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Developing a self-assessment tool for English language teachers [Recurso electrónico] / Simon Borg, Adam Edmett

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

References: p. 676-678

In the context of increasing global interest in teacher evaluation, this article describes the development of a self-assessment tool (SAT) for teachers of English and analyses responses to it by 1,716 teachers from around the world. One feature of respondents' self-assessments was that they were mostly positive, and this issue is discussed in relation to concerns about the accuracy of self-assessed competence more generally. Teachers also provided feedback on the tool itself and their comments on its relevance, clarity, coverage and value were mostly positive too. The teachers did, though, suggest ways in which the SAT could be developed further, and a number of design enhancements are discussed. Two particular challenges highlighted by the results of this study are also considered: the feasibility of developing a self-assessment tool that teachers of English in all contexts can use, and the extent to which teachers are able to assess their competence without reference to the specific circumstances in which they work. The potential for further research around the SAT is also noted, particularly in terms of how it can be combined with classroom observations to provide a more robust overall picture of what teachers are able to do.

Language teaching research. -- 2019 (September), v. 23, n. 5, p. 655-679

1. British Council 2. English language teaching 3. Professional development 4. Teacher evaluation 5. Teacher self-assessment

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Effects of increasing the degree of reasoning and the number of elements on L2 argumentative writing [Recurso electrónico] / Muhammad Rahimi

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References: p. 648-651

The impacts of task characteristics on second language (L2) writing require further exploration. This study examined the effects of increasing task complexity on L2 argumentative writing. Upper-intermediate L2 learners performed two writing tasks with varying degrees of complexity in relation to the number of elements and the degree of reasoning. The learners' writing was measured in terms of syntactic complexity, accuracy, lexical complexity, organization, content, and overall text quality. Increasing task complexity effected a significant desirable change in one dimension of syntactic complexity (notably the amount of subordination) and one dimension of lexical complexity (notably academic vocabulary use), had a significant adverse effect on accuracy, and led to the enhancement of content, organization, and writing quality. These findings lend support to the Trade-off Hypothesis, the Cognition Hypothesis, and the central tenet of Kellogg's writing model. Methodological and pedagogical implications of the study are also discussed.

Language teaching research. -- 2019 (September), v. 23, n. 5, p. 633-654

1. Cognition hypothesis 2. Kellogg's writing model 3. L2 writing 4. Task complexity 5. Trade-off hypothesis

3**The impact of CLIL on pluriliteracy development and content learning in a rural multilingual setting [Recurso electrónico] / Xabier San Isidro, David Lasagabaster**

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

References: p. 599-602

Although CLIL (content and language integrated learning) programmes are now globally expanding, the number of studies that have examined their impact on both multiple language learning (students' L1, L2 and English as a foreign language) and content learning are scarce. This study investigates the effects of a CLIL programme implemented in a rural multilingual school context in Galicia, Spain. Bearing in mind the deficiencies identified in previous CLIL research, this two-year longitudinal study secured the homogeneity of the CLIL and non-CLIL samples (n= 44) before the actual implementation of the CLIL approach. Although both groups improved their competence in English after two years, the CLIL cohort made significantly greater progress. Interestingly, the CLIL students also outperformed their non-CLIL counterparts in both Spanish and Galician over the two school years, whereas content learning was not negatively affected. In the conclusions the importance of paying heed to the pedagogical features and the methodology employed in CLIL settings is underscored.

