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The effectiveness of voice-on and voice-off instruction on ASL vocabulary acquisition [Recurso electrónico] / Rachel Elizabeth Traxler, Kimi Nakatsukasa

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

References: p. 285-286

Whether to use spoken English for the instruction of American Sign Language (ASL) is a pedagogical debate for those teaching hearing second language learners. Previous investigations have found the use of learners' first language to be beneficial for vocabulary acquisition. Studies on sign languages, however, have found that a class taught completely using signs is more beneficial than a class that incorporates spoken English, although the cognitive theory of multimedia learning argues that receiving input in various modalities fosters learning. In the present study, the efficacy of voice-on or voice-off instruction for acquisition of ASL vocabulary is examined. Twenty-six hearing adult students in an ASL class received either voice-on (spoken English) or voice-off (ASL only) instruction for 13 vocabulary items. They completed a comprehension test in the pretest, immediate posttest, and delayed posttest, as well as a production test in the immediate and delayed posttest. The results showed significant improvements over time for both conditions for comprehension and production; however, no differences between the two conditions were observed.

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1. American Sign Language 2. Vocabulary acquisition 3. Voice-on instruction

2

The effects of explicit instruction on L2 learners' acquisition of verb–noun collocations [Recurso electrónico] / Mei-Hsing Tsai

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

References: p. 158-162

This study investigates the relative effectiveness of two methods for teaching a set of English verb–noun collocations: form-focused instruction (FFI) and concept-based instruction (CBI). The sample comprised 73 Chinese-speaking learners of English taking intermediate English courses, who were randomly assigned to one of three groups: an FFI intervention group, a CBI intervention group, and a control group. In order to determine the effects of the two instructional methods, the participants' collocational knowledge was measured in three ways: via form recall testing, form recognition testing, and meaning recall testing. Specifically, all of the participants took pretests, immediate posttests, and one-week delayed posttests. The results of a comparison of the learning gains between the three groups showed that the CBI and FFI approaches each had a positive effect on establishing initial form–meaning relationships for verb–noun collocations. The CBI group significantly outperformed the FFI group on both collocational acquisition and retention. This result suggests that CBI's focus on learning verbal meanings through image schemas and conceptualization practice is associated with a deeper understanding of English verb–noun collocations. The study concludes with pedagogical implications for teaching second language (L2) collocations.

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1. Cognitive linguistics 2. Sociocultural theory 3. Concept-based instruction 4. Collocations 5. Explicit instruction

3

The effects of instructor language choice on second language vocabulary learning and listening comprehension [Recurso electrónico] / Jang Ho Lee, Glenn S. Levine

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

References: p. 269-271

The present study examined the interaction effects between teachers' choice of language in lexical explanation and second language (L2) learners' proficiency level on the learning of phrasal verbs and listening comprehension in a meaning-focused listening activity. Undergraduate L2 learners with two different levels of proficiency

(intermediate and advanced) were assigned to three different conditions. These conditions included (1) code-switching, in which teachers briefly switched to learners' first language for vocabulary teaching purposes, (2) L2-only, in which teachers maintained L2 for overall instruction and vocabulary teaching, and (3) control condition, in which learners were not given instruction about target vocabulary. The results revealed that teachers' instruction about target vocabulary brought about more gains in learning of phrasal verbs than lack thereof. In addition, teachers' use of code-switching benefited intermediate-level learners most, who were able to gain similar levels of vocabulary learning and listening comprehension to advanced learners.

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1. Code-switching 2. EFL 3. L1 use in the L2 classroom 4. L2 listening comprehension 5. L2 vocabulary acquisition

4

Explicit and implicit instruction of refusal strategies [Recurso electrónico] : does working memory capacity play a role? / Mohammad Javad Ahmadian

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

References: p. 181-184

This study investigated the differential effects of implicit and explicit instruction of refusal strategies in English and whether and how the impacts of instruction methods interact with learners' working memory capacity (WMC). 78 learners of English were assigned to three groups (explicit, implicit, and control). Implicit instruction was operationalized through input enhancement and provision of recast. In the explicit instruction group, participants received description and exemplification of refusal strategies and were provided with explicit corrective feedback. Prior to the treatment, all participants took WMC test, Discourse Completion Test (DCT) and completed a pragmatics comprehension questionnaire (CQ).

