unexamined L1 groups, increase in the number of studies investigating implicit instruction, greater use of multiple measures of learning, and more pretesting and delayed posttesting. However, a number of methodological weaknesses have also persisted.

Language teaching research. -- 2019 (July), v. 23, n. 4, p. 403-427

1. Instructional efficacy 2. ISLA methodological practices 3. Methodological deficiencies 4. Methodological improvement 5. Methodological synthesis

6

Towards a modular language curriculum for using tasks [Recurso electrónico] / Rod Ellis

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

References: p. 472-475

Task-based language teaching (TBLT) and task-supported language teaching (TSLT) are often seen as incompatible as they draw on different theories of language learning and language teaching. The position adopted in this article, however, is that both approaches are needed especially in instructional contexts where 'pure' task-based teaching may be problematic for various reasons. The article makes a case for a modular curriculum consisting of separate (i.e. non-integrated) task-based and structure-based components. Different curriculum models are considered in the light of what is known about how a second language is learned. The model that is proposed assumes the importance of developing fluency first. It consists of a primary task-based module implemented with focus-on-form (Long, 1991) and, once a basic fluency has been achieved, supported by a secondary structural module to provide for explicit accuracy-oriented work to counteract learned selective attention (N. Ellis, 2006): one of the main sources of persistent error. The article also addresses the content and grading of the task-based and structural modules. It considers the factors that need to be considered in the vertical and horizontal grading of tasks but also points out that, for the time being, syllabus designers will have to draw on their experience and intuition as much as on research to make decisions about how to sequence tasks. An argument is presented for treating the structural component as a checklist rather than as a syllabus so as to allow teachers to address selectively those features that are found to be problematic for their students when they perform tasks.

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1. Curriculum design 2. Explicit knowledge 3. Implicit knowledge 4. Task-based teaching 5. Task-supported teaching