Language teaching research. -- 2019 (September), v. 23, n. 5, p. 584-602

1. CLIL 2. Content learning 3. Methodology 4. Multilingualism 5. Pluriliteracy

4**Pedagogical suitability of data-driven learning in EFL grammar classes [Recurso electrónico] : a case study of Taiwanese student/ Ming Huei Lin, Jia-Ying Lee**

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

References: p. 556-559

This study of 52 undergraduates of English as a foreign language (EFL) involves an empirical assessment of the pedagogical suitability of data-driven learning (DDL) in three Taiwanese grammar classes. One class (16 students) was taught using a traditional deductive approach (TDA), and the others (one of 17 and one of 19 students) were taught using blends of DDL and TDA. The participants' performance in grammar and their judgments of the teaching effects of DDL were both collected for analysis. Using a covariance analysis, the study results indicate no significant differences between the three classes in grammar proficiency, although paired-sample t-tests reveal significant gains for each class. However, the results of quantifying participants' perceptions of the treatments over time show clear changes as the experiment proceeded; there was a growing preference for DDL-integrated treatments but a disinclination towards the TDA. Although it seems premature to claim DDL's pedagogical suitability here, the overall results lend support to the legitimacy of practicing DDL in different educational areas. This is particularly notable for Taiwan's EFL context, given that most of its grammar classrooms are still employing conventional approaches, including the Grammar Translation method, even if they are not inclined towards them. The article concludes with a discussion of DDL's effects on future EFL grammar classes and possible avenues for further studies.

Language teaching research. -- 2019 (September), v. 23, n. 5, p. 541-561

1. Corpus-aided language teaching 2. Corpus-aided discovery learning 3. Data-driven learning 4. EFL grammar 5. EFL writing

5**The position of grammar in Finnish, Dutch, and global course books for German as a foreign language [Recurso electrónico] / Marjon Tammenga-Helmantel, Minna Maijala**

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

References: p. 580-583

Communicative language teaching and language teaching research suggest forms for desirable and effective grammar teaching. This study investigates to what extent these suggestions are integrated into teaching materials. On the basis of prior studies, we developed a list of both qualitative and quantitative criteria to determine the position of grammar in foreign language course books. This list was then applied to course books for German as a foreign language that are used in Finland and the Netherlands to examine the role grammar plays in these materials. Our results show that many similarities exist between the Dutch, Finnish, and global course books with regard to the location and integration of grammar, and the instructional approach adopted. However, a striking difference was found in the Finnish materials: they provide more grammar exercises and generally a lower progression rate than the Dutch and global materials. We relate this to the typological distance between German and Finnish. In general, even though the analysed teaching materials all follow the rationale behind communicative language teaching, they are traditional in the sense that grammar inhabits a prominent position in the course books. On the other hand, we have observed pedagogical innovations with respect to grammar teaching, such as inductive grammar presentation, a spread of the learning load as well as self-evaluation tools for learners.

Language teaching research. -- 2019 (September), v. 23, n. 5, p. 562-583

1. Foreign language teaching 2. German 3. Grammar 4. Teaching materials 5. Textbook evaluation

6**TBLT implementation and evaluation [Recurso electrónico] : a meta-analysis / Lara Bryfonski, Todd H. McKay**

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

References: p. 625-628

Task-based language teaching (TBLT) is an empirically investigated pedagogy that has garnered attention from language programs across the globe. TBLT provides an alternative to traditional grammar translation or present-practice-produce pedagogies by emphasizing interaction during authentic tasks. Despite several previous meta-analyses investigating the effect of individual tasks or short-term task-based treatments on second language (L2) development, no studies to date have synthesized the effects of long-term implementation of TBLT in authentic language classrooms. The present study uses meta-analytic techniques to investigate the effectiveness of TBLT programs on L2 learning. Findings based on a sample of 52 studies revealed an overall positive and strong effect ($d = 0.93$) for TBLT implementation on a variety of learning outcomes. The study further examined a range of programmatic and methodological features that moderated these main-effects (program region, institution type, needs analysis, and cycles of implementation). Additionally, synthesizing across both quantitative and qualitative data, results also showed positive stakeholder perceptions towards TBLT programs. The study concludes with implications for the domain of TBLT implementation, language program evaluation, and future research in this domain.

Language teaching research. -- 2019 (September), v. 23, n. 5, p. 603-632

1. Language program evaluation 2. Metaanalysis 3. Second language pedagogy 4. Task-based language teaching 5. Task-based learning 6. TBLT