Results revealed that explicit instruction was more effective than implicit instruction for both production and comprehension of refusals and that both implicit and explicit groups maintained the improvement in the delayed post-test administered two months later. In addition, whilst WMC scores were positively and strongly correlated with gains in the immediate and delayed post-test for both DCT and CQ in the implicit group, no meaningful relationship was found for explicit and control groups. The unique feature of this research is demonstrating that explicit instruction of refusal strategies equalizes learning opportunities for all learners with differential levels of WMC.

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1. Attention 2. Explicit and implicit instruction 3. L2 pragmatics instruction 4. Refusal strategies 5. Working memory capacity

5

Oral corrective feedback [Recurso electrónico] : pre-service english as a second language teachers' beliefs and practices / Eva Kartchava ... [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. 239-242

This study investigated the relationship between pre-service English-as-a-second-language (ESL) teachers' pedagogical beliefs and their actual teaching practices. To determine the nature of this relationship, 99 teachers-in-training with little or no teaching experience were asked to complete a questionnaire seeking information about their teaching beliefs, particularly about oral corrective feedback (i.e. teachers' responses to students' language errors). The teachers' responses were subjected to an exploratory factor analysis which revealed several dimensions underlying their beliefs. To examine how these beliefs affect classroom performance, 10 of the teachers were first asked to indicate how they would correct language errors illustrated in hypothetical (videotaped) classroom scenarios and were then observed teaching an authentic ESL class. The classes were video-recorded and 30-minute teacher-fronted communicative segments from the lessons were analysed for the number and type of errors learners made and the teachers addressed. Results indicate a multifarious relationship between stated beliefs and actual teaching practices in that while the teachers corrected fewer errors than they

believed they would, they preferred the same corrective techniques in both hypothetical and actual teaching situations. Most notably, the study suggests that the complexities of the language classroom and the pre-service teachers' lack of experience at integrating theoretical knowledge and practical skills, lead them to behave overall as native-speaking interlocutors, not as language teachers. Implications for teacher training are discussed.

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1. Beliefs 2. Corrective feedback 3. Pre-service teachers 4. Teaching practice 5. Teacher training

6

Uptake in incidental focus-on-form episodes concerning formulaic language in advanced adult EFL classes [Recurso electrónico] / Leila Gholami, Javad Gholami

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

References: p. 210-215

An extensive number of studies have examined the effectiveness of incidental focus on form (FonF) measured through uptake in primarily communicative activities and established an association between learners' uptake of linguistic features and their subsequent second language development. In this strand of research, the analysis of linguistic forms has been constrained to grammar, vocabulary, pronunciation, and spelling. However, as self-contained units of meaning, formulaic sequences (FSs), comprising collocations, lexical bundles, idioms, compounds, etc., have not yet been the object of FonF research. Inspired by the fact that a substantial proportion of natural discourse consists of FSs, the present study investigated the degree to which incidental focus-on-form episodes (FFE) with formulaic vis-à-vis other linguistic foci occur, and the extent to which they result in (successful) uptake in English as a foreign language (EFL) classes. The data consisted of 36 hours of audio-recorded communicative classroom interactions from three advanced EFL classes. The findings revealed that, though not as frequently as other linguistic elements, learners and teachers regularly draw their attention to FSs. FFEs with formulaic focus, in general, and collocations, in particular, led to more uptake than those with other linguistic foci. Finally, among types of incidental FonF, the highest rate of (successful) uptake was observed in student-initiated FFEs with formulaic focus.

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1. EFL 2. Focus on form 3. Formulaicity 4. Formulaic sequence 5. Successful uptake
