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**Effects of written corrective feedback and language aptitude on verb tense accuracy [Recurso electrónico] / Susan Benson, Robert DeKeyser**

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

References: p. 722-724

Most second language researchers agree that there is a role for corrective feedback in second language writing classes. However, many unanswered questions remain concerning the linguistic features to target and the type and amount of feedback to offer. This study examined essays by 151 learners of English as a second language (ESL), in order to investigate the effect of either direct or metalinguistic written feedback on errors with the simple past tense and the present perfect tense. This inquiry also considered the extent to which learner differences in language-analytic ability (LAA), as measured by the LLAMA F, mediated the effects of these two types of explicit written corrective feedback. Learners in both feedback groups were provided with corrective feedback on two essays whereas the control group received general comments on content. Learners in all three groups then completed two additional writing tasks to determine whether or not the provision of corrective feedback led to greater gains in accuracy compared to no feedback. Both treatment groups performed better than the comparison group on new pieces of writing immediately following the treatment sessions, yet direct feedback was more durable than metalinguistic feedback for one structure, the simple past tense. Participants with greater LAA proved more likely to achieve gains in the direct feedback group than in the metalinguistic group, whereas learners with lower LAA benefited more from metalinguistic feedback.

Language teaching research. -- 2019 (November), v. 23, n. 6, p. 702-726

1. Feedback in second language writing 2. Focused error correction 3. Language learning aptitude 4. Verb tense 5. Written corrective feedback

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**Exploring the benefits of collaborative prewriting in a Thai EFL context [Recurso electrónico] / Kim McDonough, Jindarat De Vleeschauwer, William J. Crawford**

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

References: p. 698-699

Although second language (L2) collaborative writing research has demonstrated that texts composed collaboratively are more accurate than individually-written texts, few studies have explored whether collaborative prewriting yields similar benefits. This study investigated whether collaborative prewriting, i.e. interacting with peers during the prewriting phase followed by individual writing, led to higher accuracy, complexity, or analytic ratings than individual prewriting. It also explored the relationship between these text features and student talk during collaborative prewriting. English L2 university students in Thailand (n= 57) were randomly assigned to write a problem and solution paragraph with either collaborative or individual prewriting. Their texts were analysed in terms of accuracy (errors/word) and complexity (coordination and subordination), and were rated using analytic rubrics (content, organization, language). Transcripts of the collaborative prewriting discussions were analysed in terms of the topic of student talk (content, organization, language, task management, off-task talk). The results showed that the collaborative prewriting texts were more accurate and received higher ratings than the individual prewriting texts. Furthermore, there was a significant correlation between prewriting time and accuracy. Implications for the use of collaborative prewriting tasks in settings for English as a foreign language (EFL) are discussed.

Language teaching research. -- 2019 (November), v. 23, n. 6, p. 685-701

1. Accuracy 2. Analytic ratings 3. Collaborative prewriting 4. L2 writing 5. Peer interaction 6. Student talk 7. Subordination

**3****A longitudinal study of primary school EFL learning motivation in CLIL and non-CLIL settings [Recurso electrónico] / Elisabet Pladevall-Ballester**

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

References: p. 784-786

Content and language integrated learning (CLIL) is often introduced in school settings in an attempt to increase exposure to the foreign language (FL) and promote motivation and positive language attitudes. The present study examines how language learning motivation develops over the course of two academic years in two types of instruction setting (CLIL and non-CLIL) with equal but low exposure to the FL and in two types of CLIL subject (science and arts and crafts). Data were collected from four primary schools in fifth and sixth grades by means of a motivation questionnaire. Differences between groups are observable in relation to the second language (L2) learning experience dimension of motivation in favour of the CLIL learners, who increased their motivation over time. Type of CLIL subject was found to be relevant also only in relation to the L2 learning experience dimension of motivation. Even in low exposure contexts, FL motivation is promoted and maintained over time by adding CLIL to the language experience of young learners.

Language teaching research. -- 2019 (November), v. 23, n. 6, p. 765-786

1. CLIL 2. EFL 3. Longitudinal 4. Motivation 5. Primary school

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**4****Pronunciation in foreign language classrooms [Recurso electrónico] :instructors' training, classroom practices, and beliefs/ Amanda Huensch**

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

References: p. 761-763

The goal of this work was to explore the training, classroom practices, and beliefs related to pronunciation of instructors of languages other than English. While several investigations of this type have been conducted in English as a second/foreign language contexts, very little is known about the beliefs and practices of teachers of languages other than English. It is unknown whether recent shifts to focusing on intelligibility, as advocated by some pronunciation scholars, are borne out in foreign language classrooms. To fill this gap, instructors of Spanish (n= 127), French (n= 89), and German (n= 80) teaching basic language courses (i.e. the first four semesters) at 28 large (e.g. more than 15,000 students), public universities in the United States completed an online survey reporting on their training, classroom practices, and beliefs. Similar to ESL/EFL contexts, the results indicated that instructors believe it is important to incorporate pronunciation in class and that it is possible to improve pronunciation. However, the findings also indicated that instructors have goals which simultaneously prioritize intelligibility and accent reduction. Implications include the need for research on which pronunciation features influence intelligibility in languages other than English and for materials designed to target these features.

Language teaching research. -- 2019 (November), v. 23, n. 6, p. 745-764

1. Classroom practices 2. Foreign language teachers 3. Pronunciation 4. Teacher beliefs 5. Teacher questionnaire

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**5****The seven sins of L2 research [Recurso electrónico] : a review of 30 journals' statistical quality and their CiteScore, SJR, SNIP, JCR Impact Factors / Ali H. Al-Hoorie, Joseph P. Vitta**

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

References: p. 740-743

This report presents a review of the statistical practices of 30 journals representative of the second language field. A review of 150 articles showed a number of prevalent statistical violations including incomplete reporting of reliability, validity, non-significant results, effect sizes, and assumption checks as well as making inferences from descriptive statistics and failing to correct for multiple comparisons. Scopus citation analysis metrics and whether a journal is SSCI-indexed were predictors of journal statistical quality. No clear evidence was obtained to favor the newly introduced CiteScore over SNIP or SJR. Implications of the results are discussed.

Language teaching research. -- 2019 (November), v. 23, n. 6, p. 727-744

1. Citation analysis metrics 2. CiteScore 3. JCR Impact Factor 4. Journal quality 5. Quantitative research 6. Second language 7. SJR 8. SNIP

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**6****Trying to teach dialogically [Recurso electrónico] : the good, the bad, and the misguided / David P. Shea**

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

References: p. 801-804

The goal of dialogic teaching is to position students as active participants who engage in academically accountable talk, but research consistently suggests that a major stumbling block is the teacher's own interactional style. To explore the issue from an emic perspective, I carried out an action research investigation of advanced proficiency classes for English as a foreign language (EFL) that I taught on the university level in Japan. Data included audiotaped recordings of teacher-fronted whole-class discussions that were analysed qualitatively. I found that the effort to teach dialogically was somewhat successful, but missteps and misguided assumptions about effective instructional strategies were also evident. Findings point to both the complexities of orchestrating active engagement of reticent students within the third space of the second language (L2) classroom, and the critical role of teacher authority to elicit and coordinate student engagement.

Language teaching research. -- 2019 (November), v. 23, n. 6, p. 787-804

1. Accountable talk 2. Classroom interaction 3. Dialogic teaching 4. Reflective practice 5. Third space

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