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Does the presence of formulaic language help or hinder second language listeners' lower-level processing? [Recurso electrónico] / Michael Yeldham

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

References: p. 361-363

This study examined the influence of formulaic language on second language (L2) listeners' lowerlevel processing, in terms of their ability to accurately identify the words in texts. On the one hand, there were reasons for expecting the presence of the formulas to advantage the learners, because the learners would process these formulaic words more holistically than the surrounding non-formulaic words. On the other hand, though, because formulas are commonly uttered in more reduced fashion than their surrounding non-formulaic words – and L2 learners commonly face challenges understanding reduced speech – it was possible that the formulas would negatively impact the learners' processing. The participants listened to four texts, which were paused intermittently for them to transcribe the final stretch of words they had heard prior to each pause. The researcher had previously categorized these words as being part of formulas or non-formulas through corpus analysis. By comparing the listeners' identification of the formulaic and the non-formulaic language, the study found that formulaic language facilitated their lowerlevel listening. This degree of advantage, however, varied across text difficulty level and listener proficiency level. Based on the findings, implications for L2 listening instruction are discussed.

Language teaching research. -- 2020 (May), v. 24, n. 3, p. 338-363

1. Corpus-based research 2. EFL 3. Language use 4. Language performance 5. Second language listening

2

Effect of the linguistic complexity of the input text on alignment, writing fluency, and writing accuracy in the continuation task [Recurso electrónico] / Jinfang Peng, Chuming Wang, Xiaofei Lu

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References: p. 379-381

Previous studies demonstrated that the continuation task has great language learning potential and that various task-related factors may affect the extent to which the potential can be exploited (e.g. Wang & Wang, 2015). This study investigates the effect of one understudied factor, the linguistic complexity of the input text, on English as a foreign language (EFL) learners' alignment, writing fluency, and writing accuracy in the continuation task. Two comparable groups of Chinese undergraduate EFL learners read and continued a simplified and unsimplified version of the same incomplete story whose linguistic complexity matched and exceeded their production ability, respectively. Compared to the unsimplified version, the simplified version resulted in more automatic alignment and greater improvement in writing fluency and accuracy. The implications of these findings for writing pedagogy are discussed.

Language teaching research. -- 2020 (May), v. 24, n. 3, p. 364-381

1. Alignment 2. Linguistic complexity 3. The continuation task 4. Writing fluency 5. Writing accuracy

3

Exploring the effects of proximal-distal metaphor on the development of EFL learners' knowledge of the degree of certainty [Recurso electrónico] / Masahiro Takimoto

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

References: p. 336-337

The present study was motivated by theoretical considerations in cognitive linguistics associated with the concept projection as well as by theories in cognitive science related to self-directed learning on computers, to apply them in developing Japanese learners' knowledge of the different degrees of sureness attached to certain, probable, and possible items. It evaluated the relative effects of cognitive and non-cognitive approaches and of self- and teacher-directed approaches on computers. The cognitive approach involved concept projection, a

process through which the participants understand an abstract concept, namely the degree of certainty, in terms of the spatial concept of distance, whereas the non-cognitive approach involved rote learning of a list of target expressions related to the degree of certainty. The results of the present study demonstrated that the cognitive approach groups outperformed the non-cognitive approach and control groups in writing, comparison, and categorization tests, and further demonstrated that the cognitive approach is effective as a mnemonic device generating long-term memory encoding. The results of the present study also showed that the self-directed approaches were no less effective than the teacher-directed approaches, and the difference between self-directed and teacher-directed learning did not seem to have had a major impact on the overall performance of the self- and teacher-directed groups.

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1. Cognitive linguistics 2. Concept projection 3. Metaphor 4. Self-directed 5. Teacher-directed

4

First and second language use in English medium instruction contexts [Recurso electrónico] / Ernesto Macaro, Lili Tian and Lingmin Chu

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

References: p. 339-402

Although there is a wealth of research on the use of the first language (L1) in English as a foreign language (EFL) classrooms, there is as yet very little research of this kind in classrooms where the prime pedagogical objective is to teach academic content through English as a second language (English medium instruction; EMI). It is important to begin filling this gap because a purported aim of content-based programs is to expose students to large quantities of the target language. We investigated the practices of five EMI teachers in a Chinese university and measured the reactions of their students both quantitatively and qualitatively. Our findings show that these teachers switched to the L1 rarely (although with considerable differences among the teachers) and mostly to explain both simple and complex concepts in their academic disciplines. Although students were unperturbed by the switches to the L1, some felt that the teacher could have made more of an effort to explain it in L2 first.

Language teaching research. -- 2020 (May), v. 24, n. 3, p. 382-402

1. English medium instruction 2. First language use 3. L1 functions 4. Second language use 5. Student reactions

5

The most-common phrasal verbs with their key meanings for spoken and academic written English [Recurso electrónico] : a corpus analysis / Dilin Liu and Daniel Myers

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

References: p. 423-424

English phrasal verbs (PVs) are ubiquitous and often polysemous. These lexical items are thus very important, but also challenging for ESL/EFL learners. Substantial research that can inform instructional approaches to PVs has already been conducted. One strand of this research has focused on identifying PVs that merit prioritization in learning. For example, Garnier and Schmitt (2015) developed a list of the most frequent meanings expressed by the 150 most common PVs. The present study extends their work by examining and comparing the meaning distributions of the 150 most common PVs in spoken English and in academic writing, arguably the two registers that ESL/EFL learners study the most. Using the spoken sub-corpus and the written academic sub-corpus of the Corpus of Contemporary American English, the study evaluates whether the proportional frequencies of PVs' meanings vary across the two registers. The results show a significant cross-register difference in an overwhelming majority of the 150 most common PVs. The findings suggest that instructional approaches to PVs should indeed prioritize different meanings of PVs depending on the kind of register learners engage with. A list of the PVs with their main meanings in each of the two registers is made available as an online supplement.

Language teaching research. -- 2020 (May), v. 24, n. 3, p. 403-424

1. Corpus 2. Phrasal verbs 3. Semantic senses 4. Word lists

6

To correct or to cooperate [Recurso electrónico] : mediational processes and L2 development / Matthew E. Poehner, Dmitri Leontjev

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

References: p. 314-315

The present article argues for a conceptual distinction between corrective feedback and mediation that emphasizes the status of the latter not as an instructional practice but as a defining feature of human psychology (Vygotsky, 1987) that has direct implications for how instruction might be approached. Specifically, Sociocultural Theory (SCT) posits that humans are always and everywhere mediated, as individuals draw upon meanings and ways of thinking they have already internalized as well as those that are available in their immediate environment to regulate their actions. With regard to second language (L2) education, rather than exclusively focusing on learner independent performance or whether learners improve following application of a particular corrective feedback strategy, a view of learner performance as a mediated process draws attention to changes – either over the course of an activity or from one activity to the next – to the degree of guidance learners require and the ways in which they respond to or negotiate that support. This mediation process, the changes that may be observed, and how these may be interpreted vis-à-vis learner development is illustrated with examples taken from two recent Dynamic Assessment (DA) studies involving Estonian learners of L2 English. The first study focuses upon one-to-one dialogic interaction in an individualized DA program while the second study reports the implementation of a computerized DA procedure (n = 25). Together, they underscore how the goal of promoting learner L2 development through instruction may be advanced when mediational processes are taken into account and learner developmental trajectories are identified. Implications of mediational processes for future work interested in corrective feedback are discussed.

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1. Corrective feedback 2. Dynamic Assessment 3. Mediation 4. Sociocultural Theory
